

El Paso Independent School District
Silva Health Magnet
2021-2022 Campus Improvement Plan



Mission Statement

To provide a progressive and academically rigorous curriculum in a multicultural and technologically advanced environment for students pursuing a career in health care professions.

Vision

Ensure that all students graduate from high school, become productive members of society and be prepared for continuing education opportunities. The faculty, staff, parents, and community will make learning a priority, create a climate of expectation, and involve parents and the community in the educational process.

Value Statement

We believe students and their success come first! We believe in providing a safe environment with high quality learning in which innovation and creativity are essential components. We believe in recruiting and retaining the best talented students and faculty with strong community partnerships. We believe in developing marketable, 21st Century skills to prepare our students for college/university, as well as, the workforce.

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Comprehensive Needs Assessment

Revised/Approved: April 28, 2021

Demographics

Demographics Summary

Maxine Silva Health Magnet High School is a medical magnet high school located adjacent to the Medical Center of the Americas, including University Medical Center, Texas Tech University Health Sciences Center, and Children's Hospital of El Paso. Silva has a socioeconomically diverse population of high-achieving students. Silva generally has excellent attendance, with an average daily attendance rate of 96.82%. Disciplinary incidents are a rare occurrence, and parents are actively involved with their academics via parent portal and frequent contact with teachers. Approximately a quarter of Silva students live within the boundaries of another school district in El Paso County, and all students are transfers to the magnet school. 8 percent of students are from the surrounding neighborhood. Silva shares a campus with Jefferson High School, a traditional comprehensive high school serving a low-income community in South-Central El Paso. Jefferson and Silva share many extracurricular activities, including UIL Fine Arts, Athletics, and Academic Competitions. In addition to the Medical Center of the Americas, Silva has built significant partnerships with medical entities across El Paso County, including several hospitals, nursing homes, pharmacies, medical and dental clinics, and City of El Paso Animal Services. Student enrollment has increased for 4 of the last 5 years. Silva received a TEA rating of 97 (A) for the 2018-2019 school year, which has been rolled over to the 2019-2020 and 2020-2021 school years due to COVID-19 and resulting school closures. Silva received 7 out of 7 distinctions from TEA during the 2018-2019 school year. 98% of students qualified as College, Career, and Military Ready upon graduation.

We had 2 teachers and an attendance clerk leave Silva this year - one teacher retired, and one moved out of state. We lost two teachers due to staffing and budget cuts. Strategies for building capacity include professional development opportunities, PLCs led by department chairs 2 times per week (once per month for elective teachers), and a mentorship program for new teachers.

The campus Parent Engagement Liaison works in conjunction with the Jefferson High School PEL to develop workshops and English language classes for parents. Counselors have also set up and attended events for parents, but some events did not occur due to the COVID-19 closure. Silva students are highly involved in on-campus activities and make up the majority of students participating in fine arts, athletics, and academic clubs and organizations.

Demographics Strengths

Silva is a socioeconomically diverse campus, bringing some of the top performing students in El Paso to an economically disadvantaged neighborhood. 98 percent of students meet the state's requirements for college, career, and military readiness, and many also leave with significant college credits. Students have the option to participate in Dual Credit, UT OnRamps, and Advanced Placement courses to obtain college credits. Silva has built significant relationships and partnerships with medical entities across the community in order to provide our students with a comprehensive view of health care in a borderland community. The campus provides opportunities for parent involvement, including parent meetings, conferences, online access to grades, electronic communication with teachers, and ESL classes for non-English speakers.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students report high levels of stress and depression, which has increased due to the COVID-19 school closure and continued online learning.

Failure rates in core classes are significantly higher than in previous years. **Root Cause:** Students are finding online learning and social isolation difficult and do not have effective coping skills to deal with these changes.

