

**El Paso Independent School District
Telles Academy
2023-2024 Campus Improvement Plan**



Board Approval Date: October 17, 2023

Mission Statement

Raymond Telles Academy will create a comprehensive campus culture that promotes high levels of learning, social-emotional development, achievement for all students, and productive citizenship.

Vision

Our vision at Raymond Telles Academy is for our students to succeed in a supportive and mutually respectful environment.

Table of Contents

Comprehensive Needs Assessment	4
L1 Whole Child (Culture & Climate)	4
L2 Academic Excellence (Curriculum, Instruction, Assessment)	5
L2 Academic Excellence (Student Achievement)	6
L3 Destination District (Staff Recruitment, Retention & Prof. Dev)	7
L3 Destination District (Perceptions, Facilities, Programs, Technology)	8
L4 Culture of Accountability (Parent & Community Engagement)	9
L5 Equity by Design (Demographics)	10
Prioritized Needs	11
Comprehensive Needs Assessment Data Documentation	13
Goals	14
Goal 1: WHOLE CHILD DEVELOPMENT Raymond Telles Academy school will foster learning environments for the whole child to thrive.	14
Goal 2: ACADEMIC EXCELLENCE Raymond Telles Academy empowers all learners to excel in current and future pursuits.	19
Goal 3: DESTINATION DISTRICT Raymond Telles Academy solidifies its position as El Paso's destination district.	25
Goal 4: CULTURE OF ACCOUNTABILITY Raymond Telles Academy cultivates a culture of transparency, care, and service.	28
Goal 5: EQUITY BY DESIGN Raymond Telles Academy champions a targeted approach to universal access and system equity.	31
Campus Funding Summary	34

Comprehensive Needs Assessment

L1 Whole Child (Culture & Climate)

L1 Whole Child (Culture & Climate) Summary

Raymond Telles Academy will provide information to parents for assistance with their children. The sample information will include counseling, mental health, parent classes, trauma care and family counseling. The counselor and social worker will be responsible for providing the information during parent teacher conferences. The need for more parental engagement topics include, engaging parental engagement activities at their home campus, positive communication from parents to teachers, and helping their children academically.

L1 Whole Child (Culture & Climate) Strengths

Our strengths include the full time social worker to assist with specific concerns for students at Raymond Telles Academy. The administration is realigning duties to better effectively utilize personnel.

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

Prioritized Need 1 (Prioritized): Develop a student/family survey as part of the intake process to determine familial needs and supports for students. **Root Cause:** Root cause: Conversations with parents and students are occurring when other issues are being addressed with student. The information revealed indicates that specific support services can be provided to them sooner and on a more timely basis. Services such as counseling and parent classes may be provided.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

Teachers at Raymond Telles Academy are working with the new District Curriculum and a new 8 period class schedule. This is very different from last years 6 class schedule and the use of the State TEKS. Raymond Telles Academy is the district alternative school. Students range in age from 12 to 18 years of age and have been in an alternative setting many times during their formative school years. Teachers are analyzing the new curriculum and developing instructional strategies to deliver the content.

L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths

RTA teachers are very dedicated to the student population that they serve. Turnover of teacher on campus is rare. RTA teachers have been on campus more than 5 years. RTA provides daily PLC's with the support of an instruction coach.

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

Prioritized Need 1 (Prioritized): Teachers submission of aligned lesson plans that reflect the new district curriculum. **Root Cause:** The new curriculum is still being reviewed and analyzed by teachers to ensure accuracy.

Prioritized Need 2 (Prioritized): Classroom instruction must focus on strengthening Tier 1 instruction. **Root Cause:** Teachers were exposed to the new curriculum during the first few days of teacher training.

Prioritized Need 3 (Prioritized): Teachers require time to adapt and learn to implement to the new curriculum. **Root Cause:** With the roll out of the new curriculum 4 weeks ago, teachers have not had the time to develop pacing calendars for tested subject areas.

