El Paso Independent School District

Transmountain Early College High School

2021-2022 Campus Improvement Plan

Mission Statement

"Transmountain Early College High School will provide a STEAM-focused curriculum to graduate all students college ready and provide the opportunity to earn an Associate Degree from El Paso Community College within four years."

Vision

"ALL Transmountain Early College High School graduates will have the skills and confidence needed to successfully transition to a 4-year university, a work setting in STEM related fields, or military service."

Core Beliefs

TMECHS staff believe that if students are provided with an enriched environment that integrates: (1) a strong curriculum and lesson delivery, (2) the removal of barriers to program access, (3) strong learning supports and interventions, and (4) instructors that are experts in their content, then each student will be able to reach his/her maximum potential.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: April 28, 2021

Demographics

Demographics Summary

Transmountain Early College High School (TMECHS) is located in one of the largest urban border cities along the Texas-Mexico border: El Paso, Texas. The community encompasses a diverse population that comes from Texas, Mexico, and Fort Bliss. The region serves predominately minority populations with high rates of poverty and low rates of post-secondary education and job skills.

TMECHS currently services a student population that is representative of the demographics of the community consisting of 77.8% Hispanic, 13.4% White, 4.1% African American, 3.3% Asian and 1.8% All Other students in its student body. TMECHS students are recruited from 16 middle schools within the El Paso Independent School District (EPISD) as well as private and charter schools across El Paso County. Additionally, as an open enrollment district, TMECHS proudly serves a student population of 11% residing outside of EPISD attendance zone. TMECHS currently has 13 ELL students and 7 Special Ed students. Out of the 400 students, 236 are female and 164 are male.

TMECHS is a Title I Schoolwide campus with 67% economically disadvantaged students. There is also a 25% At-Risk student population and a 28% Gifted and Talented population. TMECHS also currently serves 1 migrant student who returns each year in the fall and remains enrolled throughout the school year. TMECHS boasts an average 97% - 98% attendance rate which remains consistent from year to year.

TMECHS services a diverse group of students who excel academically, with 100% of the students graduating with a minimum of two endorsements under House Bill 5, and with 100% of the students meeting standards on all EOC exams. Each May, approximately 90% percent of seniors graduate from EPCC with an Associate of Science, 5% graduate with an Associate of Arts, and the remaining 5% have earned 50+ college credit hours. TMECHS earned the US Department of Education's National Blue Ribbon Schools award for the second time in 2020, the 2019-20 Educational Results Partnership Honor Roll (in recognition of closing achievement gaps and helping students reach their academic goals), and annual recognition in the Best US Schools in US News and World Report.

Staff Quality, Recruitment, and Retention Summary

TMECHS teachers are "Highly Effective" with 61% of the teachers having a Master's degree; these teachers are either dual credit credentialed through EPCC, or are eligible for credentialing in their respective content fields. One hundred percent of the teachers have attended trainings on ECHS, STEM, and EPISD methodology, active/blended learning, and Social/emotional learning to ensure teachers have the skills and resources necessary to be effective in their current positions. Training in various areas is also a focus in order to ensure TMECHS remains in compliance with TEA's Early College Blueprints. The CIT develops an annual professional development plan to address staff needs. In addition, 100% of the TMECHS faculty obtained their 6 hours Gifted and Talented update to ensure eligibility for teaching Pre-AP courses, AP, or DC courses. All staff support professional development to facilitate retention of exceptional staff. New teachers are assigned a mentor to facilitate teacher growth, abilities, and knowledge. Core departments are involved in the hiring process (interviews & selection) of new teachers/staff in their content areas.

Parents and Community

TMECHS parents are actively engaged in their children's education. One hundred percent of our parents have access to the parent portal which facilitates the monitoring of grades, attendance, and discipline. Parents on campus are engaged in the school through regularly scheduled parent meetings, use of the Remind system (allowing teachers and faculty to contact parents regarding assignments and/or opportunities, & events on campus), and academic supporting events (e.g. FAFSA night). Additionally, TMECHS is

committed to involving our parents in the decision making processes on campus by encouraging parents to join our PTSA, and participate on our Campus Improvement Team (CIT). Parents are also encouraged to submit their suggestions regarding how to improve our campus physically, academically, or socially, at any time. The level of involvement at TMECHS in school activities is significant with a majority of our students active in at least two campus clubs . A majority of faculty are official PTSA members, and most teachers support/sponsor at least one club on campus. Additionally, TMECHS is involved in engaging the community it serves by inviting middle school families to major events on our campus such as our annual STEAM Festival or Fall Festival. Furthermore, our parents are supported through different meetings on campus (virtual meetings in 2020-21) that help to educate them on health and wellness of their students, steps of the application for enrollment, financial aid, and documentation needed for the future enrollment in universities. *Club participation, annual festivals and all in-person extra-curricular activities have been halted/impeded due to Covid-19 school closures in 2020-2021.

Demographics Strengths

The following are identified as demographic strengths:

1. 98% of Economically Disadvantaged students "Met Standard" on EOC exams for 2019.

2. 100% of TMECHS's At-Risk and Economically Disadvantaged students graduated under the Texas Foundation Plan with endorsements in multi-disciplinary studies and STEM.

3. TMECHS was once again recognized in *U.S. News and World Report* in their annual "Best U.S. Schools" in 2020.

The following are identified as staff quality, recruitment, and retention strengths:

1. 100% of the TMECHS teachers are certified in their respective content areas.

2. 61% of the staff holds a Master's degree with a minimum of 18 hours in their respective content areas.

3. 100% of the TMECHS staff has attended training on ECHS, STEM, SEL and EPISD methodologies/strategies/learning priorities and outcomes.

4. 61% of the teachers are eligible for Dual Credit credentialing in their respective content fields.

Problem Statements Identifying Demographics Needs

Problem Statement 1: TMECHS students have the opportunity to earn an Associates of Science (AS) degree from EPCC during their four years of high school, yet only approximately 90% complete the AS by the time of high school graduation. **Root Cause:** Incoming freshmen students who do not pass the Reading/Writing TSIA-2.0 during Summer Bridge cannot begin taking dual credit courses in the fall semester of 9th grade, resulting in students falling behind cohort with regard to completion of the Associates of Science degree.

Problem Statement 2: The population at TMECHS encompasses the full spectrum of socioeconomic and educational backgrounds as TMECHS accepts, enrolls, and educates students from all parts of the city. This results in varying degrees of ability levels, educational preparedness, and college readiness in our students. **Root Cause:** TMECHS students represent all neighborhoods within El Paso and the surrounding area and there is a noticeable gap in reading levels and overall foundation in a variety of content areas resulting in a need to address these deficiencies with intervention reading classes, Saturday Camps (content specific camps for struggling students), and readily available tutoring sessions.

Problem Statement 3: TMECHS incoming freshman are on different levels academically and as such require summer enrichment curriculum with a focus on passing the Texas Success Initiative (TSIA-2.0). **Root Cause:** Our student population is comprised of many different school demographics and students do not always start at TMECHS meeting their grade level academic requirements.

Problem Statement 4: TMECHS students consistently perform at 95% or higher on all state EOC assessments during the initial spring administration, however an average of only 30% of all testers score at the Level 3: Master Grade Level. **Root Cause:** TMECHS Teachers in tested subjects ensure 100% of their students are prepared to pass their respective EOC, however their is little opportunity during the school day for enrichment in preparing students to pass at Level 3 resulting in a need to provide enrichment on Achieve 3000, Kahn Academy, Study Island, ALEKS, KUTA and Web-Assign.

Student Learning

Student Learning Summary

Student Learning Summary

TMECHS EOC scores reflect an overall grade of a 99%, or an A in Accountability Ratings of 2019. TMECHS also received "Distinguished Designations" in five of the seven eligible categories on the 2019 Texas Accountability System. To prepare students for success, TMECHS students take Dual Credit or Pre-AP/AP coursework in all core classes. In Spring 2019, 409 students were enrolled in DC classes with 416 enrolled in Pre-AP/AP classes. In the 2018-2019 school year, 92.8% of freshmen students met the TSI Reading standards, 100% of sophomores met the TSI Writing standards and 86.3% mastered the TSI Math standards. TMECHS is also noting that the percentage rate of students scoring at Level III in Algebra, Biology, English I and English II, and US History averages out to 38.8%. TMECHS rarely has students who fail an EOC exam, and in the past two years, no students were considered retesters. Moving forward, we realize that Covid-19 school closures and virtual learning has resulted in tremendous gaps in learning and lack of mastery in content areas across the board. This assertion can be evidenced by progress report grades which show between 1/3 to 1/2 of every classification failing one or more subjects. TMECHS master schedule for 2021-22 may need to be modified to accommodate students re-taking failed courses. Tutoring after school will need to be robust in each content area to remediate this year's failures and to get students back on track to graduate in 4 years with both their high school diploma and their EPCC Associates Degree. Additionally, the district will no longer be purchasing some of the online programs/software in 2021-22, and TMECHS may need to use campus funds to purchase those resources/supports which have proven positive outcomes in former years with regard to student learning.