Problem Statement 2: 47 students withdrew from the school during the 2019-2020 school year, 27 of whom were in their first year at Silva. Most withdrew to return to their home high school. **Root Cause:** Students are overwhelmed by the amount of work and struggle to manage their time effectively. Students are frequently stressed and have difficulty coping.

Student Learning

Student Learning Summary

The student population at Silva Health Magnet has shown an overall STAAR Performance Rate between 98% and 100% without any significant performance differences of different student groups. The high, overall performance rate is due to the teachers' ability to differentiate instructions to the individual students' needs. The average SAT score at Silva is 1130. Hispanic and Economically Disadvantaged populations are at 99%, and campus STAAR Mastery is at 37%-48%, so to increase STAAR Mastery scores we can focus more on higher-level questions/material/practice and offer tutoring and STAAR bootcamps. Additionally, to strengthen our student's college and career readiness standards, more focus and emphasis is needed on improving SAT/PSAT scores as well as AP. The Silva ARD and LPAC committees review the state assessments annually for all special education students, so it is beneficial because the needs of the students are addressed yearly or/ as needed for the student. However, the school needs to have an RTI team that reviews struggling student's interventions and progress in the classroom. Because RTI emphasizes early intervention rather than waiting for students to fail, these students should be listed on teachers' RTI's from the beginning of the semester and monitored regularly instead of waiting until they are struggling. The goal of Rtl at Silva is to deliver supports to students quickly so they can learn and work at their grade level. Rtl's are proven to be effective if the students commit and engage with the Rtl's lessons. There is no school/district emphasis on SAT/PSAT prep.

Student Learning Strengths

- Between 98% and 100% of Silva students pass STAAR.
- Students are willing to challenge themselves by taking higher-level classes.
- 100% graduation rate.
- Large number of college scholarships.
- Most Silva students are college-bound.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our SAT scores do not align with overall academic achievement. **Root Cause:** Campus lessons and planning should focus on AP, SAT, and DC preparation. Students in high-level courses may lack the necessary skills and either do not take the exam or score very low. Additional RTI is required to ensure students have the opportunity to succeed.

Problem Statement 2 (Prioritized): Students are struggling in Pre-AP, AP, and DC courses. **Root Cause:** Teachers are finding it more difficult than usual to plan for, teach, and maintain rigor and standards for classes that have a big discrepancy in student ability levels.

Problem Statement 3: STAAR Mastery scores are stagnant. **Root Cause:** Silva teachers need to shift their focus from basic STAAR preparation to higher-level preparation.

School Processes & Programs

School Processes & Programs Summary

A new administration has led to changes in campus processes and programs. Teachers are sometimes unclear about the expectations of administrators and the district, stating a lack of timely communication, and do not always feel included in the decision-making process. Silva students would benefit from more academic and social-emotional support (support groups, mentoring, tutoring center, PSAT/SAT prep classes, and training on how to select courses). Relevant staff development that takes into consideration the diverse populations of our school and campus is recommended to better meet the needs of Silva students. A holistic approach to learning would further support students, but better systems/processes are needed for this to be effective. Teachers would appreciate more opportunities for cross-curricular collaboration. Teachers support students being able to attend campus-wide events, and believe that this could help with school morale, but they are concerned that class time is frequently interrupted without considering the A/B calendar.

After a year of increased technology use due to the pandemic, we have seen the need for the increased integration of technology training and support with clear expectations for its use and alignment with curriculum. As a Health Science Technology/CTE Campus and should be at the forefront of technology. While the technology use on campus is evident, if we are to be a truly integrate technology in instruction, it must be inclusive, innovative, and relevant. Students should have access to high quality equipment. If a student has issues with laptops the turnaround for repair is lengthy. If faculty have issues with technology, we do not have a designated onsite individual to provide support. Technology only works if it is available and working. The barriers that reduce the use of technology include EPISD blocking access to applications for faculty. Other barriers that reduce the use of technology include funding, lack of training, and a defined campus plan.

