

**El Paso Independent School District
Dr. Joseph Torres Elementary School
2023-2024 Improvement Plan**

Accountability Rating: C



Board Approval Date: October 17, 2023

Mission Statement

We, the teachers, staff, parents, and students of Dr. Joseph Torres Elementary School, as a community of learners, will work together to provide a positive and challenging learning environment, affording opportunities for parental and community involvement, and encouraging students to demonstrate responsible and respectful behavior.

Nosotros, los maestros, el personal, los padres y los estudiantes de la Escuela Primaria Dr. Joseph Torres, como comunidad de estudiantes, trabajaremos juntos para proporcionar un ambiente de aprendizaje positivo y retador, brindando oportunidades para la participación de los padres y la comunidad, y alentando a los estudiantes a demostrar comportamiento responsable y respetuoso.

Vision

Dr. Joseph Torres Elementary School will provide high quality instruction and a nurturing and safe environment, empowering all of our students to be academically and socially successful, college ready, career ready and life ready.

La Escuela Primaria Dr. Joseph Torres brindará instrucción de alta calidad y un ambiente acogedor y seguro, capacitando a todos nuestros estudiantes para que tengan éxito académico y social, estén listos para la universidad, listos para la carrera y para la vida.

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Comprehensive Needs Assessment

L1 Whole Child (Culture & Climate)

L1 Whole Child (Culture & Climate) Summary

The use of PBIS forms has been implemented as well as a the implementation of a reward system. (Store) The school counselor is implementing SEL lessons once every two weeks through a 2 week rotation schedule. Data shows 175 discipline referrals. We offer Steamtastics which is an after school program. During the 2022-2023 school year there was an opportunity for students to participate in the Science Fair. Dr. Torres library's activities such maker space and STEAM activities are offered. Student Ambassadors and Student Council will begin this school year.

L1 Whole Child (Culture & Climate) Strengths

Offering a campus based GT program is an asset. Robotics is offered for 4th and 5th grade students after school. Orchestra is offered for 5th grade students. We have strong parent involvement in PTO.

Prioritized Needs Identifying L1 Whole Child (Culture & Climate) Needs

Prioritized Need 1 (Prioritized): Parents were not involved in school wide activities during the day and after school at Dr. Torres **Root Cause:** Parents work and are unavailable during the times we host our meetings. Parents struggle with technology or lack of technology.

Prioritized Need 2 (Prioritized): Reduce the amount of discipline referrals. **Root Cause:** Discipline referrals were written on the same students.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

At Dr. Torres, we are implementing HQIM using Amplify, Eureka, and STEMSCOPES in English and Spanish.

Data analysis by: ST Math, Unit Assessments, Nine Week Assessments, Benchmarks, STAAR Interim, previous STAAR scores. Extensive data analysis in which specific data is looked at by: lower percentile SE, item analysis, and teacher comparison. Targeted SE's are identified and Tiered interventions are then developed. The following are interventions implemented: Intervention class (Students are grouped according to need ie. Not Approaches to Approaches, Approaches to Meets, Meets to Masters), reteach in the classroom (SE specific). There are continuous changes in RTI as they are determined by the ever changing data analysis. During GPC's, ARD, LPAC and 504 meetings, each individual's student's needs are identified by the committee. Based on the specific needs of each student, a plan is created to better support the student. The plans include: instructional accommodations, designated supports, and related services.

The following are interventions implemented:

1. Intervention class (Students are grouped according to need,ie. Not Approaches to Approaches, Approaches to Meets, Meets to Masters). (HB4545 RTI)
2. Saturday School-after benchmark, identify Readiness standards, symposium style,
3. Reteach in the classroom (SE specific).
4. Intersession (Fall and Spring)
5. The RTI process helps in the identification of students needing additional support and addresses instructional needs. This identification assists in identifying students that are a grade or more below their grade level.

L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths

Strong Instructional Leadership Team to guide all teachers.

PLCs are led by Instructional Leadership Team.

Use of student growth trackers to ensure student ownership.

Prioritized Needs Identifying L2 Academic Excellence (Curriculum, Instruction, Assessment) Needs

Prioritized Need 1 (Prioritized): Emergent Bilingual students are not meeting the state targets in the areas of Math and Reading. **Root Cause:** Students have had learning loss therefore, they are not at grade level. As a result, we are continuously bridging instructional gaps.

Prioritized Need 2 (Prioritized): Internalization of the new Amplify, Eureka, MTSS curriculum and resources. **Root Cause:** Teachers need sufficient planning time and guidance.

L2 Academic Excellence (Student Achievement)

L2 Academic Excellence (Student Achievement) Summary

STAAR Spring Data 2022-2023

Domain 1: Student Achievement was 43%. The 2023-2024 goal is 45.5%. STARR 3rd Reading at Meets was 43% . Our goal is for the 2023-2024 school year would be 47.5%. Our 3rd Math Meets was 32%. Our goal for the 2023-2024 school year is 41.5%.

TELPAS Spring Scores 2022-2023

Composite ratings are: 24% Beginner, 34% Intermediate, 31% Advanced, 12% Advanced High

L2 Academic Excellence (Student Achievement) Strengths

Strong Instructional Leadership Team to guide all teachers.