L2 Academic Excellence (Student Achievement)

L2 Academic Excellence (Student Achievement) Summary

The classes at RTA range in size from 5 to 17 depending upon the subject area. Class sizes at RTA are small. Teachers in some cases are teaching 2 or 3 subjects within the same periods. This is due to the fact that RTA only has 10 teachers to support 57 students at the beginning of the year. High School courses and Middle school courses are kept apart, however a teacher may have up to 6 prep periods. In order to support EOC tested subject areas for High Schoolers, we have built within the master schedule EOC intervention courses. Teacher are working diligently to support students while in their 45 minute period.

State testing scores indicate that

L2 Academic Excellence (Student Achievement) Strengths

A strength at RTA is the fact that teachers have relatively small class sizes. This provides an opportunity for more individualized instruction.

Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

Prioritized Need 1 (Prioritized): State testing results in approaches, meets and masters must increase for the campus. **Root Cause:** Tier 1 instruction needs to improve for students at RTA.

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

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

Professional development at RTA is scheduled for the entire year based on the district calendar. The campus administration is responsible for the half day trainings to for teachers. The administration teams focus is on improving instruction, building culture and improving discipline.

Summary of Staff information for RTA:

Administrative support: 8--42%

Teachers: 10-53%

Educational Aide: 1-5%

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

The strength of RTA administration is to providing training at one campus and including all teachers from the three campuses working together to implement the training. This provides expectations that are consistent and uniform. Teachers are able to ask questions and support on another as they are trained. Staff turnover is very low with most teachers having more than 5 years on the campus.

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

Prioritized Need 1 (Prioritized): RTA faculty needs specialized training to support Tier 1 instruction. **Root Cause:** Mobility rates of students are extremely high due to time limits placed on students.

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

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

The facilities are adequate for the student population at RTA. RTA supports students who identified as SPED, EB and at-risk. All teachers at RTA have been given Promethean Boards to assist with instruction.

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

RTA serves students from all schools in EPISD. RTA provides students with an opportunity to continue earning their high school credits. Students benefit from a supporting faculty and staff that is ready and willing to support them and assist them in completing their course work and passing their state required exams.

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

Prioritized Need 1 (Prioritized): Teachers need to be trained to use the Promethean Boards effectively for classroom instruction. District personnel has been contacted to provided needed training. **Root Cause:** The Promethean boards were placed in classroom this week. It may take some time for all teachers to effectively use the Promethean boards.

Prioritized Need 2 (Prioritized): Technology needs must be updated to be able to compete with other similar programs. **Root Cause:** Technology funding is limited for RTA.

L4 Culture of Accountability (Parent & Community Engagement)

L4 Culture of Accountability (Parent & Community Engagement) Summary

Building culture at RTA is an ongoing process. Positive daily interactions with students and consistency with discipline procedures helps build uniformity with discipline. The administration is meeting with each student one on one to review their placement and determine their review dates. Parental contact is also initiated so that parents are aware of the child's progress. RTA must increase efforts of engaging all parents and the community.

L4 Culture of Accountability (Parent & Community Engagement) Strengths

RTA shares a full time Parent Engagement Liaison that also supports CCTA and Delta academy.

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

Prioritized Need 1 (Prioritized): Increase involvement of parents at RTA. **Root Cause:** It is difficult to engage parents when student placements are limited.

Prioritized Need 2 (Prioritized): RTA needs to effectively utilize the Parent Engagement Liaison and the programs she offers to increase parent involvement. **Root Cause:** Parents consider RTA as a temporary placement for their children and only attend mandatory meetings.

L5 Equity by Design (Demographics)

L5 Equity by Design (Demographics) Summary

Referring to the demographic tables in the addendum section:

86% of students are Hispanic, 7% are Black/African American and 7% are White. 74% of the population is male and 26% are female. In terms of grade level 60% of students are Middle schoolers, while 40% are high schoolers. The greatest percentage of students are 8th graders at 44% of the total population.