School Processes & Programs Strengths

1. Knowledge and expertise of faculty
2. Community partnerships
3. 1 to 1 device usage
4. Integration of Schoology for student communication and classwork
5. PLC time is protected for teachers to meet among content area

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are unfamiliar with campus mission and vision, goals, and objectives for the school year. **Root Cause:** Communication between admin and teachers does not clearly explain expectations and provided in a timely manner.

Problem Statement 2 (Prioritized): Teachers feel that they are not equipped to meet the needs of all students. **Root Cause:** Teachers need additional staff development to support SEL, GT, ELL, and differentiation for students with a 504.

Problem Statement 3: Integration of students from both campuses creates difficulty in delivering instruction at the expected level of rigor. **Root Cause:** Lack of support to assist with differentiation of diverse student populations while maintaining expected standards.

Problem Statement 4: There is need of training, implementation and improving technology recourses and device placement. **Root Cause:** Campus lack defined expectations on technology usage and integration and lack of resources to create ease of technology usage.

Perceptions

Perceptions Summary

A disconnect between home and school remains evident. Members are in agreement that all modes of communication must be utilized to reach our parents/guardians. Current communication methods include Remind 101 and Parent Portal. Suggestions included call outs, standard mail, language translation, and accuracy of listed demographics. Social media (i.e., Twitter, Instagram) should not be used as the main form of communication when disseminating information. Emphasis is on building the bridge in communication to ensure student success. Parents appreciate a campus that communicates regularly. Communicating builds the sense of value and voices being heard. Most parents feel welcome at Silva and would like to be more involved. There is a disconnect this year due to COVID and overall communication. Suggestions include differentiating for parents and continue with ZOOM meetings and F2F to address all parent needs next year.

Connecting with students virtually has been difficult as they are not required to have cameras on. Faculty often record lessons for students unable to attend and privacy concerns should be recognized. Suggestion for cameras to be on during non-recording times (first 10 minutes and last 10 minutes of class). We need ongoing parent feedback. Suggestions include Parent Advisory Board, pre and post surveys to gather data, and providing classes on Silva's communication modalities. Student sense of belonging may be supported by assigning 9th grade students to an organization identified on interest form. Mandatory assignment of 9th and 10th grade students to a mentor versus voluntary sign up will support school culture and climate. Disciplinary practices should include student feedback and must be proactive in lieu of reactive. It is critical to address the social emotional challenges and the impact on discipline and academics. Student referral data and CIT meeting notes not provided to staff. Moving campus forward entails differentiating Silva CIP separately to identify problems/strengths as a unique magnet campus. Anti-bullying campus strategies include enforcing mandatory attendance to trainings provided on asynchronous learning days. Recent cyberbullying training had 166 students in attendance. Core teachers have required student trainings that are mandated in addition to core curriculum. Some clubs and organizations on campus are exclusive and the same students are involved and often take over the organizations. Club sponsor training, leadership training, and administrative involvement would support more inclusive organizations. Virtual Spring showcase with a Club Pledge week would support inclusion in all organizations. Overall, parents express support and are eager to become involved.

Perceptions Strengths

- Parents eager to become involved on our campus
- Parent Liaison available to provide parent training to enhance communication modalities
- Parents are open to a Parent Advisory Board
- Silva partners with community stakeholders to support the school's mission

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Need to increase communication with all parents **Root Cause:** Lack of differentiation on communication modalities to address diverse parent population

Problem Statement 2: Lack of support to address student SEL needs **Root Cause:** Student attendance at SEL trainings are not enforced or mandatory

Problem Statement 3: There is a need to increase inclusiveness of student organizations **Root Cause:** Lack of sponsor training and administrative involvement/oversight on organizations. Certain organizations on campus are exclusive. Students unaware of clubs and organizations. Lack of organization in maintaining a format for students to access

resources to support inclusiveness in organizations/clubs.