PLCs are led by Instructional Leadership Team.

Use of student growth trackers to ensure student ownership.

Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

Prioritized Need 1 (Prioritized): The average STAAR Math scores in Approaches, Meets, and Masters decreased from a 42% in 2022 to a 37% in 2023. **Root Cause:** Students have had learning loss therefore they are not at grade level. As a result we are continuously bridging instructional gaps.

Prioritized Need 2 (Prioritized): The average STAAR Reading scores in Approaches, Meets, and Masters decreased from a 54% in 2022 to a 50% in 2023. **Root Cause:** Students have had learning loss, therefore they are not at grade level. As a result we are continuously bridging instructional gaps.

L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Summary

In the 202202023 school year, there are several systems in place to support new teachers and build capacity for all. A new teacher is assigned a mentor teacher. The mentor teacher can be another teacher or a Campus Teaching Coach. Our librarian, counselor, and art teachers are added support to assist new teachers in teacher/student engagement in different projects. We have PLCs and faculty meetings where more opportunities for learning and collaboration are available. Teachers are also given multiple opportunities to attend district and campus PD. We have access to district facilitators upon request.

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Strengths

The campus also has various committees to address the needs of the campus.
Weekly PLCs are built into the master schedule to ensure adequate time for teachers to meet, plan and disaggregate data.
A strong social media ensures recruitment of students and staff.

Prioritized Needs Identifying L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Needs

Prioritized Need 1 (Prioritized): Hiring teachers that are ESL and Bilingual certified. **Root Cause:** There are not enough ESL/Bilingual certified teachers.

Prioritized Need 2 (Prioritized): Hiring teachers that are SPED certified. **Root Cause:** There are not enough SPED certified teachers.

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

L3 Destination District (Perceptions, Facilities, Programs, Technology) Summary

Dr. Torres engages in home-school communication through Class Dojo, See Saw, Twitter, Facebook, Instagram, automated phone messages, and district website communication. We hold parent meetings on campus and through the Address feeder pattern. Communication is translated into English and Spanish. Teachers are understanding of academic and social-emotional needs. All policies and practices are proactive due to extensive planning.

L3 Destination District (Perceptions, Facilities, Programs, Technology) Strengths

Dr. Torres has some strong SEL practices including frequent emails from the district with SEL sample lessons. PBIS committee meets regularly to adopt consistent, positive behavior expectations throughout the campus. Teachers are striving to create consistent disciplinary practices within their classrooms. The implementation of attendance incentives and Honor Roll recognition ceremonies have encouraged motivation for positive student behavior and instills a sense of culture. Students also have the opportunity to be recognized as the Rising Raptor each month to encourage academic and social character traits. The campus also has various committees to address the needs of the campus. We currently have an IT technician on campus on Thursdays to support any technological needs.

Prioritized Needs Identifying L3 Destination District (Perceptions, Facilities, Programs, Technology) Needs

Prioritized Need 1 (Prioritized): An App that the district supports and purchases to utilize STEM robots for coding. **Root Cause:** An App is unavailable to use with current district devices.

L4 Culture of Accountability (Parent & Community Engagement)

L4 Culture of Accountability (Parent & Community Engagement) Summary

Dr. Torres teachers have constant contact with parents through Class Dojo. Parent engagement liaison provides different workshops for parents. We have 1 Parent Engagement Liaison. Parents are involved in CIT to help make campus decisions. Dr. Torres engages in home-school communication through Class Dojo, Twitter, Facebook Instagram, automated phone messages, and district website communication. We hold parent meetings on campus and through the Address Feeder pattern. Communication is delivered in English and Spanish. Teachers are understanding of academic and social emotional needs. Attendance is currently at 93% for the 2022-2023 school year. When students are absent, parents are contacted. Classes with the highest attendance record from the previous week are recognized during the morning announcements. Students with perfect attendance are rewarded at the end of each grading period. Students are invited to an attendance dance at the end of each month. Students that have never been absent will receive an NBA award at the end of the year, along with a basketball.

L4 Culture of Accountability (Parent & Community Engagement) Strengths

During the 2022-2023 school year, we had a supportive PTA.

The implementation of attendance incentives and Honor Roll recognition ceremonies have encouraged motivation for positive student behavior and instills a sense of culture. Students also have the opportunity to be recognized as the Rising Raptor each month to encourage academic and social character traits. The campus also has various committees to address the needs of the campus.

Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement) Needs

Prioritized Need 1: Parents are not involved in school wide activities during the day and after school at Dr. Torres. **Root Cause:** Parents work and are unavailable during the times we host our meetings. Parents struggle with technology or lack of technology.

Prioritized Need 2 (Prioritized): Increase attendance by 1% to reach the goal of 94%. **Root Cause:** Due to Covid anxieties and other illnesses to include mental illness, absenteeism is still an ongoing issue.