Student Learning Strengths

The following are identified as student learning strengths:

1. EOC scores reflect an overall performance rating of 99%, 97% student improvement, 96% school growth, and 100% in closing the gaps.

2. TMECHS received "Distinction Designations" in five of the seven eligible categories on the Texas Accountability System in 2019.

3. SAT performance qualified as 100% under the Texas Accountability System.

4. TMECHS earned the 2020 National Blue Ribbon Schools award from the US Department of Education.

5. TMECHS attendance rate remains the highest in the district, upwards of 97% each year to include spring 2020, fall 2020 and spring 2021 (Covid-19).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Biology EOC mastery rate is 20%, English 1 & 2 EOC mastery rates average at 26%, Algebra 1 is at 79%, and US History at 90%. **Root Cause:** All readiness standards are taught and learned, however opportunities of expanding in synthesis and evaluation is limited in some content areas.

Problem Statement 2: TMECHS early graduates of EPCC that transition to UTEP have a high failure rate. **Root Cause:** TMECHS students experience a great deal of "freedom"

in transitioning to the university at which there is little oversight in class attendance and few tutoring options, resulting in TMECHS building in an Independent Study Math class as well as afternoon tutorial opportunities.

Problem Statement 3: Faculty and staff require additional technology and resources to effectively teach students in online settings. **Root Cause:** Unexpected COVID 19 School Closures impacted campus operations and teaching which has moved to a virtual model.

Problem Statement 4: TMECHS anticipates tremendous gaps in learning at every grade level in 2021-22 school year as we transition back to in-person learning model. **Root Cause:** Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters)

School Processes & Programs

School Processes & Programs Summary

A) Curriculum, Instruction, and Assessment Summary - TMECHS follows the EPISD curriculum plan. Through the use of Schoology and the TEKS Resource System (TRS), the implementation of the curriculum has become more vertically aligned. The standards require that the Dual Credit courses are embedded in the daily lesson plans. Weekly PLC meetings have been used to provide peer-to-peer support regarding the implementation of the curriculum. Since TMECHS teachers have been involved in developing and/or updating the district curriculum for several years, PLCs are also used to examine content data, curriculum, student progress, assessment methodologies, and instructional resources needed to enhance the District curriculum.

Administration conducts frequent walk-throughs for review to ensure the district and EPCC's instructional programs are implemented. Feedback is provided immediately to teachers through Eduphoria evaluation documents under T-TESS. TMECHS teachers also incorporate the ECHS "Common Instructional Framework" in the classroom and increase the rigor of instruction via the PBL initiative. An increase of rigor and an increase in student interest has been observed since the implementation of PBL learning.

EPISD is pushing campuses to graduate students who meet the criteria of several Endorsements under House Bill 5. Historically, TMECHS students all graduated with the Multidisciplinary Endorsement. In recent years however, TMECHS has beefed up its programs and offerings. TMECHS has implemented a 5th year of both Science and Math courses in order to ensure students the ability to graduate with a Science and/or Math STEM Endorsement as well. Additionally, TMECHS has implemented a 4-year Engineering pathway in collaboration with UT Austin's Cockrell College of Engineering. Students who take all 4 years of Engineering classes will graduate with the Engineering STEM Endorsement. TMECHS collaborated with Irvin High School's JROTC program in 2020-2021 resulting in the opportunity for TMECHS students to enroll in JROTC. After 4 years of enrollment in JROTC, those students will also graduate with the ROTC Endorsment under House Bill 5.

B) Staff Quality, Recruitment, and Retention Summary - 88% of TMECHS teachers have a Master's degree. Currently 88% of the teachers are either credentialed or are eligible for Dual Credit credentialing in their respective content fields. One hundred percent of the teachers have attended trainings on ECHS, STEM, and EPISD methodology, active/blended learning, and Social/emotional learning to ensure teachers have the skills and resources necessary to be effective in their current position. Training in various areas is also a focus in order to ensure TMECHS remains in compliance. Campus leadership works with faculty in promoting their acquisition of additional graduate-level college hours for dual-credit credentialing or in challenging certification exams. These efforts are designed to increase teachers' ability to teach in multiple content areas and/or teach dual-credit courses.

The CIT develops an annual professional development plan to address staff needs. In addition, 100% of the TMECHS faculty obtain their annual 6 hours Gifted and Talented update to ensure eligibility for teaching Pre-AP, AP or DC courses. All staff support professional development to facilitate TMECHS in retaining 97% of its exceptional staff. New teachers are assigned a mentor to facilitate teacher growth, abilities, and knowledge. Mentors model and teach the expectations of high standards and high rigor in every TMECHS classroom.

Core departments are involved in the hiring process (interviews & selection) of new teachers/staff in their content areas.

C) School Context and Organization Summary - TMECHS has students who attend EPCC and UTEP. TMECHS is a unique school due to it being the only stand-alone ECHS (on the EPCC campus) in the district. TMECHS developed a bell schedule that allows for one additional hour of "advisory" for each class each week. The master schedule was aligned to the EPCC schedule in order to avoid loss of class time during transitioning to and from the college classrooms. Tutorials and Saturday school are available to students who are in need of interventions or additional time or support. TMECHS is in need of a strong support system that will focus on seniors graduating from EPCC in December and then moving on to UTEP in the spring semester preceding high school graduation. TMECHS has established an ECHS Advisory Board that will provide additional opportunities for students.

Common planning times (PLC's) have been built for all core departments; non-core teachers meet with core departments during their respective PLC's, and a great deal of staff development/trainings are delivered to all teachers during PLC periods.

PA announcements are made in the morning and in the afternoon each day. Effort is taken not to disrupt daily instruction, therefore, announcements and reminders are built into

the weekly calendar. TMECHS has established a Google calendar on Schoology as well to inform faculty, staff, parents and students of campus/district events.

D) Technology Summary - TMECHS classrooms are equipped with Prometheans, projectors, Meeting Owls, iMacs, district-issued MacBook Airs, iPADS, and the TI-Inspire calculators in math and science classrooms. TMECHS has implemented the Power Up initiative in which all students are issued MacBook laptops. Teachers have also developed Schoology webpages that outline student expectations, contain syllabi, weekly lesson plans, and assignments. Some teachers include highlights of what students are doing in class each week. Technology is integrated in all class instruction via Zoom meetings. School closures due to Covid-19 necessitated a wide range of technology trainings to be provided and completed by all faculty and staff.

School Processes & Programs Strengths

A) The following are identified as curriculum, instruction, and assessment strengths:

1. Weekly lesson plans embed the use of technology by both students and teachers, incorporating blended learning activities.

2. PLC's meet weekly to review data, plan for instruction, share best practices and active learning strategies.

3. Teachers incorporate the ECHS "Common Instructional Framework" in their lesson designs.

4. Teachers in all subjects and at every grade level use PBL, Project Based Learning, modules for instruction every semester, which increases the rigor of the instruction, and enhances student learning outcomes.

B) The following are identified as staff quality, recruitment, and retention strengths:

1. 88% of the faculty have a Master's degree plus 18 hours in their respective content areas.

2. 100% of the TMECHS staff has attended training on ECHS, STEM, Technology and EPISD methodologies/strategies/learning priorities and outcomes.

3. 88% of the teachers are eligible for Dual Credit credentialing in their respective content fields.

4. 100% of the staff is G/T trained.

5. New teachers are assigned a mentor.

C) The following are identified as school context and organization strengths:

1. TMECHS developed a bell schedule that allows for one additional hour for "advisory" for each class each week.

2. The master schedule is aligned with the EPCC schedule, in order to minimize lost class time transitioning to and from the college classrooms.

3. Tutorials, Saturday seminars, workshops, and conferences are conducted with students in need of interventions or additional time and support.

4. The school website, the inter-campus Google Calendar, Daily announcements, flyers sent home, and use of the REMIND app (on cell phones) are all utilized to maintain

constant communication with stakeholders, to include weekly bulletin with campus activities, events, and meetings.

D) The following are identified as strengths in technology:

1. TMECHS has implemented the Power Up initiative, thus all students are issued a new laptop for personal use during their 4 years of instruction.

2. TMECHS teachers integrate technology in daily lessons.

3. Classrooms are equipped with Prometheans, projectors, district (and campus) issued MacBooks, Dells, and iPads. The math and science classrooms are also equipped with TI-Inspire calculators.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers and students express frustration over the numerous required administered tests. **Root Cause:** District benchmarks, Renaissance 360, Interim EOC's,TSI, SAT/PSAT, EOC, AP, mid-term and final exams, etc.. limit the hours of instructional time during the school day.