Priority Problem Statements

Problem Statement 1: Students report high levels of stress and depression, which has increased due to the COVID-19 school closure and continued online learning. Failure rates in core classes are significantly higher than in previous years.

Root Cause 1: Students are finding online learning and social isolation difficult and do not have effective coping skills to deal with these changes.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Need to increase communication with all parents

Root Cause 2: Lack of differentiation on communication modalities to address diverse parent population

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Students are struggling in Pre-AP, AP, and DC courses.

Root Cause 3: Teachers are finding it more difficult than usual to plan for, teach, and maintain rigor and standards for classes that have a big discrepancy in student ability levels.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers feel that they are not equipped to meet the needs of all students.

Root Cause 4: Teachers need additional staff development to support SEL, GT, ELL, and differentiation for students with a 504.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Our SAT scores do not align with overall academic achievement.

Root Cause 5: Campus lessons and planning should focus on AP, SAT, and DC preparation. Students in high-level courses may lack the necessary skills and either do not take the exam or score very low. Additional RTI is required to ensure students have the opportunity to succeed.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Teachers are unfamiliar with campus mission and vision, goals, and objectives for the school year.

Root Cause 6: Communication between admin and teachers does not clearly explain expectations and provided in a timely manner.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Gifted and talented data

- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

Goals

Revised/Approved: May 26, 2021

Goal 1: Active Learning





El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 1: Implement effective research-based instructional strategies to maximize student performance.

Evaluation Data Sources: Staff Development Documentation, CNA, and Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide supplemental reading materials for core classes. Strategy's Expected Result/Impact: Increase EOC scores by 2%. Staff Responsible for Monitoring: Principal, Assistant Principals TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Reading Materials - 211 ESEA Title I (Campus) - 211.11.6329.011.24.801.011 - \$20,618</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide supplemental test preparation materials and test fees for Advanced Placement, SAT, TSI, and EOC testing. Strategy's Expected Result/Impact: Increase in student participation in Advanced Placement testing. 2% improvement in SAT, TSI, and EOC scores. Staff Responsible for Monitoring: Principal, Assistant Principals TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum Problem Statements: Student Learning 1 Funding Sources: - 199 General Fund - 199.11.6339.011.11.100.011 - \$42,999</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Develop effective weekly PLCs to address assessments, data, student work products, methodology, and interventions.</p> <p>Strategy's Expected Result/Impact: Improved data-driven instruction and effective differentiation/RTI implementation to support all students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ALLs</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF</p> <p>Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide resources containing research-based strategies for teachers to use for differentiating instruction.</p> <p>Strategy's Expected Result/Impact: Closure of learning gaps, improved support of ELL, 504 and SPED populations.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Secretary, Magnet Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF</p> <p>Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: - 199 General Fund - 199.11.6329.011.11.100.011 - \$300, - 199 General Fund - 199.11.6321.011.11.100.011, - 199 General Fund - 199.11.6397.011.11.100.011</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The campus will implement and support in-person and/or virtual tutoring for at-risk and struggling students.</p> <p>Strategy's Expected Result/Impact: Student retention and academic success.</p> <p>Staff Responsible for Monitoring: Assistant Principals, ALLs, Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF</p> <p>Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Tutoring_Certified - 185 SCE (Campus) - 185.11.6117.011.30.100.011 - \$8,000, Tutoring_Certified Fringes - 185 SCE (Campus) - 185.11.614X.011.30.100.011 - \$116, Tutoring_Certified - 211 ESEA Title I (Campus) - 211.11.6117.011.24.801.011, Tutoring_Certified Fringes - 211 ESEA Title I (Campus) - 211.11.614X.011.24.801.011 - \$831.58</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Our SAT scores do not align with overall academic achievement. **Root Cause:** Campus lessons and planning should focus on AP, SAT, and DC preparation. Students in high-level courses may lack the necessary skills and either do not take the exam or score very low. Additional RTI is required to ensure students have the opportunity to succeed.