L5 Equity by Design (Demographics)

L5 Equity by Design (Demographics) Summary

Dr. Torres participates in a dual language program which includes at least one dual language class in each grade level PK-5. The school follows a 50-50 model with a two-teacher model or one-teacher model depending on enrollment. Emergent Bilingual(EB) students are supported in a variety of ways. The following strategies have been set in place to meet the needs of Emergent bilingual students, small group interventions, intercession, tutoring, vocabulary instruction, visual aids, (ex:anchor charts, word walks, sentence stems, videos) cooperative learning, partnering students up with a student that can provide support in the second language, differentiated instruction as well as the use of graphic organizers. The progress of EB students is monitored throughout the school year. Dual language teachers have the supports of dual language training's such as a dual language institute provided by the district. and Bi-literacy Reading Academies (K-3). Dr. Torres offers half day PK3 and full day PK for both EB learners and regular education students.

L5 Equity by Design (Demographics) Strengths

Currently, 8.23% of 1st-5th grade students participate in the gifted and talented program.

Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

Prioritized Need 1 (Prioritized): Emergent Bilingual students are not meeting the state targets in the areas of math and reading. **Root Cause:** There is a huge lack of authentic Spanish resources.

Prioritized Need 2 (Prioritized): Emergent bilingual sheltered instructional strategies are inconsistently implemented across grade levels. **Root Cause:** Lack of vertical planning during PLC's.

Prioritized Needs

Prioritized Need 1: Parents were not involved in school wide activities during the day and after school at Dr. Torres

Root Cause 1: Parents work and are unavailable during the times we host our meetings. Parents struggle with technology or lack of technology.

Prioritized Need 1 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 2: Reduce the amount of discipline referrals.

Root Cause 2: Discipline referrals were written on the same students.

Prioritized Need 2 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 3: Emergent Bilingual students are not meeting the state targets in the areas of Math and Reading.

Root Cause 3: Students have had learning loss therefore, they are not at grade level. As a result, we are continuously bridging instructional gaps.

Prioritized Need 3 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 4: Internalization of the new Amplify, Eureka, MTSS curriculum and resources.

Root Cause 4: Teachers need sufficient planning time and guidance.

Prioritized Need 4 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 5: The average STAAR Math scores in Approaches, Meets, and Masters decreased from a 42% in 2022 to a 37% in 2023.

Root Cause 5: Students have had learning loss therefore they are not at grade level. As a result we are continuously bridging instructional gaps.

Prioritized Need 5 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 6: The average STAAR Reading scores in Approaches, Meets, and Masters decreased from a 54% in 2022 to a 50% in 2023.

Root Cause 6: Students have had learning loss, therefore they are not at grade level. As a result we are continuously bridging instructional gaps.

Prioritized Need 6 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 7: Hiring teachers that are ESL and Bilingual certified.

Root Cause 7: There are not enough ESL/Bilingual certified teachers.

Prioritized Need 7 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 8: Hiring teachers that are SPED certified.

Root Cause 8: There are not enough SPED certified teachers.

Prioritized Need 8 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 9: An App that the district supports and purchases to utilize STEM robots for coding.

Root Cause 9: An App is unavailable to use with current district devices.

Prioritized Need 9 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 10: Increase attendance by 1% to reach the goal of 94%.

Root Cause 10: Due to Covid anxieties and other illnesses to include mental illness, absenteeism is still an ongoing issue.

Prioritized Need 10 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 11: Emergent Bilingual students are not meeting the state targets in the areas of math and reading.

Root Cause 11: There is a huge lack of authentic Spanish resources.

Prioritized Need 11 Areas: L5 Equity by Design (Demographics)

Prioritized Need 12: Emergent bilingual sheltered instructional strategies are inconsistently implemented across grade levels.

Root Cause 12: Lack of vertical planning during PLC's.

Prioritized Need 12 Areas: L5 Equity by Design (Demographics)

Goals






Revised/Approved: August 29, 2023

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

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

High Priority

Evaluation Data Sources: CK-12 Survey

| Strategy 1 Details | Reviews | | | |
|---|--|-----|-----|-----------|
| Strategy 1: Provide incentives for parents/employees to complete surveys and implement SEL strategies for parents and employees. Strategy's Expected Result/Impact: Increase in parent/teacher participation. Staff Responsible for Monitoring: Administration, PEL, Teachers Title I: 2.5 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L1 Whole Child (Culture & Climate) 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  5% | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Prioritized Needs:

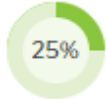

| L1 Whole Child (Culture & Climate) |
|---|
| Prioritized Need 1: Parents were not involved in school wide activities during the day and after school at Dr. Torres Root Cause: Parents work and are unavailable during the times we host our meetings. Parents struggle with technology or lack of technology. |






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

Performance Objective 2: By June 2024, Dr. Torres will increase PK-5th grade student participation in , extra-curricular, co-curricular activities at all levels by 5%.