Problem Statement 2: When a dual-credit credentialed teacher leaves employment at TMECHS, finding a replacement with proper education, certification and credentialing has been a challenge. **Root Cause:** Few teacher applicants meet the criteria needed for the position, prompting administration to encourage faculty to take advantage of EPISD's Reimbursement program for additional DC certifications.

Problem Statement 3: ECHS Advisory Board has experienced a flux in membership as well as infrequency in well-attended meetings. **Root Cause:** Schedules of the key members (EPCC and EPISD officials) on the ECHS Advisory Board often conflict, making consistently attended meetings

Problem Statement 4: Not all teachers have knowledge or training on technology or technology-based resources that enhance learning outcomes. **Root Cause:** Technology expands on a daily basis making it difficult for educators to keep up with current trends and resources. In addition, time for training is extremely limited, warranting the need for an Active Learning Leader on campus.

Perceptions

Perceptions Summary

A. TMECHS parents are actively engaged in their children's education. One hundred percent of our parents have access to the parent portal which facilitates the monitoring of grades, attendance, and discipline. TMECHS also maintains a Memorandum of Understanding (MOU) with EPCC, which includes opportunities for students to accelerate learning and for parents to be actively engaged in the education of their child. However, an area in need of improvement is the number of volunteers to the school. Currently, parents do not serve as volunteers at the campus. With that said, there are limits to what parents can actually do for the campus during the instructional day (i.e., parents may not have access to specific student information which could violate FERPA). The area in which we mostly encourage parent participation is in monitoring of students during school functions after hours and before or after school as students are dropped off or picked up. Partners in Education participation is also at 2. Several businesses were approached in 2020 to become PIE's. Two businesses (Albertson's and Boss's Chicken) were reluctant to complete the district-required PIE paperwork, and thus did not become official PIE's. With this said, numerous restaurants have partnered with TMECHS unofficially, allowing student clubs and PTSA to conduct fundraisers on given dates throughout the year.

Frequent parent meetings are conducted to discuss college and career readiness topics, to assist with financial aid planning, to showcase student work products, and to answer parent questions. Many parent events are scheduled and evaluated through an on-campus Parent Engagement Leader. Other parent meetings are organized through administration, the counseling department, and the College and Career Readiness Coordinator. Meetings are announced through Blackboard, the REMIND app, campus website calendar and flyers are also distributed.

Even though parents participate in events and activities, there is a need to increase the number of parents involved. School climate surveys conducted by 42% of our parents yield positive results.

B. TMECHS has a defined Mission and Vision statement and an established set of "Core Values". TMECHS also has an active Emergency Response Team that provides frequent training to the campus staff regarding safety for all stakeholders. A positive school culture and climate is evident based on the School Climate Survey, which is taken by both students and parents. Overall, parents and students are content with the current culture and climate of the school. As a result, TMECHS maintains a positive school climate which continually promotes a college-going culture.

All campus stakeholders are included in the decision-making process through various means: CIT, PTSA, ECHS Advisory Boards and survey responses. Community feedback indicates that stakeholders are happy with the school and staff.

Joint grants have been written with TMECHS, UTEP, UT Austin and EPCC to provide learning opportunities for our students emerging in the STEM fields. These established partnerships have been crucial to student involvement. It has enabled students to be involved in research opportunities and club participation. Additionally, TMECHS has partnered with UT Austin to provide both science and engineering pathways to students that expose them to emerging STEM fields and enable a college-going culture.

Campus safety is a high priority and is reviewed on a quarterly basis by the Crisis Response Team. Due to our campus being ungated and having multiple entry points, TMECHS negotiated with district leadership to secure a Campus Patrol hired in the 2019-2020 school year. The addition of Campus patrol at TMECHS addressed parent, student and staff concerns regarding safety. Discipline is not an issue at TMECHS due to the implementation and maintenance of an active SEL/PBIS Committee (MavUp Club) and campus culture. In 2019-2020 and 2020-21, zero discipline referrals have been issued. No DAEP placements have been made since 2016-2017 school year.

TMECHS has retained most of the students over time; however, when we do lose students, it is largely based on families moving out of the area or transportation issues for out-of-district students. TMECHS has successfully created a consistent positive direction in campus morale and in many areas of school operations. This factor has resulted in a 97% teacher retainment rate.

Perceptions Strengths

A. The following are identified as family and community involvement strengths:

1. 100% of our parents have signed up for and have access to the EPISD Parent Portal, facilitating the monitoring of grades, attendance, and discipline.

2. TMECHS maintains a Memorandum of Understanding (MOU) with EPCC which includes opportunities for students to accelerate learning and parents to be actively engaged in research/educational opportunities with their child.

3. Frequent parent meetings are held (virtually during the 2020-2021 school year due to Covid-19).

4. Students have partnerships with multiple Universities which provide enriching research opportunities for students' respective fields of interest.

B. The following are identified as school culture and climate strengths:

1. TMECHS has a defined Mission and Vision statement and an established set of Core Values driven by the SEL/PBIS Committee.

2. TMECHS has an active Crisis Response Team that provides training to the campus staff regarding safety.

3. Overall, previous School Climate Surveys indicate positive feedback from parents and students.

4. TMECHS has retained most of the students and teachers with the exception of those students opting out during freshman year, families moving out of the area, or students failing to pass the reading TSI by their sophomore year. Staff retention is at 97%, and the overall needs of the campus (program changes) can impact teacher retainment.

5. TMECHS has partnerships with UTEP, EPCC, and UT Austin. These partnerships have afforded students with the opportunity to conduct research projects, ease the transition from high school to a four year university, and introduce them to college level curriculum.

6. 90% of faculty sponsor an after-school club or sponsor a class (i.e., Senior Class Sponsors for 2020-2021: Jesus Marquez & Georgina Arambula).

7. The school culture embodies the concept of belonging and "family".

Problem Statements Identifying Perceptions Needs

Problem Statement 1: PTSA parent membership is low, and parent PTSA meeting attendance is even lower. **Root Cause:** TMECHS attendance zone is non-existent as it serves students living throughout the city. Some parents do not have transportation, some work in the evenings, some have other obligations which preclude their attendance.

Problem Statement 2: TMECHS has few Partners-In-Education: Texas Workforce Solutions and Western Playland. **Root Cause:** Partnership requirements are strict and companies can only partner with so many schools, making options limited. Some businesses are reluctant to complete the district's required PIE paperwork.

Problem Statement 3: Parent meetings either on campus or virtual have low participation rates. **Root Cause:** Schedule conflicts among sponsors, parents, students, and other academic events leads to the challenge of having parent meetings at convenient times for all parties.

Priority Problem Statements

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)
- Campus/District improvement plans (current and prior years)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

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

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Homeless data
- Gifted and talented data
- Dyslexia 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- 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
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: September 8, 2021

Goal 1: 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.

Performance Objective 1: Increase Algebra 1 mastery rate on the EOC STAAR from 21% to 60% for all students by June 2022 as measured by STAAR.

HB3 Goal

Evaluation Data Sources: 2022 Math STAAR results.
List of students who qualify for college-level math based on alternate criteria (4000+ on Algebra 1 EOC)

Strategy 1 Details	Reviews			
Strategy 1: Incorporate online subscriptions and software programs, such as WebAssign, Aleks, Kuta, and Edgenuity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student learning outcomes by using research based programs.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Math Department Chair Math Teachers				
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				
Funding Sources: WebAssign-Calculus-Pre-Calculus - 185 SCE (Campus) - 185.11.6299.015.30.000.015 - $6,100, McGraw Hill/Aleks - 185 SCE (Campus) - 185.11.6299.015.30.000.015 - $6,000				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize campus-created & district common assessments to identify and group students based on need, & to address academic gaps and growth.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student learning outcomes by using research based programs.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: All department chairs.				
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Administration will support instructional practices by conducting targeted walk throughs and providing teacher feedback.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student success as evidenced by walk-through documentation. Increase student learning outcomes through continuous improvement. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: 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.

Performance Objective 2: Increase Science Level III mastery on the EOC STAAR from 33% to 38% for all students by June 2022 as measured by STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 Science STAAR results.

Strategy 1 Details	Reviews			
Strategy 1: Science Department Chair will order and teachers will incorporate online subscriptions (Study Island), software programs, and supplemental resources (i.e. consumable workbooks, textbooks, reading materials)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student learning outcomes by using research based programs. **Staff Responsible for Monitoring:** Science Department Chair Science Teachers **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **Funding Sources:** Study Island-Science - 199 General Fund - 199.11.6299.015.11.000.015				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use District Common Assessments to identify and group students based on need to address academic gaps and growth.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student learning outcomes by using research based programs. **Staff Responsible for Monitoring:** All department chairs. **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Administration will support instructional practices by conducting targeted walk through and providing teacher feedback.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student success as evidenced by walk-through documentation. Increase student learning outcomes through continuous improvement. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: 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.