Problem Statement 2: Students are struggling in Pre-AP, AP, and DC courses. **Root Cause:** Teachers are finding it more difficult than usual to plan for, teach, and maintain rigor and standards for classes that have a big discrepancy in student ability levels.

School Processes & Programs

Problem Statement 2: Teachers feel that they are not equipped to meet the needs of all students. **Root Cause:** Teachers need additional staff development to support SEL, GT, ELL, and differentiation for students with a 504.





Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 2: Silva Magnet will maximize student attendance and participation for the 2021-2022 school year.

Evaluation Data Sources: District Pulse, Attendance Reports, and Attendance Clerk Referrals

Strategy 1 Details	Reviews			
Strategy 1: Implement effective attendance interventions for students with excessive or unexcused absences. Strategy's Expected Result/Impact: Student attendance will improve. Staff Responsible for Monitoring: Assistant Principals, Magnet Coordinator ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Recognize students with excellent attendance on a nine-week basis. Strategy's Expected Result/Impact: Provide incentives for students to attend classes in-person and virtually. Staff Responsible for Monitoring: Principal, Graduation Coach ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 General Fund - 199.11.6499.011. 38.100.011 - \$3,000	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students report high levels of stress and depression, which has increased due to the COVID-19 school closure and continued online learning. Failure rates in core classes are significantly higher than in previous years. Root Cause: Students are finding online learning and social isolation difficult and do not have effective coping skills to deal with these changes.
Perceptions
Problem Statement 1: Need to increase communication with all parents Root Cause: Lack of differentiation on communication modalities to address diverse parent population

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:

Board Goals 1-3


Performance Objective 3: Silva Magnet teachers will incorporate active learning strategies to support all students' learning.


Evaluation Data Sources: Benchmark Data, RTI, Walkthroughs, and EOC Scores


Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff development during PLCs on the Active Learning Framework and its implementation. Strategy's Expected Result/Impact: Teachers will have a better understanding of student instructional needs and best practices. Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, ALLs TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199 General Fund - 199.13.6399.011.11.100.011</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement RTI to evaluate student progress and provide necessary supports. Strategy's Expected Result/Impact: Measurable student growth for all students. Staff Responsible for Monitoring: Principal, Assistant Principals TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use thinking maps, rubrics, close reading, and other research-based strategies to improve students' reading and writing. Strategy's Expected Result/Impact: Improved SAT, TSI, and EOC scores.</p>	Formative			Summative
	Nov	Feb	Apr	June

Staff Responsible for Monitoring: Department Chairs, ALLs

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Students report high levels of stress and depression, which has increased due to the COVID-19 school closure and continued online learning. Failure rates in core classes are significantly higher than in previous years. **Root Cause:** Students are finding online learning and social isolation difficult and do not have effective coping skills to deal with these changes.

Student Learning

Problem Statement 2: Students are struggling in Pre-AP, AP, and DC courses. **Root Cause:** Teachers are finding it more difficult than usual to plan for, teach, and maintain rigor and standards for classes that have a big discrepancy in student ability levels.

School Processes & Programs

Problem Statement 2: Teachers feel that they are not equipped to meet the needs of all students. **Root Cause:** Teachers need additional staff development to support SEL, GT, ELL, and differentiation for students with a 504.

Goal 1: Active Learning





El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:

Board Goals 1-3

Performance Objective 4: Effectively serve all G/T students.