High Priority

Evaluation Data Sources: Survey results

| Strategy 1 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| Strategy 1: By June 2024, 4th and 5th Intramural will increase extra-curricular activities. Strategy's Expected Result/Impact: Increase in student and family participation in extra-curricular activities. Staff Responsible for Monitoring: Admin and Intramural coaches. Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Students in Pk-5 will attend at least one field trip a year in order to increase their background knowledge. Strategy's Expected Result/Impact: Expose student to real world experiences through field trips where they will have access tools and environments that are not available at school. Staff Responsible for Monitoring: Principal, Secretary, Teachers Title I: 2.5, 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 1 Funding Sources: Field Trip Entry Fees - 211 ESEA Title I Part A (Campus) - 211.11.6499.182.24.801.182 - \$6,000 , Field Trip Transportation - 211 ESEA Title I Part A (Campus) - 211.11.6494.182.24.801.182 - \$2,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |

| Strategy 3 Details | | Reviews | | | |
|--|--|---|-----|-----|-----------|
| Strategy 3: Student Ambassadors in 4th and 5th grade will be trained to welcome all visitors to the campus and to assist with campus programs. Strategy's Expected Result/Impact: Increased parental and community involvement. Staff Responsible for Monitoring: PEL, Counselor, and Principal Title I: 2.5 Prioritized Needs: L1 Whole Child (Culture & Climate) 1 | | 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: Parents were not involved in school wide activities during the day and after school at Dr. Torres Root Cause: Parents work and are unavailable during the times we host our meetings. Parents struggle with technology or lack of technology. Prioritized Need 2: Reduce the amount of discipline referrals. Root Cause: Discipline referrals were written on the same students. |

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

Performance Objective 3: By June 2024, Dr. Torres will create an integrated system of extended learning opportunities and community partnerships by offering extended PK - 5 After-school Learning.

High Priority
Evaluation Data Sources: District tracking tool

| Strategy 1 Details | | Reviews | | | |
|---|--|---|--|---|---|
| Strategy 1: By June 2024, Dr. Torres will continue to incorporate STEAMTASTICS and after school tutoring as needed. Strategy's Expected Result/Impact: Increase in extended learning opportunities. Staff Responsible for Monitoring: Admin, CTC's, Interventionist and teachers. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L2 Academic Excellence (Student Achievement) 1, 2 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | |  | | | |
| | |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

Performance Objective 3 Prioritized Needs:

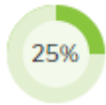
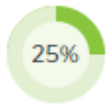




| L2 Academic Excellence (Student Achievement) |
|--|
| Prioritized Need 1: The average STAAR Math scores in Approaches, Meets, and Masters decreased from a 42% in 2022 to a 37% in 2023. Root Cause: Students have had learning loss therefore they are not at grade level. As a result we are continuously bridging instructional gaps. |
| Prioritized Need 2: The average STAAR Reading scores in Approaches, Meets, and Masters decreased from a 54% in 2022 to a 50% in 2023. Root Cause: Students have had learning loss, therefore they are not at grade level. As a result we are continuously bridging instructional gaps. |

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

Performance Objective 4: By June 2024, Dr. Torres will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team PBIS/SEL fidelity walkthrough data meets all established percentages for schoolwide behavior expectations, classrooms procedures and instruction, and student and staff awareness .

High Priority

Evaluation Data Sources: District Developed Tracking Rubric

| Strategy 1 Details | Reviews | | | |
|---|--|-----|-----|-----------|
| Strategy 1: By June 2024, PBIS/SEL will be implemented schoolwide, with a monthly implementation of SEL behavior. Strategy's Expected Result/Impact: Decrease in class disruptions, rude behavior, and inappropriate physical contact. Staff Responsible for Monitoring: Administration and Counselor Title I: 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Counselor will provide social emotional guidance lessons to all classes as well as guidance services to individual students that are in need of assistance emotionally, socially and academically to assist with bullying, PBIS, SEL, and decrease discipline referrals. Strategy's Expected Result/Impact: Create a school culture of success for all. Staff Responsible for Monitoring: Principal, counselor, secretary. Title I: 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 4 Prioritized Needs:






| L1 Whole Child (Culture & Climate) |
|--|
| Prioritized Need 2: Reduce the amount of discipline referrals. Root Cause: Discipline referrals were written on the same students. |

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

Performance Objective 5: By June 2024, Dr. Torres will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by the reduction of all ISS, OSS, Disciplinary Removal for all student groups.

High Priority

Evaluation Data Sources: On-Point Discipline Action Summary Report

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: PBIS incentives, teacher student mentor system and additional resources will be used to promote and reward good behavior and reduce discipline and bullying referrals. Strategy's Expected Result/Impact: Decrease in class disruptions, rude behavior, and inappropriate physical contact. Ensure students feel safe and secure. Staff Responsible for Monitoring: Administration/Counselor Title I: 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  25% | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |






Performance Objective 5 Prioritized Needs:

| L1 Whole Child (Culture & Climate) |
|--|
| Prioritized Need 2: Reduce the amount of discipline referrals. Root Cause: Discipline referrals were written on the same students. |

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

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

High Priority
Evaluation Data Sources: Assessment data.

| Strategy 1 Details | | Reviews | | | |
|--|--|--|---|--|--|
| Strategy 1: Dr. Torres will demonstrate grade level readiness by implementing 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. Strategy's Expected Result/Impact: Increase in student assessment scores in core subjects. Staff Responsible for Monitoring: Admin and teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L2 Academic Excellence (Student Achievement) 1, 2 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | |  | | | |
| | |  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

Performance Objective 1 Prioritized Needs:






| L2 Academic Excellence (Student Achievement) |
|--|
| Prioritized Need 1: The average STAAR Math scores in Approaches, Meets, and Masters decreased from a 42% in 2022 to a 37% in 2023. Root Cause: Students have had learning loss therefore they are not at grade level. As a result we are continuously bridging instructional gaps. |
| Prioritized Need 2: The average STAAR Reading scores in Approaches, Meets, and Masters decreased from a 54% in 2022 to a 50% in 2023. Root Cause: Students have had learning loss, therefore they are not at grade level. As a result we are continuously bridging instructional gaps. |

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

Performance Objective 2: By June 2024, Dr. Torres 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 with a dual language program.