Performance Objective 3: Increase English I Level III mastery on the EOC STAAR from 24% to 27% for all students by June 2022 as measured by STAAR.

    Evaluation Data Sources: 2022 English I STAAR results.

Strategy 1 Details	Reviews			
Strategy 1: Incorporate online subscriptions, software programs, and supplemental resources (i.e. consumable workbooks, textbooks, reading materials)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase student learning outcomes by using research based programs.
    Staff Responsible for Monitoring: English Department Chair
English Teachers
    Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math
    Funding Sources: Reading Materials - 211 ESEA Title I (Campus) - 211.11.6329.11.015.24.870.015				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use District Common Assessments to identify and group students based on need to address academic gaps and growth.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase student learning outcomes by using research based programs.
    Staff Responsible for Monitoring: All department chairs.
    Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Administration will support instructional practices by conducting targeted walk through and providing teacher feedback.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Student success as evidenced by walk-through documentation.
 	
Increase student learning outcomes through continuous improvement.
    Staff Responsible for Monitoring: Principal,
Assistant Principal
    Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 4 Details	Reviews			
Strategy 4: English Teachers will provide students who have not mastered the Reading TSI and/or STAAR EOC with access to Achieve 3000, Study Island, and Edgenuity resources.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Achieve 3000, Study Island, Edgenuity, and TSI passing reports will show an increase in reading levels for 90% or more students from September through March.
    Staff Responsible for Monitoring: English Teachers
    Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math
    Funding Sources: Edmentum/Study Island - 211 ESEA Title I (Campus) - 211.11.6299.015.24.019.015				

0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 1: 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.

Performance Objective 4: Increase English II Level III mastery on the EOC STAAR from 23% to 26% for all students by June 2022 as measured by STAAR.

HB3 Goal

Evaluation Data Sources: 2022 English II STAAR results
List of students who qualify for college-level classes based on alternate criteria (4000+ on English 2 EOC)

Strategy 1 Details	Reviews			
Strategy 1: English Department Chair will order and teachers will incorporate online subscriptions, software programs, and supplemental resources (i.e. consumable workbooks, textbooks, reading materials)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student learning outcomes by using research based programs. **Staff Responsible for Monitoring:** English Department Chair English Teachers **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** Textbooks - 199 General Fund - 199.11.6321.015.38.015				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use District Common Assessments to identify and group students based on need to address academic gaps and growth.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student learning outcomes by using research based programs. **Staff Responsible for Monitoring:** All department chairs. **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Administration will support instructional practices by conducting targeted walk through and providing teacher feedback.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student success as evidenced by walk-through documentation. Increase student learning outcomes through continuous improvement. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: 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.

Performance Objective 5: Increase US History Level III mastery on the EOC STAAR from 63% to 80% for all students by June 2022 as measured by STAAR.

    Evaluation Data Sources: 2022 US History STAAR results.

Strategy 1 Details		Reviews			
Strategy 1: Social Studies Department Chair will order and teachers will incorporate online subscriptions, software programs, and supplemental resources (i.e. consumable workbooks, textbooks, reading materials)		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student learning outcomes by using research based programs. **Staff Responsible for Monitoring:** Social Studies Department Chair Social Studies Teachers **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **Funding Sources:** Textbooks - 199 General Fund - 199.11.6321.015.38.015					

Strategy 2 Details		Reviews			
Strategy 2: Teachers will use campus-created & District Common Assessments to identify and group students based on need, to address academic gaps and growth.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase student learning outcomes by using research based programs. **Staff Responsible for Monitoring:** All department chairs. **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Connect high school to career and college					

Strategy 3 Details		Reviews			
Strategy 3: Administration will support instructional practices by conducting targeted walk through and providing teacher feedback.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student success as evidenced by walk-through documentation. Increase student learning outcomes through continuous improvement. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: 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.

Performance Objective 6: TMECHS will qualify for Distinction Designation on the 2022 state accountability in all 7 categories.

Evaluation Data Sources: TMECHS will qualify for Distinction Designation in all 7 categories in 2022 on the state accountability measures report.

Strategy 1 Details	Reviews			
Strategy 1: To purchase classroom resources (supplies, reading materials, textbooks,) which support the implementation of lessons addressing the TEKS and STAAR standards.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will have all materials and resources necessary to deliver a high level of instruction for all students. TEA School Report Card will indicate all 7 distinctions have been earned. **Staff Responsible for Monitoring:** Secretary to the Principal Principal **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Admin Supplies CCMR - 199 General Fund - 199.23.6399.015.38.500.015 - $2,450, General Supplies - 185 SCE (Campus) - 185.11.6399.015.30.000.015 - $2,900, Textbooks - 199 General Fund - 199.11.6321.015.38.500.015 - $5,000, CCMR General Supplies - 199 General Fund - 199.11.6399.015.38.500.015 - $10,000, Office supplies, etc... - 199 General Fund - 199.23.6399.015.99.100.015 - $6,791, Textbook - 199 General Fund - 199.11.6321.015.11.100.015 - $3,000, General Supplies - 211 ESEA Title I (Campus) - 211.11.6399.015.24.870.015 - $22,145, General Supplies - 199 General Fund - 199.11.6399.015.11.100.015 - $6,000, General Supplies - 282 ESSER III ARP Funds - 282.23.6399.015.24.100.015 - $1,503, Reading Materials - 211 ESEA Title I (Campus) - 211.11.6329.015.24.870.015 - $4,000				

Strategy 2 Details	Reviews			
Strategy 2: To purchase software, online programs, licensing, copier rentals, Id Machine, contracted services, misc operating costs, furniture, technology and equipment which support the implementation of lessons addressing the TEKS and STAAR standards and help students get ready for the 21st Century Learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will have all technology and supporting software or online subscriptions necessary to deliver a high level of instruction for all students. TEA School Report Card will indicate all 7 distinctions have been earned. **Staff Responsible for Monitoring:** Secretary to the Principal Principal **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **Funding Sources:** Software - 211 ESEA Title I (Campus) - 211.11.6397.015.24.870.015 - $5,000, 282 Esser III ARP Funds - 282 ESSER III ARP Funds - 282.23.6499.015.24.100.015 - $1,503, Misc Contracted Services - 211 ESEA Title I (Campus) - 211.11.6299.015.24.870.015 - $10,000, ID Machine, IDVille - 199 General Fund - 199.23.6396.015.38.500.015 - $2,550, Misc Operating Cost - 211 ESEA Title I (Campus) - 211.11.6499.015.24.870.015 - $2,000, Technology accessories - 211 ESEA Title I (Campus) - 211.11.6399.015.24.870.015 - $3,366, Nearpod License/Flocabulary License-Distance Leaning - 211 ESEA Title I (Campus) - 211.11.6299.015.24.019.015, Rentals - 199 General Fund - 199.11.6269.015.11.100.015 - $3,802, Misc operating cost - 199 General Fund - 199.11.6499.015.11.100.015 - $4,000				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide after-school and Saturday Tutorials for PSAT/SAT, AP and EOC state exams to include AI instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will improve performance on the SAT and PSAT/NMSQT. TEA School Report Card will indicate all 7 distinctions have been earned. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** High Impact Instructors-Everyday aid on instruction - ESSER Funds - 282.11.6117.015.24.180.015 - $21,960, Other Payroll Payments (Certified Tutors) - 211 ESEA Title I (Campus) - 211.11.6117.015.24.870.015 - $20,434, High Impact Tutors/Certified EPISD employee - ESSER Funds - 282.11.6117.015.24.100.01515 - $41,211, High Impact Tutors/Certified non-employee - ESSER Funds - 282.116126.015.24.100.015 - $13,737, PSAT, SAT, AP Testors - 199 General Fund - 199.11.6117.015.38.500.015 - $22,721				

Strategy 4 Details	Reviews			
Strategy 4: Active Learning Leader will model best practices and provide staff development on best practices, technology integration, and active learning strategies through core subject PLC's.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: All teachers will have the knowledge and ability to implement blended learning and active learning strategies into their lessons, as well as demonstrating tried and true best practice strategies within all classes. **Staff Responsible for Monitoring:** Active Learning Leader **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 5 Details	Reviews			
Strategy 5: Teachers will provide tutorials on M-W-F from 8:15 a.m. to 8:45 a.m. in all classes to support any students who have not met standard on STAAR or on Classroom TEKS each grading period.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The number of student failures will decrease with each progress reporting period. **Staff Responsible for Monitoring:** Teachers, Department Heads, Principal **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: 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.