Evaluation Data Sources: PEIMS Data and Counselor Interviews

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will complete the 30-hour Gifted and Talented (G/T) certification and the annual 6-hour GT update. Advanced Placement (AP) and Pre-AP teachers will complete appropriate College Board training in their assigned subject area, including AP Summer Institutes.</p> <p>Strategy's Expected Result/Impact: GT students served through Pre-AP, AP and advanced classes. 100% GT certification for Silva teachers.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:





Student Learning
<p>Problem Statement 2: Students are struggling in Pre-AP, AP, and DC courses. Root Cause: Teachers are finding it more difficult than usual to plan for, teach, and maintain rigor and standards for classes that have a big discrepancy in student ability levels.</p>
School Processes & Programs
<p>Problem Statement 2: Teachers feel that they are not equipped to meet the needs of all students. Root Cause: Teachers need additional staff development to support SEL, GT, ELL, and differentiation for students with a 504.</p>

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 1: Provide effective support to teachers to maximize effectiveness. Monitor and provide additional support for new and struggling teachers.

Evaluation Data Sources: Surveys, Staff Development, CIT Minutes, Walkthroughs, and PLCs

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement effective staff development for all teachers, including teacher-identified areas for growth. Strategy's Expected Result/Impact: Teacher retention and professional growth, improved student performance. Staff Responsible for Monitoring: Principal, Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Student Learning 2 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Pair new teachers with experienced mentor teachers to provide advice and support, as needed. Strategy's Expected Result/Impact: Teacher retention and professional growth. Staff Responsible for Monitoring: Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Staff development will be provided in classroom management and best practices. Strategy's Expected Result/Impact: Improved student academic performance. Staff Responsible for Monitoring: Principal, Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 185 SCE (Campus) - 185. I 11.6399.011.30.000.011 - \$15,254</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Students are struggling in Pre-AP, AP, and DC courses. **Root Cause:** Teachers are finding it more difficult than usual to plan for, teach, and maintain rigor and standards for classes that have a big discrepancy in student ability levels.

School Processes & Programs

Problem Statement 1: Teachers are unfamiliar with campus mission and vision, goals, and objectives for the school year. **Root Cause:** Communication between admin and teachers does not clearly explain expectations and provided in a timely manner.

Problem Statement 2: Teachers feel that they are not equipped to meet the needs of all students. **Root Cause:** Teachers need additional staff development to support SEL, GT, ELL, and differentiation for students with a 504.





Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 2: Support the Social and Emotional Learning of all students.

Evaluation Data Sources: Anonymous Alerts Data, Discipline Data, Counseling Data, Retention Rate, and Student/Parent Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will receive instruction and support related to bullying, appropriate use of social media, and strategies to meet their social-emotional needs.</p> <p>Strategy's Expected Result/Impact: Decrease in referrals, improved school culture, reduction in reports of bullying.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Counselors</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Schoolwide implementation of social-emotional learning strategies and supports.</p> <p>Strategy's Expected Result/Impact: Decrease in referrals, improved school culture, reduction in reports of bullying.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct one-on-one counseling sessions with students to address social-emotional and/or academic needs.</p> <p>Strategy's Expected Result/Impact: Reduction in bullying reports and discipline referrals.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Counselors</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students will have the opportunity to participate in school-sponsored organizations that promote community service and volunteerism.</p> <p>Strategy's Expected Result/Impact: Improve students' self-awareness and build confidence.</p> <p>Staff Responsible for Monitoring: Magnet Coordinator</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will be provided with staff development in social-emotional learning and social-emotional supports.</p> <p>Strategy's Expected Result/Impact: Improved student retention and social-emotional well-being.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Students report high levels of stress and depression, which has increased due to the COVID-19 school closure and continued online learning. Failure rates in core classes are significantly higher than in previous years. Root Cause: Students are finding online learning and social isolation difficult and do not have effective coping skills to deal with these changes.</p>
School Processes & Programs
<p>Problem Statement 2: Teachers feel that they are not equipped to meet the needs of all students. Root Cause: Teachers need additional staff development to support SEL, GT, ELL, and differentiation for students with a 504.</p>





Goal 3: Lead with Character and Ethics

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Allocate budget resources to maximize students' mental and physical well-being and academic performance.