High Priority

Evaluation Data Sources: Assessment data.

| Strategy 1 Details | Reviews | | | |
|--|--|-----|-----|-----------|
| Strategy 1: Teachers will provide targeted support and tier based interventions to address learning gaps. Strategy's Expected Result/Impact: Increase scores student achievement scores to include SPED students. Staff Responsible for Monitoring: ILT and teachers. Title I: 2.4, 2.5, 2.6 Prioritized Needs: L2 Academic Excellence (Student Achievement) 1, 2 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  5% | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 2 Prioritized Needs:

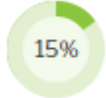
| L2 Academic Excellence (Student Achievement) |
|--|
| Prioritized Need 1: The average STAAR Math scores in Approaches, Meets, and Masters decreased from a 42% in 2022 to a 37% in 2023. Root Cause: Students have had learning loss therefore they are not at grade level. As a result we are continuously bridging instructional gaps. |
| Prioritized Need 2: The average STAAR Reading scores in Approaches, Meets, and Masters decreased from a 54% in 2022 to a 50% in 2023. Root Cause: Students have had learning loss, therefore they are not at grade level. As a result we are continuously bridging instructional gaps. |
| L3 Destination School (Staff Recruitment, Retention & Prof. Dev) |
| Prioritized Need 2: Hiring teachers that are SPED certified. Root Cause: There are not enough SPED certified teachers. |






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

Performance Objective 3: By June 2024, Dr. Torres will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from a 72%-75%.

High Priority

Evaluation Data Sources: IREADY, MAPS, STAAR Interim, Unit, 9-week, benchmarks and previous STAAR assessments

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: The instructional leadership team will provide professional development on effective classroom practices, rigor, and relevance, and differentiation to include: funding for substitutes and participation in out of town and in town professional development for faculty and administration. Strategy's Expected Result/Impact: Increase growth in all core subjects and subgroups to include SPED and EBs. Staff Responsible for Monitoring: ILT Title I: 2.4, 2.6 Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1, 2 - L5 Equity by Design (Demographics) 1, 2 Funding Sources: Staff Development - 185 SCE (Campus) - 185.13.6499.182.30.000.182 - \$2,000, Substitutes - 185 SCE (Campus) - 185.11.6112.182.30.362.182 - \$1,900, Substitute Fringes - 185 SCE (Campus) - 185.11.6141.182.30.362.182 - \$58 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Campus will provide instructional supplies, reading materials and resources to increase student learning to include library reading materials and supplies for engaging lessons and interventions for all learners. Strategy's Expected Result/Impact: Improved scores on BOY, MOY, and EOY assessments. | Formative | | | Summative |
| | Oct | Jan | Mar | June |

| | | | | |
|---|--|--|--|--|
| <p>Staff Responsible for Monitoring: Principal/Secretary/Librarian</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 2</p> <p>Funding Sources: Instructional Supplies - 185 SCE (Campus) - 185.11.6399.182.30.000.182 - \$3,892, Instructional Supplies - 211 ESEA Title I Part A (Campus) - 211.11.6399.182.24.801.182 - \$19,589, Reading Materials - 211 ESEA Title I Part A (Campus) - 211.11.6329.182.24.801.182 - \$3,000, Reading Materials for the Library - 185 SCE (Campus) - 185.12.6329.182.30.000.182 - \$5,000</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: Emergent Bilingual students are not meeting the state targets in the areas of Math and Reading. Root Cause: Students have had learning loss therefore, they are not at grade level. As a result, we are continuously bridging instructional gaps.</p> |
| L2 Academic Excellence (Student Achievement) |
| <p>Prioritized Need 1: The average STAAR Math scores in Approaches, Meets, and Masters decreased from a 42% in 2022 to a 37% in 2023. Root Cause: Students have had learning loss therefore they are not at grade level. As a result we are continuously bridging instructional gaps.</p> |
| <p>Prioritized Need 2: The average STAAR Reading scores in Approaches, Meets, and Masters decreased from a 54% in 2022 to a 50% in 2023. Root Cause: Students have had learning loss, therefore they are not at grade level. As a result we are continuously bridging instructional gaps.</p> |
| L5 Equity by Design (Demographics) |
| <p>Prioritized Need 1: Emergent Bilingual students are not meeting the state targets in the areas of math and reading. Root Cause: There is a huge lack of authentic Spanish resources.</p> |
| <p>Prioritized Need 2: Emergent bilingual sheltered instructional strategies are inconsistently implemented across grade levels. Root Cause: Lack of vertical planning during PLC's.</p> |


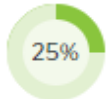




Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 4: By June 2024, Dr. Torres will Increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" Grade level or above on STAAR reading will increase by 6% with all student groups meeting board approved metrics. [HB3].

High Priority

HB3 Goal

Evaluation Data Sources: Assessment data.