L5 Equity by Design (Demographics) Strengths

RTA's demographics fluctuate based on student discipline.

Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

Prioritized Need 1 (Prioritized): RTA must increase daily student attendance percentage. **Root Cause:** Discussion of attendance and reminders to students of the importance of attendance when it comes to their Review for Release has not been a priority.

Prioritized Needs

Prioritized Need 1: Develop a student/family survey as part of the intake process to determine familial needs and supports for students.

Root Cause 1: Root cause: Conversations with parents and students are occurring when other issues are being addressed with student. The information revealed indicates that specific support services can be provided to them sooner and on a more timely basis. Services such as counseling and parent classes may be provided.

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

Prioritized Need 2: Teachers submission of aligned lesson plans that reflect the new district curriculum.

Root Cause 2: The new curriculum is still being reviewed and analyzed by teachers to ensure accuracy.

Prioritized Need 2 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 3: Classroom instruction must focus on strengthening Tier 1 instruction.

Root Cause 3: Teachers were exposed to the new curriculum during the first few days of teacher training.

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

Prioritized Need 4: Teachers require time to adapt and learn to implement to the new curriculum.

Root Cause 4: With the roll out of the new curriculum 4 weeks ago, teachers have not had the time to develop pacing calendars for tested subject areas.

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

Prioritized Need 5: State testing results in approaches, meets and masters must increase for the campus.

Root Cause 5: Tier 1 instruction needs to improve for students at RTA.

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

Prioritized Need 6: RTA faculty needs specialized training to support Tier 1 instruction.

Root Cause 6: Mobility rates of students are extremely high due to time limits placed on students.

Prioritized Need 6 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 7: Teachers need to be trained to use the Promethean Boards effectively for classroom instruction. District personnel has been contacted to provided needed training.

Root Cause 7: The Promethean boards were placed in classroom this week. It may take some time for all teachers to effectively use the Promethean boards.

Prioritized Need 7 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 8: Technology needs must be updated to be able to compete with other similar programs.

Root Cause 8: Technology funding is limited for RTA.

Prioritized Need 8 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 9: Increase involvement of parents at RTA.

Root Cause 9: It is difficult to engage parents when student placements are limited.

Prioritized Need 9 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 10: RTA needs to effectively utilize the Parent Engagement Liaison and the programs she offers to increase parent involvement.

Root Cause 10: Parents consider RTA as a temporary placement for their children and only attend mandatory meetings.

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

Prioritized Need 11: RTA must increase daily student attendance percentage.

Root Cause 11: Discussion of attendance and reminders to students of the importance of attendance when it comes to their Review for Release has not been a priority.

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

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS


Goals

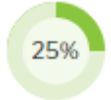




Goal 1: WHOLE CHILD DEVELOPMENT Raymond Telles Academy school will foster learning environments for the whole child to thrive.

Performance Objective 1: By June 2024, Raymond Telles Academy 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			
<p>Strategy 1: The Employee, student, and parent culture climate survey will be promoted by the campus so that we have data to use for growth.</p> <p>Strategy's Expected Result/Impact: The expected result is to have data to review for the upcoming school year.</p> <p>Staff Responsible for Monitoring: Administration/Social Worker</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Back to school staff development will include the Classroom Expectations from all teachers. Expectations will be reviewed and adjusted to ensure a positive and consistent discipline process.</p> <p>Strategy's Expected Result/Impact: Increased classroom engagement with a decreased classroom disruptions.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: District PD meetings will focus on Tier 1 instruction for teachers. Strategy's Expected Result/Impact: Strengthening of Tier 1 instruction. Staff Responsible for Monitoring: Administration and Campus Teaching Coach Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2, 3 - L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Prioritized Needs:


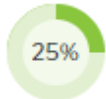




L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 2: Classroom instruction must focus on strengthening Tier 1 instruction. Root Cause: Teachers were exposed to the new curriculum during the first few days of teacher training.
Prioritized Need 3: Teachers require time to adapt and learn to implement to the new curriculum. Root Cause: With the roll out of the new curriculum 4 weeks ago, teachers have not had the time to develop pacing calendars for tested subject areas.
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: State testing results in approaches, meets and masters must increase for the campus. Root Cause: Tier 1 instruction needs to improve for students at RTA.
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: RTA faculty needs specialized training to support Tier 1 instruction. Root Cause: Mobility rates of students are extremely high due to time limits placed on students.
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Increase involvement of parents at RTA. Root Cause: It is difficult to engage parents when student placements are limited.

Goal 1: WHOLE CHILD DEVELOPMENT Raymond Telles Academy school will foster learning environments for the whole child to thrive.

Performance Objective 2: By June 2024, Raymond Telles Academy 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 in 70% of all campuses.

High Priority

Evaluation Data Sources: District Developed Tracking Rubric

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselor will develop a calendar to meet with students and provide classroom guidance lessons to students, as well as provide weekly lessons to teachers to help build SEL lessons.</p> <p>Strategy's Expected Result/Impact: Increase student social and emotional wellness.</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Prioritized Needs: L1 Whole Child (Culture & Climate) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselor and Social Worker will help identify students who are failing and provide additional support services.</p> <p>Strategy's Expected Result/Impact: Increase student social and emotional wellness</p> <p>Staff Responsible for Monitoring: Principal, Social Worker, and Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Prioritized Needs: L1 Whole Child (Culture & Climate) 1</p> <p>Funding Sources: Necessary supplies/materials to assist Social Worker and Counselor with student social/emotional needs - 211 ESEA Title I Part A (Campus) - \$700</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)






Prioritized Need 1: Develop a student/family survey as part of the intake process to determine familial needs and supports for students. **Root Cause:** Root cause: Conversations with parents and students are occurring when other issues are being addressed with student. The information revealed indicates that specific support services can be provided to them sooner and on a more timely basis. Services such as counseling and parent classes may be provided.

Goal 1: WHOLE CHILD DEVELOPMENT Raymond Telles Academy school will foster learning environments for the whole child to thrive.

Performance Objective 3: By June 2024, Raymond Telles Academy will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups from 7% to 6% and reduce the overall number of disciplinary removals from 2731 to 2594.

High Priority

Evaluation Data Sources: On Point Discipline Action Summary Report

Strategy 1 Details	Reviews			
Strategy 1: Provide a weekly SEL lesson to campus teachers to facilitate SEL discussions to roll out to students. Strategy's Expected Result/Impact: Increase SEL awareness Staff Responsible for Monitoring: Administration and counselors Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Prioritized Needs: L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Prioritized Needs:






L1 Whole Child (Culture & Climate)
<p>Prioritized Need 1: Develop a student/family survey as part of the intake process to determine familial needs and supports for students. Root Cause: Root cause: Conversations with parents and students are occurring when other issues are being addressed with student. The information revealed indicates that specific support services can be provided to them sooner and on a more timely basis. Services such as counseling and parent classes may be provided.</p>

Goal 2: ACADEMIC EXCELLENCE Raymond Telles Academy empowers all learners to excel in current and future pursuits.

Performance Objective 1: By June 2024, Raymond Telles Academy 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 in 70% of all campuses.