Evaluation Data Sources: Budget, Student/Parent Surveys, Benchmark Data, and EOC/TSI/SAT scores.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and administrators will be provided with the resources required to meet all students' instructional needs.</p> <p>Strategy's Expected Result/Impact: Improved student retention and decreasing academic gaps.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: - 211 ESEA Title I (Campus) - 211.13.6399.011.24.801.011 - \$2,000, - 211 ESEA Title I (Campus) - 211.12.6399.011.24.801.011 - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will be provided with classrooms materials, supplies and technology, necessary for in-person and remote instruction.</p> <p>Strategy's Expected Result/Impact: Students and teachers will have the necessary resources for academic success.</p> <p>Staff Responsible for Monitoring: Principal, Campus Secretary, Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: - 199 General Fund - 199.23.6399.011.99.100.011 - \$5,312, - 211 ESEA Title I (Campus) - 211.11.6399.011.24.019.011, - 185 SCE (Campus) - 185.11.6399.011.30.019.011 - \$180, - 211 ESEA Title I (Campus) - 211.11.6399.011.24.801.011 - \$28,490, - 211 ESEA Title I (Campus) - 211.11.6395.011.24.801.011 - \$25,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide funding for educational programs outside of the classroom and administrative management of the campus, including student travel, field trips, student awards, office supplies, administrative resources and training, and library and counseling materials.</p> <p>Strategy's Expected Result/Impact: Student retention, decrease in academic gaps, support of student social-emotional needs</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Secretary</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: - 211 ESEA Title I (Campus) - 211.11.6399.011.24.801.011 - \$28,490, - 211 ESEA Title I (Campus) - 211.13.6399.011.24.801.011 - \$2,000, Library Reading - 211 ESEA Title I (Campus) - 211.12.6329.011.24.801.011 - \$3,000, Library Supplies - 211 ESEA Title I (Campus) - 211.12.6399.011.24.801.011 - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Silva will develop or adopt a model for technology integration.</p> <p>Strategy's Expected Result/Impact: Effective implementation of technology and remote learning applications.</p> <p>Staff Responsible for Monitoring: ALLs</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: - 211 ESEA Title I (Campus) - 211.11.6395.011.24.801.011 - \$25,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Students report high levels of stress and depression, which has increased due to the COVID-19 school closure and continued online learning. Failure rates in core classes are significantly higher than in previous years. Root Cause: Students are finding online learning and social isolation difficult and do not have effective coping skills to deal with these changes.</p>
Student Learning
<p>Problem Statement 1: Our SAT scores do not align with overall academic achievement. Root Cause: Campus lessons and planning should focus on AP, SAT, and DC preparation. Students in high-level courses may lack the necessary skills and either do not take the exam or score very low. Additional RTI is required to ensure students have the opportunity to succeed.</p>
<p>Problem Statement 2: Students are struggling in Pre-AP, AP, and DC courses. Root Cause: Teachers are finding it more difficult than usual to plan for, teach, and maintain rigor and standards for classes that have a big discrepancy in student ability levels.</p>

School Processes & Programs

Problem Statement 2: Teachers feel that they are not equipped to meet the needs of all students. **Root Cause:** Teachers need additional staff development to support SEL, GT, ELL, and differentiation for students with a 504.





Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 1: Incorporate and engage parents in the education of all students.