Performance Objective 7: TMECHS will provide transition activities to each grade level and from grade 12 to post secondary education, workforce, or military, and increase opportunities for students to make real-life connections in STEM fields.

HB3 Goal

Evaluation Data Sources: Field Trip Requests, Summer Bridge Schedule, Attendance rosters

Strategy 1 Details	Reviews			
Strategy 1: Teachers will conduct a two-week "Summer Bridge" program for the incoming 9th grade cohort to include serving on interview committees.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students attending the "Summer Bridge" program will have a student ID, TSI scores, and an Endorsement Plan completed. The majority of incoming freshmen will be Dual-Credit ready. **Staff Responsible for Monitoring:** TMECHS Teachers, Assistant Principal **Title I Schoolwide Elements:** 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** Other Payroll Payments - 199 General Fund - 199.11.6117.015.31.100.015, Summer Bridge Testors - 199 General Fund - 199.23.6121.015.99.000.015				

Strategy 2 Details	Reviews			
Strategy 2: Administration will provide parents & students with information about the campus (to include postage) for admissions October through May, and admin will conduct parent/student orientation meetings for all students selected for admission to TMECHS each year in spring.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students and their parents will be fully informed of ECHS expectations, rules and regulations, and processes. **Staff Responsible for Monitoring:** Principal, Assistant Principal Counselors, CCRC **Title I Schoolwide Elements:** 3.1, 3.1, 3.2, 3.2 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** Mis. Operating Costs - 199 General Fund - 199.11.6499.015.38.100.015				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will be provided field trips/conferences/training opportunities to create real life connections to EPISD/State Curriculum, STEM Field Trips, and higher education opportunities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Field trip requests will have the TEKS, EPISD standard, CCMR or STEM relevance attached to the request. Students will experience more relevant outcomes. **Staff Responsible for Monitoring:** Department Heads, Principal **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** Teacher travel expense - 199 General Fund - 199.36.6411.015.99.009.015 - $3,000, Entrance Fees and Buses - 211 ESEA Title I (Campus) - 211.11.6494.015.24.801.015 - $3,500, Buses/Competitions - 199 General Fund - 199.36.6494.015.38.100.015 - $1,500				
Strategy 4 Details	Reviews			
Strategy 4: TMECHS will provide rising seniors with summer Precalculus/College Algebra classes to ensure prerequisites for dual-credit Chemistry are met prior to fourth high school year.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: TMECHS will increase the number of students graduating with an Associates of Science degree by the time they graduate from high school. **Staff Responsible for Monitoring:** Counselors Assistant Principal Principal **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** Other Payroll Payments - 199 General Fund - 199.11.6117.015.31.100.015, Textbook - 199 General Fund - 199.11.6321.015.11.100.015				
Strategy 5 Details	Reviews			
Strategy 5: Counselors and CCRC will provide planners, organizational strategies, study skills, test-taking strategies, confidence building, reading materials, and other college-readiness training/resources during students' four years in high school to include early graduation and UTEP student orientation.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Whole child needs are met as demonstrated by organized, knowledgeable, successful students **Staff Responsible for Monitoring:** Counselors Administration CCRC **Title I Schoolwide Elements:** 2.6, 2.6 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** General Supplies - 199 General Fund - 199.31.6399.015.38.100.015 - $1,500, Reading Material - 199 General Fund - 199.31.6329.015.31.100.015, Buses - 199 General Fund - 199.11.6499.015.31.100.015				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 1: 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.

Performance Objective 8: TMECHS will increase the number of students passing all courses by offering after school and Saturday tutorials and Edgenuity. TMECHS will increase student scores on PSAT/SAT, AP, and EOC exams by providing "boot camps" after school and on Saturdays to include resources and materials.

HB3 Goal

Evaluation Data Sources: Grade reports, failure reports
Saturday Camp sign-in sheets
PSAT/SAT, AP and EOC district/school reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will purchase/produce testing materials for TSI and STAAR activities in the core areas to ensure mastery on TSI, SAT, EOC, AP consumable prep materials and exams.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased levels of achievement/performance on all standardized tests A greater number of students will achieve mastery levels on the various exams. **Staff Responsible for Monitoring:** Core Teachers, Department Heads, Administration **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **Funding Sources:** Testing Materials - 199 General Fund - 199.11.6339.015.38.500.015 - $10,000				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will conduct Saturday seminars and after school tutorials for struggling students in core content areas, PSAT, SAT, AP testing, and EOC testing.. to include consumable prep materials and exams	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The nine-weeks grade distributions will indicate a passing rate of 90% or better in each core subject for all students. Campus test reports will show increases in student performance. **Staff Responsible for Monitoring:** Department Heads Core Teachers **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** PSAT, SAT, AP and EOC test prep materials - 211 ESEA Title I (Campus) - 211.6339.015.24.870.015 - $3,055				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: 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.

Performance Objective 9: TMECHS will encourage and support students in AcaDec, UIL Activities, Student Council, TSA, Engineering, JROTC, fine arts, & various local, state and national clubs/organizations by providing test fees, membership fees, technology, transportation and associated, allowable expenses.

HB3 Goal

Evaluation Data Sources: UIL Competition Results, Acadec Competitive Event Results, StuCo events calendar, travel and meeting agendas, sign-in sheets; Practice sign-in sheets, UIL Musical attendance

Strategy 1 Details	Reviews			
Strategy 1: Teachers will recruit, organize, coach and accompany academic team and/or other school-related club/teams students to local and state competitive/informative events, to include bus transportation to and from events.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Higher percentage of TMECHS students will compete and place in a variety of notable academic, musical, competitive events, and social/emotional activities; Greater CCMR completion **Staff Responsible for Monitoring:** UIL Facilitator UIL Coaches Administration Secretary Core Teachers Music Teacher Club Sponsors **Title I Schoolwide Elements:** 2.5, 2.5 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** Bus transportation Travel - 199 General Fund - 199.11.6494.015.38.500.015 - $3,000, Teacher Travel - 199 General Fund - 199.36.6411.015.99.009.015 - $3,000				

Strategy 2 Details	Reviews			
Strategy 2: TMECHS will provide appropriate technology, equipment, instruments, uniforms, costumes, incentives and resources for UIL, Acadec, StuCo, TSA, High-Q , Dance Team, Youth Leadership, etc...competitive teams to include membership fees , club fees and dues. Registration fees for local, state, and out of state, to include virtual conferences and competition fees and travel for teacher and student.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Competitive academic teams will succeed at greater numbers due to more relevant and meaningful practices. **Staff Responsible for Monitoring:** Team/Club Teachers Club Sponsors **Title I Schoolwide Elements:** 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **Funding Sources:** UIL, Acadec, High Q, TSA Registration fees, etc.... - 199 General Fund - 199.36.6499.015.38.500.015 - $1,000, Student Travel - 199 General Fund - 199.36.6412.015.38.500.015 - $3,000, Membership Fees - 199 General Fund - 199.11.6495.015.11.100.015 - $2,000, Student Travel - 199 General Fund - 199.36.6412.015.99.009.015 - $6,000, Dance Costumes, etc... - 199 General Fund - 199.11.6399.015.11.100.015 - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: TMECHS will provide training and support for Engineer Your World (Curriculum Licensing Updates, Induction Support for returning teachers)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Build a stronger Engineer Program on Campus **Staff Responsible for Monitoring:** Teachers **Title I Schoolwide Elements:** 2.5, 2.5 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** Curriculum Licensing - 199 General Fund - 199.11.6299.015.31.100.015				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: 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.

Performance Objective 10: TMECHS Campus College & Career Readiness Coordinator will assist with overall administration and campus- level operations of college readiness programs including recruitment to the ECHS, TSI, PSAT/SAT, AP testing; CCRC will work collaboratively with admin and other professionals to promote student awareness (and attainment) of college readiness programs, university admissions, military & all post-secondary opportunities.

HB3 Goal

Evaluation Data Sources: Submitted ECHS Applications
Awarded Scholarship monies
TSI Data

Strategy 1 Details	Reviews			
Strategy 1: CCRC will assist students and parents to complete the Free Application for Federal Student Aid (FAFSA), College & Scholarship applications. CCRC will train, mentor and "Gear Up" students in the Go Center	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Provide instruction/information in the application process for students and parents Provide assistance and guidance to students and parents to develop the most effective strategies for college acceptance **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college				
Strategy 2 Details	Reviews			
Strategy 2: CCRC will coordinate with EPCC, UTEP and campus counseling staff to conduct TSI testing and assist with campus planning of dual credit courses	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Greater percentage of passing TSI scores for 9th, 10th, 11th grade students **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor's and CCRC **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college				
Strategy 3 Details	Reviews			
Strategy 3: CCRC will coordinate Field trips to TACRAO, UTEP and other college readiness programs available	Formative			Summative
Strategy's Expected Result/Impact: Student awareness of next steps for post-secondary enrollment	Nov	Feb	Apr	June
Staff Responsible for Monitoring: CCRC **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** Transportation - 199 General Fund - 199.11.6494.015.38.500.015 - $3,000				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: El Paso ISD will ensure that our students and community are served by effective employees in a safe and supportive learning environment.