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: Teachers will use all components of the highly qualified instructional/testing materials and a pacing tool to develop high quality instructional practices and to improve student performance. Strategy's Expected Result/Impact: Increase growth in all core subjects and subgroups to include SPED and EB. Staff Responsible for Monitoring: ILT Title I: 2.4, 2.6 Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - L2 Academic Excellence (Student Achievement) 1, 2 Funding Sources: Testing Materials - 185 SCE (Campus) - 185.11.6339.182.30.000.182 - \$2,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers will use a school wide tracking system (Data walls) to monitor campus goals and to make informed instructional and intervention decisions that maximize student achievement. Strategy's Expected Result/Impact: Increase growth in all core subjects and subgroups to include SPED and EBs. Staff Responsible for Monitoring: ILT Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L2 Academic Excellence (Student Achievement) 1, 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 4 Prioritized Needs:

| |
|---|
| L2 Academic Excellence (Curriculum, Instruction, Assessment) |
| Prioritized Need 2: Internalization of the new Amplify, Eureka, MTSS curriculum and resources. Root Cause: Teachers need sufficient planning time and guidance. |
| L2 Academic Excellence (Student Achievement) |
| <p>Prioritized Need 1: The average STAAR Math scores in Approaches, Meets, and Masters decreased from a 42% in 2022 to a 37% in 2023. Root Cause: Students have had learning loss therefore they are not at grade level. As a result we are continuously bridging instructional gaps.</p> <p>Prioritized Need 2: The average STAAR Reading scores in Approaches, Meets, and Masters decreased from a 54% in 2022 to a 50% in 2023. Root Cause: Students have had learning loss, therefore they are not at grade level. As a result we are continuously bridging instructional gaps.</p> |





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

Performance Objective 5: By June 2024, Dr. Torres will increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" grade level or above on STAAR math will increase by 12% with all student groups meeting board approved metrics. [HB3]

High Priority

HB3 Goal

Evaluation Data Sources: Assessment data.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| Strategy 1: Hold Power Planning PLCs to use data to implement the standards based curriculum and plan powerful learning activities to include funding for Substitutes. Strategy's Expected Result/Impact: Improved delivery of strong instruction. Staff Responsible for Monitoring: ILT and secretary Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - L2 Academic Excellence (Student Achievement) 1, 2 | N/A | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

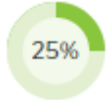




Performance Objective 5 Prioritized Needs:

| L2 Academic Excellence (Curriculum, Instruction, Assessment) |
|--|
| Prioritized Need 2: Internalization of the new Amplify, Eureka, MTSS curriculum and resources. Root Cause: Teachers need sufficient planning time and guidance. |
| L2 Academic Excellence (Student Achievement) |
| Prioritized Need 1: The average STAAR Math scores in Approaches, Meets, and Masters decreased from a 42% in 2022 to a 37% in 2023. Root Cause: Students have had learning loss therefore they are not at grade level. As a result we are continuously bridging instructional gaps. Prioritized Need 2: The average STAAR Reading scores in Approaches, Meets, and Masters decreased from a 54% in 2022 to a 50% in 2023. Root Cause: Students have had learning loss, therefore they are not at grade level. As a result we are continuously bridging instructional gaps. |

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

Performance Objective 1: By June 2024, Dr. Torres Elementary will stabilize enrollment by increasing the number of new students enrolling or transferring back to Dr. Torres by 1% from 555 to 560.

High Priority
Evaluation Data Sources: PEIMS data.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Dr. Torres will stabilize enrollment by participating in community outreach lever events throughout the 2023-2024 school year. Strategy's Expected Result/Impact: Students transferring back to Dr. Torres. Staff Responsible for Monitoring: ILT and PEIMS clerk. Title I: 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 1 | 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: Parents were not involved in school wide activities during the day and after school at Dr. Torres Root Cause: Parents work and are unavailable during the times we host our meetings. Parents struggle with technology or lack of technology. |

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

Performance Objective 2: By June 2024, Dr. Torres will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school.

High Priority
Evaluation Data Sources: Teacher attendance.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| Strategy 1: Dr. Torres will implement monthly physical, emotional, and mental skills to empower employees to achieve their best possible health and wellness positively effecting employee morale and job satisfaction. Strategy's Expected Result/Impact: Improve employee retention as well as an increase in emotional and physical wellness. Staff Responsible for Monitoring: Administration and teachers. Title I: 2.5 Prioritized Needs: L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1, 2 |  | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 2 Prioritized Needs:


| L3 Destination School (Staff Recruitment, Retention &Prof. Dev) |
|--|
| Prioritized Need 1: Hiring teachers that are ESL and Bilingual certified. Root Cause: There are not enough ESL/Bilingual certified teachers. |
| Prioritized Need 2: Hiring teachers that are SPED certified. Root Cause: There are not enough SPED certified teachers. |

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

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

High Priority

Evaluation Data Sources: Quick turn around with student devices and teacher support.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Expand and upgrade technology/software equipment to include district supported apps and color printers in order to enhance educational opportunities. Strategy's Expected Result/Impact: Increased use of technology. Staff Responsible for Monitoring: Principal, AP, Secretary. Title I: 2.5 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L2 Academic Excellence (Student Achievement) 1, 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 Funding Sources: Technology - 185 SCE (Campus) - 185.11.6395.182.30.000.182 - \$3,000, Technology - 211 ESEA Title I Part A (Campus) - 211.11.6395.182.24.801.182 - \$20,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div> | | | | |