High Priority

Evaluation Data Sources: Walk through data

Strategy 1 Details	Reviews			
Strategy 1: Daily PLC's for teachers to plan meaningful lessons with objectives and exit tickets. Strategy's Expected Result/Impact: Increase student learning Staff Responsible for Monitoring: Administration and CTC Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Prioritized Needs:







L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p>Prioritized Need 1: Teachers submission of aligned lesson plans that reflect the new district curriculum. Root Cause: The new curriculum is still being reviewed and analyzed by teachers to ensure accuracy.</p> <p>Prioritized Need 2: Classroom instruction must focus on strengthening Tier 1 instruction. Root Cause: Teachers were exposed to the new curriculum during the first few days of teacher training.</p> <p>Prioritized Need 3: Teachers require time to adapt and learn to implement to the new curriculum. Root Cause: With the roll out of the new curriculum 4 weeks ago, teachers have not had the time to develop pacing calendars for tested subject areas.</p>

Goal 2: ACADEMIC EXCELLENCE Raymond Telles Academy empowers all learners to excel in current and future pursuits.

Performance Objective 2: By June 2024, Raymond Telles Academy will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 45% to 48%.

High Priority

Evaluation Data Sources: Tableau, Eduphoria, TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: Daily PLC's to unpack new curriculum documents and plan to support students. Strategy's Expected Result/Impact: Increased classroom engagement Staff Responsible for Monitoring: Administration and CTC</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase instructional technology and materials for students. Strategy's Expected Result/Impact: Increased instructional technology resources to students. Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 2 Funding Sources: Technology and instructional materials necessary to deliver a high level of instruction to economically disadvantaged students - 211 ESEA Title I Part A (Campus) - \$3,200, Instructional material necessary to deliver a high level of instruction for at risk students - 185 SCE (Campus) - \$1,950</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 2 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 1: Teachers submission of aligned lesson plans that reflect the new district curriculum. **Root Cause:** The new curriculum is still being reviewed and analyzed by teachers to ensure accuracy.

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







Prioritized Need 2: Technology needs must be updated to be able to compete with other similar programs. **Root Cause:** Technology funding is limited for RTA.

Goal 2: ACADEMIC EXCELLENCE Raymond Telles Academy empowers all learners to excel in current and future pursuits.

Performance Objective 3: By June 2024, Raymond Telles Academy will increase student achievement outcomes in Reading "All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 14% - 17%, & EB from 32% - 40%).

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase supplies for PLC planning and training for teachers to increase content knowledge. Strategy's Expected Result/Impact: Increase planning and content knowledge for teachers. Staff Responsible for Monitoring: Administration and CTC's</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will analyze assessment data and data information to better understand High Quality Tier 1 instruction. Strategy's Expected Result/Impact: Improve Tier 1 instruction and increase student performance. Staff Responsible for Monitoring: Administration and CTC</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools Prioritized Needs: L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 2: Classroom instruction must focus on strengthening Tier 1 instruction. **Root Cause:** Teachers were exposed to the new curriculum during the first few days of teacher training.

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: State testing results in approaches, meets and masters must increase for the campus. **Root Cause:** Tier 1 instruction needs to improve for students at RTA.

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

Prioritized Need 1: RTA faculty needs specialized training to support Tier 1 instruction. **Root Cause:** Mobility rates of students are extremely high due to time limits placed on students.

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






Prioritized Need 1: Teachers need to be trained to use the Promethean Boards effectively for classroom instruction. District personnel has been contacted to provided needed training. **Root Cause:** The Promethean boards were placed in classroom this week. It may take some time for all teachers to effectively use the Promethean boards.

Goal 2: ACADEMIC EXCELLENCE Raymond Telles Academy empowers all learners to excel in current and future pursuits.

Performance Objective 4: By June 2024, Raymond Telles Academy will increase student achievement outcomes in Math "All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 7% - 13%, & EB from 21% - 26%).