Performance Objective 1: TMECHS will implement student activities and PBIS/SEL instruction & methodology to positively impact school culture and climate and decrease inappropriate student behaviors, while increasing positive behaviors and attendance.

Evaluation Data Sources: Number of disciplinary referrals and campus attendance records; Student participation in Student Council and a wide variety of campus-based clubs; Student travel and activities sign-in sheets; student and parent survey results

Strategy 1 Details		Reviews			
Strategy 1: Teachers will post in all classrooms the Campus PBIS Core Values which address respect, diversity, integrity, trust, and excellence.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: All students will be cognizant of positive character traits displayed on posters, and their actions will be informed by the expectations. **Staff Responsible for Monitoring:** Department Heads **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college					

Strategy 2 Details		Reviews			
Strategy 2: Administration and Counselors will conduct a campus-wide assembly on bullying (identification, reporting, consequences) to include David's Law.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Copy of master calendar and presentation conducted (i.e. power-point, discussion list). **Staff Responsible for Monitoring:** Assistant Principal **Title I Schoolwide Elements:** 2.6					

Strategy 3 Details		Reviews			
Strategy 3: Teachers will provide students with website access to TMECHS Student Handbook Code of Conduct, PBIS core values and Purpose Statement.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be aware rules and expectations as well as consequences for noncompliance. **Staff Responsible for Monitoring:** Assistant Principal					

Strategy 4 Details		Reviews			
Strategy 4: The SEL-PBIS "Mav Up" Team will provide students with public recognition and encouragers for displaying campus core values and quality character traits.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Positive campus climate. Students feel valued for displaying positive character traits. **Staff Responsible for Monitoring:** SEL/ PBIS Team Members **Title I Schoolwide Elements:** 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **Funding Sources:** Awards and Acknowledgements and Incentives - 199 General Fund - 199.11.6499.015.31.100.015					

Strategy 5 Details		Reviews			
Strategy 5: The End-of-Year Award Committee will provide students with awards and acknowledgements for high standards, grades and attendance. Project Celebration will be planned and implemented for graduating seniors.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students who have excelled in character, academics, attendance and progress will be recognized and receive awards, trophies, etc. at annual awards assemblies; Graduating seniors will attend Project Celebration. **Staff Responsible for Monitoring:** Awards Committee Members **Title I Schoolwide Elements:** 2.6 **Funding Sources:** Misc. Operating Costs-BOA-Print Shop-Postage - 199 General Fund - 199.23.6499.015.99.100.015 - $4,000, Misc. Operating Costs-Project Celebration - 199 General Fund - 199.11.6499.015.11.536.015 - $5,500					
Strategy 6 Details		Reviews			
Strategy 6: TMECHS will provide funding for administrative, counseling, nursing, custodial campus support and teacher "extra performance"to ensure the "whole child" needs are met for all students.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will present fewer concerns during Super SAC to district leadership. Students will demonstrate a higher participation rate and level of satisfaction with TMECHS extra-curricular choices/involvement. **Staff Responsible for Monitoring:** Principal Assistant Principal Designated Student Activities Teachers **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **Funding Sources:** Student Activities - 199 General Fund - 199.36.6117.015.99.100.015 - $2,500, School Nurse Supplies - 199 General Fund - 199.33.6399.015.99.100.015 - $1,500, Counseling Reading General Supplies - 199 General Fund - 166.31.6399.015.99.100.015					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: El Paso ISD will ensure that our students and community are served by effective employees in a safe and supportive learning environment.

Performance Objective 2: TMECHS will increase active Crisis Response Team (CRT) participation. TMECHS will demonstrate employee safety, wellness behaviors, and conduct a variety of safety drills each semester. To include resources and materials needed.

Evaluation Data Sources: CRT meeting agendas/meeting minutes
CRT sign-in sheets
Master Calendar of faculty training and drills

Strategy 1 Details	Reviews			
Strategy 1: Administration will conduct regular CRT meetings and provide updates to all faculty.	**Formative**			**Summative**
Strategy's Expected Result/Impact: TMECHS faculty and staff will understand and demonstrate proper procedures in crisis situations.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Principal, Nurse CRT members				
TEA Priorities: Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
Strategy 2: TMECHS will conduct fire, lock-down and evacuation drills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students, faculty and staff will understand and demonstrate proper procedures in crisis situations, and they will be able to demonstrate proper procedure in each type of drill.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Assistant Principal				

Strategy 3 Details	Reviews			
Strategy 3: TMECHS will offer faculty and staff various life-saving trainings to include CPR, emergency defibrillator, tourniquets and Heimlich Manuever.	**Formative**			**Summative**
Strategy's Expected Result/Impact: TMECHS faculty and staff will have knowledge, understanding, and skill in delivery of life-saving techniques.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Nurse Wellness Coordinator CRT administrator				

Strategy 4 Details	Reviews			
Strategy 4: TMECHS will provide faculty and staff with resources, technology, equipment and accessories that allow work to be performed more efficiently, at a higher rate of speed and/or allow for easier access.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Greater work performance demonstrated by staff and faculty	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal				
TEA Priorities: Recruit, support, retain teachers and principals				
Funding Sources: Technology, equipment, etc... - 199 General Fund - 199.23.6395.015.99.100.015 - $1,400 , Technology Meeting Owls - 211 ESEA Title I (Campus) - 211.11.6395.015.24.019.015, Technology & Equipment - 211 ESEA Title I (Campus) - 211.11.6395.015.24.870.015 - $25,000, Custodial Supplies - 199 General Fund - 199.51.6399.015.99.100.015 - $500				

Strategy 5 Details		Reviews			
Strategy 5: TMECHS will provide faculty and staff with BOY Supplies, Incentives, Spirit Shirts, and Face Masks to be worn as uniform on Friday's, Pep Rally's, Spirit days, etc...		Formative			Summative
		Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Moral booster for faculty and staff for greater work performance. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Misc Operating Cost - 199 General Fund - 199.23.6499.015.31..100.015 - $2,000					

Strategy 6 Details		Reviews			
Strategy 6: Admin will provide TMECHS with a safer environment for all stakeholders by providing cameras and campus patrols with overtime and 2 way radios.		Formative			Summative
		Nov	Feb	Apr	June
Strategy's Expected Result/Impact: All stakeholders will feel safe on the TMECHS campus **Staff Responsible for Monitoring:** Assistant Principal Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** 2 way radios & accessories - 199 General Fund - 199.23.6399.015.99.100.015 - $1,000, Campus Patrol Overtime - 199 General Fund - 199.52.6121.015.99.000.015 - $600					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: El Paso ISD will ensure that our students and community are served by effective employees in a safe and supportive learning environment.

Performance Objective 3: TMECHS will conduct an assessment/self-audit of all special programs to ensure on-going compliance and implementation at a rate of 100%.

Evaluation Data Sources: PEIMS Clearing indicating error-free records in 504, LEP, G/T and Special Ed.

Strategy 1 Details	Reviews			
Strategy 1: Administrators will conduct walk-throughs to monitor the implementation of ELPS, G/T strategies, ARD or 504 modifications & accommodations to include the implementation of the state and higher ed curriculum.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Classroom walk-through forms will include evidence of the implementation of special program strategies, modifications, accommodations and expectations for all special programs. All students will participate in a rigorous and relevant learning experience. **Staff Responsible for Monitoring:** Principal, Assistant Principal				

Strategy 2 Details	Reviews			
Strategy 2: LPAC Committee will conduct LPAC meetings to review student grade reports and progress in outlined class performance expectations.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Reviews will show students are progressing at the same rate as their non-LEP peers. **Staff Responsible for Monitoring:** LPAC Administrator LPAC Committee **Title I Schoolwide Elements:** 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

Strategy 3 Details	Reviews			
Strategy 3: All teachers will obtain G/T certification and/or an annual 6 hour update.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Data from the Advanced Academic Services department will reflect G/T certification and updates as required for all teachers.	**Nov**	**Feb**	**Apr**	**June**
All teachers will be G/T certified. **Staff Responsible for Monitoring:** Principal Active Learning Leader **TEA Priorities:** Recruit, support, retain teachers and principals				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: 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: TMECHS will be 100% compliant with state and federal guidelines.