Performance Objective 3 Prioritized Needs:

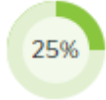





| L2 Academic Excellence (Student Achievement) |
|--|
| Prioritized Need 1: The average STAAR Math scores in Approaches, Meets, and Masters decreased from a 42% in 2022 to a 37% in 2023. Root Cause: Students have had learning loss therefore they are not at grade level. As a result we are continuously bridging instructional gaps. |
| Prioritized Need 2: The average STAAR Reading scores in Approaches, Meets, and Masters decreased from a 54% in 2022 to a 50% in 2023. Root Cause: Students have had learning loss, therefore they are not at grade level. As a result we are continuously bridging instructional gaps. |
| L3 Destination School (Perceptions, Facilities, Programs, Technology) |
| Prioritized Need 1: An App that the district supports and purchases to utilize STEM robots for coding. Root Cause: An App is unavailable to use with current district devices. |

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

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

High Priority

Evaluation Data Sources: PEIMS data.

| Strategy 1 Details | Reviews | | | |
|---|--|-----|-----|-----------|
| Strategy 1: Dr. Torres will monitor attendance and offer incentives and rewards to increase attendance to 94% via grade level and individual recognition. Strategy's Expected Result/Impact: Increase in attendance. Staff Responsible for Monitoring: Administration and Teacher. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: 100% of weekly, monthly, and semester school threat assessment protocols will be conducted to ensure the safety of all students, faculty and staff. Strategy's Expected Result/Impact: Increase in school safety. Staff Responsible for Monitoring: Administration and Head/Assistant Custodian. Title I: 2.5 Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 2 - L4 Culture of Accountability (Parent & Community Engagement) 2 | 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: Parents were not involved in school wide activities during the day and after school at Dr. Torres **Root Cause:** Parents work and are unavailable during the times we host our meetings. Parents struggle with technology or lack of technology.

Prioritized Need 2: Reduce the amount of discipline referrals. **Root Cause:** Discipline referrals were written on the same students.

L4 Culture of Accountability (Parent & Community Engagement)


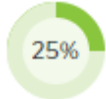




Prioritized Need 2: Increase attendance by 1% to reach the goal of 94%. **Root Cause:** Due to Covid anxieties and other illnesses to include mental illness, absenteeism is still an ongoing issue.

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

Performance Objective 2: By June 2024, Dr. Torres will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by offering required community events. (OTE- Equity and Stakeholder Engagement)

High Priority

Evaluation Data Sources: Community survey.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Purchase monthly supplies, calendar of events/newsletters in English and Spanish for programs/activities that will be provided for parents to include parents of at risk students throughout the school year to include Coffee with the Principal, Grateful for Grandparents, and GT/Art/Robotics/Orchestra Expo. Etc. as well as develop and distribute parent and family engagement policy to ensure all parents including parents of at risk students feel safe, welcomed and supported. Strategy's Expected Result/Impact: Increased parental and community involvement. Staff Responsible for Monitoring: PEL and Principal. Title I: 2.5, 4.1 Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L4 Culture of Accountability (Parent & Community Engagement) 2 Funding Sources: Supplies for parent meetings - 211 ESEA Title I Part A (Campus) - 211.61.6399.182.24.801.182 - \$511 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: CIT will monitor the use and effectiveness of all programs, resources, budget and student progress on a monthly basis. Strategy's Expected Result/Impact: Ensure compliance of all resources. Staff Responsible for Monitoring: Principal, Secretary, CIT committee. Title I: 2.5 Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 1, 2 - L4 Culture of Accountability (Parent & Community Engagement) 2 | 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: Parents were not involved in school wide activities during the day and after school at Dr. Torres **Root Cause:** Parents work and are unavailable during the times we host our meetings. Parents struggle with technology or lack of technology.

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: The average STAAR Math scores in Approaches, Meets, and Masters decreased from a 42% in 2022 to a 37% in 2023. **Root Cause:** Students have had learning loss therefore they are not at grade level. As a result we are continuously bridging instructional gaps.

Prioritized Need 2: The average STAAR Reading scores in Approaches, Meets, and Masters decreased from a 54% in 2022 to a 50% in 2023. **Root Cause:** Students have had learning loss, therefore they are not at grade level. As a result we are continuously bridging instructional gaps.

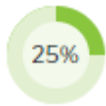




L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 2: Increase attendance by 1% to reach the goal of 94%. **Root Cause:** Due to Covid anxieties and other illnesses to include mental illness, absenteeism is still an ongoing issue.

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

Performance Objective 3: By June 2024, Dr. Torres 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). (Communications)

High Priority
Evaluation Data Sources: Response from Thought Exchange and Let's Talk.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: By May 2024, Parent Tips and Tools sessions will be provided monthly to ensure parent and community involvement in school academics. Strategy's Expected Result/Impact: Increase in parent involvement. Staff Responsible for Monitoring: Administration and PEL Title I: 2.5, 2.6, 4.2 Prioritized Needs: L1 Whole Child (Culture & Climate) 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Performance Objective 3 Prioritized Needs:

| L1 Whole Child (Culture & Climate) |
|---|
| Prioritized Need 1: Parents were not involved in school wide activities during the day and after school at Dr. Torres Root Cause: Parents work and are unavailable during the times we host our meetings. Parents struggle with technology or lack of technology. |

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

Performance Objective 1: By June 2024, Dr. Torres 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 (11% decrease)as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from (7% decrease).