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will analyze assessment data and data information to better understand High Quality Tier 1 instruction</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction and increase student performance.</p> <p>Staff Responsible for Monitoring: Administration and CTC</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Prioritized Needs:








L2 Academic Excellence (Student Achievement)
<p>Prioritized Need 1: State testing results in approaches, meets and masters must increase for the campus. Root Cause: Tier 1 instruction needs to improve for students at RTA.</p>

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

Performance Objective 1: By June 2024, Raymond Telles Academy will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school from 91% to 93%. (HR)

High Priority

Evaluation Data Sources: # Vacancies data

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire 100% certified employees as vacancies open. Strategy's Expected Result/Impact: Highly qualified staff Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration Team will create a survey to ensure a positive culture and climate by using new technology. Strategy's Expected Result/Impact: Retaining top talent. Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.2 - TEA Priorities: Improve low-performing schools Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Prioritized Needs:

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<p>Prioritized Need 1: RTA faculty needs specialized training to support Tier 1 instruction. Root Cause: Mobility rates of students are extremely high due to time limits placed on students.</p>

L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 2: RTA needs to effectively utilize the Parent Engagement Liaison and the programs she offers to increase parent involvement. **Root Cause:** Parents consider RTA as a temporary placement for their children and only attend mandatory meetings.





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

Performance Objective 2: By June 2024, Raymond Telles Academy 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: Technology Campus Support Plan Success Criteria

Strategy 1 Details	Reviews			
Strategy 1: Utilize campus funds to purchase campus technology. Strategy's Expected Result/Impact: Increase student engagement Staff Responsible for Monitoring: Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Prioritized Needs: L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 2	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Prioritized Needs:






L2 Academic Excellence (Student Achievement)
Prioritized Need 1: State testing results in approaches, meets and masters must increase for the campus. Root Cause: Tier 1 instruction needs to improve for students at RTA.
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 2: Technology needs must be updated to be able to compete with other similar programs. Root Cause: Technology funding is limited for RTA.

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

Performance Objective 1: By June 2024, Raymond Telles Academy will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 89% to 94%.

High Priority

Evaluation Data Sources: Attendance Rate (ADA) data

Strategy 1 Details	Reviews			
<p>Strategy 1: RTA will provide parent notifications of student absenteeism and well as promote the importance of attending school in order to meet Review requirements.</p> <p>Strategy's Expected Result/Impact: Increase daily attendance</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Prioritized Needs: L5 Equity by Design (Demographics) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Prioritized Needs:






L5 Equity by Design (Demographics)
<p>Prioritized Need 1: RTA must increase daily student attendance percentage. Root Cause: Discussion of attendance and reminders to students of the importance of attendance when it comes to their Review for Release has not been a priority.</p>

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

Performance Objective 2: By June 2024, Raymond Telles Academy will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring 100% of schools offer all required community events.

High Priority

Evaluation Data Sources: Community Events Documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: RTA will utilize the PEL to provide activities that will support students and parents. Strategy's Expected Result/Impact: Increase parental engagement on campus. Staff Responsible for Monitoring: Administration and PEL</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1, 2 Funding Sources: Materials and supplies needed by our FCL to increase parental involvement - 211 ESEA Title I Part A (Campus) - \$400</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Prioritized Needs:






L4 Culture of Accountability (Parent & Community Engagement)
<p>Prioritized Need 1: Increase involvement of parents at RTA. Root Cause: It is difficult to engage parents when student placements are limited.</p> <p>Prioritized Need 2: RTA needs to effectively utilize the Parent Engagement Liaison and the programs she offers to increase parent involvement. Root Cause: Parents consider RTA as a temporary placement for their children and only attend mandatory meetings.</p>

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

Performance Objective 3: By June 2024, Raymond Telles Academy 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).