Evaluation Data Sources: Audit findings, PAR Notebook, 6-weeks PEIMS reviews, budget records

Strategy 1 Details	Reviews			
Strategy 1: Administration will ensure all administrative support personnel attend district PEIMS and financial trainings as scheduled.	**Formative**			**Summative**
Strategy's Expected Result/Impact: TMECHS personnel will perform all job duties correctly, effectively, and in a timely manner. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Principal will coordinate 6 or 9-week PEIMS data reviews with the TMECHS Registrar, Attendance/Book Clerk, Secretary and Assistant Principal	**Formative**			**Summative**
Strategy's Expected Result/Impact: Principal signatures on all submitted PEIMS reports will indicate data has been reviewed with the employee responsible for the respective PEIMS reporting. **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Administration will provide support staff over-time as needed to ensure all reporting is completed in a timely and accurate manner. This is to include custodial over-time to keep campus safe and clean, especially after a school sponsored event.	**Formative**			**Summative**

Strategy's Expected Result/Impact: All campus reporting (local, state and federal) will be accurate and in compliance with respective guidelines.
    Staff Responsible for Monitoring: Principal
    Funding Sources: Overtime support personnel - 199 General Fund - 199.23.6121.015.99.000.015 - $1,000
	Nov	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: School Secretary will conduct financial training with all campus staff during the BOY Faculty Meeting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Training sign-in sheets will be maintained by the financial clerk and email records will indicate the CAM was emailed to all staff. **Staff Responsible for Monitoring:** Secretary to the Principal	**Nov**	**Feb**	**Apr**	**June**

Strategy 5 Details		Reviews		
Strategy 5: Administration will provide training of Educators' Code of Ethics and district policies associated with ethical behavior in scheduled faculty and staff meetings.		**Formative**		**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Faculty and staff will demonstrate professional and ethical behaviors in all aspects of their respective positions. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Goal 3: 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 2: TMECHS will ensure 100% of the faculty integrates technology in the classroom lessons, student work products, and research presentations through out the school year. TMECHS teachers will increase technology integration throughout the school year, especially with Apple products and other accessories.

Evaluation Data Sources: Classroom walk-throughs will show evidence of technology usage by both teachers and students.
Teacher's Lesson Plans
Technology-related staff development agendas/sign-in
Purchase orders

Strategy 1 Details	Reviews			
Strategy 1: Provide current interactive technology in classrooms to enhance student learning. TMECHS will increase technology especially with Apple products and other accessories.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Blended and active learning strategies will increase student leaning outcomes. **Staff Responsible for Monitoring:** Principal Active learning leader Department chairs **Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals				
Strategy 2 Details	Reviews			
Strategy 2: TMECHS will implement district and campus initiatives with fidelity to include technology based instruction/assessment on Schoology, Edgenuity, Study Island, ALEKS, Webassign, KUTA, ETC...	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Improved student learning outcomes by using research based programs. Active learning and blended learning strategies will be observed in classroom. **Staff Responsible for Monitoring:** Teachers Active Learning Leader Administration **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✗ Discontinue

Goal 3: 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 3: TMECHS will engage 100% of its personnel in professional development activities. Professional Development opportunities (on campus, at local, state or out-of-state venues) will enhance personnel's ability to deliver high quality instruction and usage of best practices, all while meeting the whole needs of all students.

Evaluation Data Sources: 100% of teachers at TMECHS will participate in professional development activities as evidenced by teacher absence reporting (Inservice), travel request, and conference fees.

Strategy 1 Details		Reviews		
Strategy 1: Administration, the ALL, Department Heads, CCRC & other (District, Region 19, STEM, EPCC) educational personnel will provide training, resources, materials/supplies/reading materials for on-campus professional development.		**Formative**		**Summative**
		Nov	Feb	Apr	June
Strategy's Expected Result/Impact: TMECHS teachers and staff will be well-prepared and equipped to teach students 21st century knowledge and skills, to include students' social-emotional well-being. **Staff Responsible for Monitoring:** Administration Secretary to the Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **Funding Sources:** PD presenters, written materials, tangible resources - 199 General Fund - 199.23.6399.015.99.100.015, Supplies, materials, etc... - 199 General Fund - 199.11.6399.015.11.100.015					

Strategy 2 Details		Reviews		
Strategy 2: Teachers will incorporate the "Rounds" peer-observation model throughout the school year.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Teachers will become better at leading, implementing active learning strategies and utilizing best practices in instruction. **Staff Responsible for Monitoring:** Department Heads Active learning leader **TEA Priorities:** Recruit, support, retain teachers and principals		Nov	Feb	Apr	June

Strategy 3 Details		Reviews			

Strategy 3 Details	Reviews			
Strategy 3: Administration will provide TMECHS faculty and staff with opportunities to attend Local, State and Out of State conferences, in person or online, to support curriculum implementation, ECHS/STEM campus components and job skills (to include: substitutes, registration fees, and materials).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Faculty and staff will have knowledge and ability to implement current and best practices. Faculty attending conferences will bring back valuable information and new instructional ideas to share with faculty. Administration will ensure campus training is delivered via current, interactive technology which is identical to that used by teachers in the classroom in an effort to minimize transitions and maximize time for relevant, effective training. **Staff Responsible for Monitoring:** Department Heads Administration Secretary to Principal **Title I Schoolwide Elements:** 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Teacher Travel-Staff Development - 211 ESEA Title I (Campus) - 211.13.6411.015.24.870.015 - $6,000, Registration Fees-Virtual Conference - 211 ESEA Title I (Campus) - 211.13.6499.015.24.870.015 - $1,500, Teacher Travel, Registration Fees - 199 General Fund - 199.13.6411.015.38.500.015 - $4,500, Admin Travel - 199 General Fund - 199.23.6411.015.38.500.015 - $4,500, Teacher Travel-Staff Development - 199 General Fund - 199.13.6411.015.11.100.015 - $4,500, Admin Travel - 199 General Fund - 199.23.6411.015.99.100.015 - $4,500				

Strategy 4 Details	Reviews			
Strategy 4: Administration will encourage teachers to get certified in other content areas and credentialed in dual credit courses.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The campus position inventory will show an increase in types of classes (certifications/credentials) for various teachers over the previous year. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 5 Details	Reviews			
Strategy 5: Administration will provide all administration and non-certified staff opportunities to attend staff development trainings offered at campus faculty meetings and local venues which are relevant to respective job duties.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Non-certified staff will be able to verbalize and utilize the information/skills shared and learned during meetings/trainings attended. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 6 Details	Reviews			
Strategy 6: Administration will ensure all TMECHS staff have completed the mandatory training on Bloodborne Pathogens, Sexual Harassment, Student Code of Conduct, Anti-Bullying, Ethics & Fraud Awareness, Child Abuse Awareness & Responsibility Training, Trauma Informed Care, Human Trafficking Awareness, Cyber Security Awareness, and Copyright Training.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Certificates of completion will be filed in the principal's office and on Tableau Dashboard. **Staff Responsible for Monitoring:** Secretary **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 7 Details	Reviews			
Strategy 7: School Secretary will submit, document, and review PDC records to verify staff attendance at required campus/district training sessions.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Sign-in sheets will be attached to PDC forms submitted for transcription. **Staff Responsible for Monitoring:** Secretary **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 8 Details	Reviews			
Strategy 8: Administration will be provided with staff development opportunities in leading STEM and ECHS campuses.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Administration will demonstrate effective, ethical and responsible leadership as well as ensuring the campus moves forward with ECHS blueprints, STEAM initiatives and protocols in moving the campus forward in 21st century learning opportunities. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college				

Strategy 9 Details	Reviews			
Strategy 9: Teachers will ensure Active Learning and Blended Learning is occurring in all subject areas on a daily bases.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Classroom walk-throughs will note student centered activities that involve hands on, group and writing components which enhance student learning outcomes. **Staff Responsible for Monitoring:** Department Heads Principals ALL **Title I Schoolwide Elements:** 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: 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: TMECHS will increase the number of hours of parent involvement in all aspects of the campus by 5% (i.e. planning committees, PTSA membership, information meetings, Open House; Parent-Teacher conference days, parent-portal use, and volunteers) as compared to the hours accumulated in the past year.

Evaluation Data Sources: PTSA, CIT, ECHS Advisory Board, and Parent Meeting sign in sheets, PTSA membership, Parent-Teacher Conference sign in sheets, and Parent-Portal usage.