Evaluation Data Sources: Surveys, Attendance at Parent Events/Classes

Strategy 1 Details	Reviews			
<p>Strategy 1: Host parent outreach programs, and provide for the purchase of required materials, supplies, fees, library materials, and awards.</p> <p>Strategy's Expected Result/Impact: Improved parent participation.</p> <p>Staff Responsible for Monitoring: Magnet Coordinator, Parent Engagement Liaison</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Instructional supplies for Parental Engagement - 211 ESEA Title I (Campus) - 211.61.6399.011.24.901.011 - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide educational materials to parents to assist them in handling any social and/or academic issues that may impact their child.</p> <p>Strategy's Expected Result/Impact: Increased parent and student engagement, increase in student retention.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Parent Engagement Liaison</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Reading - 211 ESEA Title I (Campus) - 211.61.6329.011.24.801.011</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for parents to learn about the school and to provide feedback, including through campus-based committees (CIT), surveys, meetings, booster clubs, and presentations throughout the year.</p> <p>Strategy's Expected Result/Impact: 10% increase in parent involvement in campus activities.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Parent Engagement Liaison, Magnet Coordinator</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Develop channels of regular, bilingual communication (English/Spanish) with parents, including mailings, school messenger, the Silva website, and Parent Portal.</p> <p>Strategy's Expected Result/Impact: Improved communication with parents.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Secretary, Magnet Coordinator</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Need to increase communication with all parents Root Cause: Lack of differentiation on communication modalities to address diverse parent population</p>

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
4	1	1	Host parent outreach programs, and provide for the purchase of required materials, supplies, fees, library materials, and awards.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
4	1	1	Host parent outreach programs, and provide for the purchase of required materials, supplies, fees, library materials, and awards.

State Compensatory

Personnel for Silva Health Magnet

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Castaneda Luis	All Secondary Literacy/Biliteracy	SCE	.50
Cruz, Ezequiel	All Secondary Mathematics	SCE	.50

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kourtney Johnson	Highs School Mathematics	Title I	1.0
Sandra Rivera	High School Science	Title I	1.0

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		199.11.6339.011.11.100.011	\$42,999.00
1	1	4		199.11.6329.011.11.100.011	\$300.00
1	1	4		199.11.6321.011.11.100.011	\$0.00
1	1	4		199.11.6397.011.11.100.011	\$0.00
1	2	2		199.11.6499.011.38.100.011	\$3,000.00
1	3	1		199.13.6399.011.11.100.011	\$0.00
3	1	2		199.23.6399.011.99.100.011	\$5,312.00
Sub-Total					\$51,611.00
Budgeted Fund Source Amount					\$51,611.00
+/- Difference					\$0.00
185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Tutoring_Certified	185.11.6117.011.30.100.011	\$8,000.00
1	1	5	Tutoring_Certified Fringes	185.11.614X.011.30.100.011	\$116.00
2	1	3		185.11.6399.011.30.000.011	\$15,254.00
3	1	2		185.11.6399.011.30.019.011	\$180.00
Sub-Total					\$23,550.00
Budgeted Fund Source Amount					\$23,550.00
+/- Difference					\$0.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Materials	211.11.6329.011.24.801.011	\$20,618.00
1	1	5	Tutoring_Certified	211.11.6117.011.24.801.011	\$0.00
1	1	5	Tutoring_Certified Fringes	211.11.614X.011.24.801.011	\$831.58
3	1	1		211.13.6399.011.24.801.011	\$2,000.00
3	1	1		211.12.6399.011.24.801.011	\$3,000.00

211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2		211.11.6399.011.24.019.011	\$0.00
3	1	2		211.11.6399.011.24.801.011	\$28,490.00
3	1	2		211.11.6395.011.24.801.011	\$25,000.00
3	1	3		211.11.6399.011.24.801.011	\$28,490.00
3	1	3		211.13.6399.011.24.801.011	\$2,000.00
3	1	3	Library Reading	211.12.6329.011.24.801.011	\$3,000.00
3	1	3	Library Supplies	211.12.6399.011.24.801.011	\$3,000.00
3	1	4		211.11.6395.011.24.801.011	\$25,000.00
4	1	1	Instructional supplies for Parental Engagement	211.61.6399.011.24.901.011	\$1,000.00
4	1	2	Reading	211.61.6329.011.24.801.011	\$0.00
Sub-Total					\$142,429.58
Budgeted Fund Source Amount					\$168,400.00
+/- Difference					\$25,970.42
282 ESSER III ARP Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total					\$217,590.58

Addendums