High Priority

Evaluation Data Sources: Thought Exchange and Let's Talk

Strategy 1 Details	Reviews			
<p>Strategy 1: RTA will continue to engage and gather input from family and community stakeholders by creating an exit survey for families to fill out when students are released to their home campus.</p> <p>Strategy's Expected Result/Impact: Gather input and help to determine needed change.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L4 Culture of Accountability (Parent & Community Engagement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Prioritized Needs:





L1 Whole Child (Culture & Climate)
<p>Prioritized Need 1: Develop a student/family survey as part of the intake process to determine familial needs and supports for students. Root Cause: Root cause: Conversations with parents and students are occurring when other issues are being addressed with student. The information revealed indicates that specific support services can be provided to them sooner and on a more timely basis. Services such as counseling and parent classes may be provided.</p>
L4 Culture of Accountability (Parent & Community Engagement)
<p>Prioritized Need 1: Increase involvement of parents at RTA. Root Cause: It is difficult to engage parents when student placements are limited.</p>

Goal 5: EQUITY BY DESIGN Raymond Telles Academy champions a targeted approach to universal access and system equity.

Performance Objective 1: By June 2024, Raymond Telles Academy will foster equitable access to opportunities as measured by an increase in the percent of special education and emergent bilingual middle school students who complete high school credits.

High Priority

Evaluation Data Sources: Frontline Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Raymond Telles Academy will provide training to best practices for ED and SpEd students. Strategy's Expected Result/Impact: Improve teacher instructional strategies to support EB's and SpEd. Staff Responsible for Monitoring: CTC and Administration</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Prioritized Needs:





L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p>Prioritized Need 2: Classroom instruction must focus on strengthening Tier 1 instruction. Root Cause: Teachers were exposed to the new curriculum during the first few days of teacher training.</p>

Goal 5: EQUITY BY DESIGN Raymond Telles Academy champions a targeted approach to universal access and system equity.

Performance Objective 2: By June 2024, Raymond Telles Academy will foster equitable access to opportunities and eliminating barriers as measured by an increase in special education and emergent bilingual) high school student groups in advanced academic courses.

High Priority

Evaluation Data Sources: Frontline Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Raymond Telles Academy will provide training to teachers in best practices to EB's and SpEd. Strategy's Expected Result/Impact: Improve instructional strategies to support EB's and SpEd students. Staff Responsible for Monitoring: CTC and Administration Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Prioritized Needs:





L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p>Prioritized Need 2: Classroom instruction must focus on strengthening Tier 1 instruction. Root Cause: Teachers were exposed to the new curriculum during the first few days of teacher training.</p>

Goal 5: EQUITY BY DESIGN Raymond Telles Academy champions a targeted approach to universal access and system equity.

Performance Objective 3: By June 2024, Raymond Telles Academy will foster equitable access to opportunities and eliminating barriers to increase the number of Emergent Bilinguals achieving Advanced High on TELPAS.

High Priority

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: RTA will provide training of best practices for EB and SPED student in PLC's. Strategy's Expected Result/Impact: Improve teacher instructional strategies to support EB's and SPED students. Staff Responsible for Monitoring: Administration and CTC</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
<p>Prioritized Need 1: State testing results in approaches, meets and masters must increase for the campus. Root Cause: Tier 1 instruction needs to improve for students at RTA.</p>
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<p>Prioritized Need 1: RTA faculty needs specialized training to support Tier 1 instruction. Root Cause: Mobility rates of students are extremely high due to time limits placed on students.</p>

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Instructional material necessary to deliver a high level of instruction for at risk students		\$1,950.00
Sub-Total					\$1,950.00
Budgeted Fund Source Amount					\$1,950.00
+/- Difference					\$0.00
211 ESEA Title I Part A (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Necessary supplies/materials to assist Social Worker and Counselor with student social/emotional needs		\$700.00
2	2	2	Technology and instructional materials necessary to deliver a high level of instruction to economically disadvantaged students		\$3,200.00
4	2	1	Materials and supplies needed by our FCL to increase parental involvement		\$400.00
Sub-Total					\$4,300.00
Budgeted Fund Source Amount					\$4,300.00
+/- Difference					\$0.00
199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$21,000.00
+/- Difference					\$21,000.00
Grand Total Budgeted					\$27,250.00
Grand Total Spent					\$6,250.00
+/- Difference					\$21,000.00