High Priority
Evaluation Data Sources: TELPAS scores.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Dual language teachers trained on sheltered instructional strategies allowing opportunities for teachers to differentiate for all Emergent bilinguals. Strategy's Expected Result/Impact: Increase TELPAS composite scores. Staff Responsible for Monitoring: ILT Title I: 2.6 Prioritized Needs: L5 Equity by Design (Demographics) 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | N/A | | | |
| <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 1 Prioritized Needs:

| L5 Equity by Design (Demographics) |
|---|
| Prioritized Need 2: Emergent bilingual sheltered instructional strategies are inconsistently implemented across grade levels. Root Cause: Lack of vertical planning during PLC's. |

State Compensatory

Budget for Dr. Joseph Torres Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Personnel for Dr. Joseph Torres Elementary School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|--------------|-------------------------------|------------|
| Diana Harris | Reading Campus Teaching Coach | 1 |
| Nancy Baca | Math Campus Teaching Coach | 1 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------------|-------------------------|----------------|------------|
| Elizabeth Hanner | Math Interventionist | | 1 |
| Nilda Barrio-Mata | Reading Interventionist | | 1 |

2023-2024 Campus Improvement Team

| Committee Role | Name | Position |
|-----------------------------|----------------------|----------------------------------|
| Non-classroom Professional | Elizabeth Hanner | Interventionist |
| Non-classroom Professional | Diana Harris | CTC |
| Administrator | Evangelina Rogers | AP |
| Non-classroom Professional | Adriana Saldivar | Reading Specialist |
| Classroom Teacher | Jacqueline Long | PK Teacher |
| Classroom Teacher | Dyana Prado | Kindergarten Teacher |
| Classroom Teacher | Myriam Garcia | 1st Grade Teacher |
| Classroom Teacher | Jacquelyn Saiz | 2nd Grade Teacher |
| Classroom Teacher | Diana Villagrana | 3rd Grade Teacher |
| Classroom Teacher | Jenni Pillant-Rey | 4th Grade Teacher |
| Classroom Teacher | Stella Ikechi-Konkwo | 5th Grade Teacher |
| Classroom Teacher | Yvonne Delgaizo | SPED Teacher |
| Non-classroom Professional | Linda Sanchez | Counselor |
| Parent | Laro McKenzie | Parent |
| Parent | Shania Lopez | Parent |
| District-level Professional | Lauri Perez | Elementary Music Mobile Melodies |
| Community Representative | Will Hill | Community member |
| Non-Teaching Professional | Leonor Saldivar | Secretary to Principal |
| Administrator | Kathleen Ese | Principal |

Campus Funding Summary

| 185 SCE (Campus) | | | | | |
|----------------------------------|-----------|----------|-----------------------------------|----------------------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 3 | 1 | Substitutes | 185.11.6112.182.30.362.182 | \$1,900.00 |
| 2 | 3 | 1 | Substitute Fringes | 185.11.6141.182.30.362.182 | \$58.00 |
| 2 | 3 | 1 | Staff Development | 185.13.6499.182.30.000.182 | \$2,000.00 |
| 2 | 3 | 2 | Reading Materials for the Library | 185.12.6329.182.30.000.182 | \$5,000.00 |
| 2 | 3 | 2 | Instructional Supplies | 185.11.6399.182.30.000.182 | \$3,892.00 |
| 2 | 4 | 1 | Testing Materials | 185.11.6339.182.30.000.182 | \$2,000.00 |
| 3 | 3 | 1 | Technology | 185.11.6395.182.30.000.182 | \$3,000.00 |
| Sub-Total | | | | | \$17,850.00 |
| Budgeted Fund Source Amount | | | | | \$17,850.00 |
| +/- Difference | | | | | \$0.00 |
| 211 ESEA Title I Part A (Campus) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 2 | Field Trip Entry Fees | 211.11.6499.182.24.801.182 | \$6,000.00 |
| 1 | 2 | 2 | Field Trip Transportation | 211.11.6494.182.24.801.182 | \$2,000.00 |
| 2 | 3 | 2 | Reading Materials | 211.11.6329.182.24.801.182 | \$3,000.00 |
| 2 | 3 | 2 | Instructional Supplies | 211.11.6399.182.24.801.182 | \$19,589.00 |
| 3 | 3 | 1 | Technology | 211.11.6395.182.24.801.182 | \$20,000.00 |
| 4 | 2 | 1 | Supplies for parent meetings | 211.61.6399.182.24.801.182 | \$511.00 |
| Sub-Total | | | | | \$51,100.00 |
| Budgeted Fund Source Amount | | | | | \$51,100.00 |
| +/- Difference | | | | | \$0.00 |
| Grand Total Budgeted | | | | | \$68,950.00 |
| Grand Total Spent | | | | | \$68,950.00 |
| +/- Difference | | | | | \$0.00 |