Strategy 1 Details	Reviews			
Strategy 1: Parent Engagement Liaison will solicit parent volunteers to assist in the planning, development, and evaluation of the school's Title I program by including a parent volunteer form in all student registration packets.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: The number of parent volunteers will show an increase over the previous year. **Staff Responsible for Monitoring:** Parent Engagement Leader **Title I Schoolwide Elements:** 3.1, 3.1, 3.2, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college				

Strategy 2 Details	Reviews			
Strategy 2: Parent Engagement Liaison will engage parent volunteers in all components of the Title I, Part A Schoolwide planning, development and evaluation	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Parent signatures from CIT meetings, Open House, and parent surveys will signify opportunities for input and engagement for the Title I Schoolwide planning and evaluation process. **Staff Responsible for Monitoring:** Parent Engagement Liaison **TEA Priorities:** Connect high school to career and college				

Strategy 3 Details	Reviews			
Strategy 3: Parent Engagement Liaison will provide all TMECHS parents a copy of the school's written parent involvement Policy & School-Parent Compact and ask for input.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Online registration confirmation numbers will be used to verify parent receipt of the written parent involvement policy and school-parent compact. **Staff Responsible for Monitoring:** Parent Engagement Liaison **Title I Schoolwide Elements:** 3.1, 3.1 - **TEA Priorities:** Connect high school to career and college				

Strategy 4 Details	Reviews			
Strategy 4: Department Heads will obtain 100% faculty/staff participation in the PTSA	**Formative**			**Summative**
Strategy's Expected Result/Impact: The Superintendent's Honor Roll for PTSA staff membership will be received this year. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals	**Nov**	**Feb**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Parent Engagement Liaison will conduct monthly parent meetings which include presentations on topics such as academic performance information (i.e. EPISD Curriculum awareness, STAAR updates, College planning, and extra-curricular activities).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Sign-in sheets, meeting agendas, and parent surveys will be used to verify academic performance information. **Staff Responsible for Monitoring:** Parent Engagement Liaison **Title I Schoolwide Elements:** 3.1, 3.1, 3.2, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college				

Strategy 6 Details	Reviews			
Strategy 6: Parent Engagement Liaison will conduct a parent involvement awareness (hosted by the PTSA and CIT parent leaders) session during a faculty meeting.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased faculty & staff awareness of parent involvement; The parent involvement awareness session will be a topic on a fall 2022 faculty meeting agenda. **Staff Responsible for Monitoring:** Parent Engagement Liaison **Title I Schoolwide Elements:** 3.1, 3.1, 3.2, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 7 Details	Reviews			
Strategy 7: Administration will hold an "Open House" parent meeting that includes information on the TMECHS school-wide program and EPISD curriculum overview	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The opening part of the "Open House" scheduled for 2021-2022 will include information on the school-wide program and EPISD curriculum. **Staff Responsible for Monitoring:** Principal **Title I Schoolwide Elements:** 3.1, 3.1 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college				

Strategy 8 Details	Reviews			
Strategy 8: Office staff will translate parent correspondence and meeting conversations into Spanish (and other languages as needed)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Copies of translated parent correspondence and the translation machine check-out form will be used to verify communication is provided in both Spanish and English. **Staff Responsible for Monitoring:** Parent Engagement Liaison **Title I Schoolwide Elements:** 3.1, 3.1 - **TEA Priorities:** Connect high school to career and college				

Strategy 9 Details	Reviews			
Strategy 9: Administration will conduct incoming student recruitment meetings at various times/locations.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Recruitment posters will list dates/times for recruitment meetings for the 2021-2022 school year. **Staff Responsible for Monitoring:** Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college				

Strategy 10 Details	Reviews			
Strategy 10: Parent Engagement Liaison will provide training/presentation for parents on various topics: (ie. STAAR/TSI/PSAT/ACT/SAT/PLAN, Campus discipline/grading policies, College planning & courses, Financial Aid, Bullying Drug prevention, Advisory events, Parent Portal, parent/teacher conferences)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Sign-in sheets, meeting agendas, and parent surveys will be used to verify non-academic and college-readiness information. **Staff Responsible for Monitoring:** Parent Engagement Liaison CCRC Counselors **Title I Schoolwide Elements:** 3.1, 3.1 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college				

Strategy 11 Details	Reviews			
Strategy 11: Parent Engagement Liaison will provide parents with reading materials and text messaging programs that support academics, college readiness and parenting tips.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Parents will sign for reading materials provided during parent meetings. **Staff Responsible for Monitoring:** Parent Engagement Leader **Title I Schoolwide Elements:** 2.6, 2.6 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** Reading Materials - 211 ESEA Title I (District) - 211.61.6329.015.24.870.015 - $200				

Strategy 12 Details	Reviews			
Strategy 12: Parent Engagement Liaison will purchase refreshments, snacks and supplies for parent meetings	**Formative**			**Summative**
Strategy's Expected Result/Impact: Copies of disbursement vouchers and/or store receipts for each parent meeting will be maintained by the school secretary.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Parent Engagement Liaison				
Title I Schoolwide Elements: 3.1, 3.1 - **TEA Priorities:** Connect high school to career and college				
Funding Sources: Refreshments - 211 ESEA Title I (District) - 211.61.6499.015.24.870.015 - $300, Supplies-Parental - 211 ESEA Title I (District) - 211.61.6399.015.24.870.015 - $300				

Strategy 13 Details	Reviews			
Strategy 13: Parent Engagement Liaison will purchase supplies to be used in parent monthly meetings (i.e. paper, pens, pencils, book marks, door prizes, etc.)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Copies of disbursement vouchers and/or store receipts for each parent meeting will be maintained by the school secretary.				
Staff Responsible for Monitoring: Parent Engagement Liaison				
Title I Schoolwide Elements: 3.1, 3.1 - **TEA Priorities:** Connect high school to career and college				
Funding Sources: Supplies-Parental - 211 ESEA Title I (District) - 211.61.6399.015.24.870.015				

Strategy 14 Details	Reviews			
Strategy 14: Office staff will register parents for the Parent Portal prior to registration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of TMECHS parents will be able to complete the online registration for the upcoming school year.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Parent Engagement Liason Registrar Secretary to the Principal				
Title I Schoolwide Elements: 3.1, 3.1 - **TEA Priorities:** Connect high school to career and college				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: 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 2: TMECHS will increase the number of active Partners-in Education to 2 by the end of 2021-2022 school year.

Evaluation Data Sources: signed PIE documents;
donation forms submitted

Strategy 1 Details	Reviews			
Strategy 1: Staff members will invite at least 2 new organizations to become campus Partners-in Education during the year.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: PIE applications will be obtained from at least 2 new Partners during the year. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Connect high school to career and college				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

State Compensatory

Personnel for Transmountain Early College High School

Name	Position	FTE
Rosario Miller	Campus Teaching Coach	0

Title I Personnel

Name	Position	Program	FTE
Rosa Briones	Parent Engagement Liaison		

2021-2022 Needs Assessment

Committee Role	Name	Position
Classroom Teacher	Mario Guzman	CIT Chair
Administrator	Katherine Mullane-Elrick	Assistant Principal
Administrator	Barbara Brinkley-Lopez	Principal
Paraprofessional	Silvia Eddy	Secretary
Classroom Teacher	Sarah Porter	member
Classroom Teacher	Maryanna Mata-Castillo	member
Parent	Christina Fenstermacher	member
Student	Christian Kelley	Student
Classroom Teacher	Frankie Reyes	member
Active Learning Leader	Rosario Miller	member
Classroom Teacher	Danielle Healy	member
Non-classroom Professional	Linnea Wiggs	member
Classroom Teacher	Marlana Hohnholt	member
Student	Lauren Hohnholt	Student

Campus Funding Summary

			199 General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Study Island-Science	199.11.6299.015.11.000.015	$0.00
1	4	1	Textbooks	199.11.6321.015.38.015	$0.00
1	5	1	Textbooks	199.11.6321.015.38.015	$0.00
1	6	1	Admin Supplies CCMR	199.23.6399.015.38.500.015	$2,450.00
1	6	1	Textbooks	199.11.6321.015.38.500.015	$5,000.00
1	6	1	CCMR General Supplies	199.11.6399.015.38.500.015	$10,000.00
1	6	1	Office supplies, etc...	199.23.6399.015.99.100.015	$6,791.00
1	6	1	Textbook	199.11.6321.015.11.100.015	$3,000.00
1	6	1	General Supplies	199.11.6399.015.11.100.015	$6,000.00
1	6	2	ID Machine, IDVille	199.23.6396.015.38.500.015	$2,550.00
1	6	2	Rentals	199.11.6269.015.11.100.015	$3,802.00
1	6	2	Misc operating cost	199.11.6499.015.11.100.015	$4,000.00
1	6	3	PSAT, SAT, AP Testors	199.11.6117.015.38.500.015	$22,721.00
1	7	1	Other Payroll Payments	199.11.6117.015.31.100.015	$0.00
1	7	1	Summer Bridge Testors	199.23.6121.015.99.000.015	$0.00
1	7	2	Mis. Operating Costs	199.11.6499.015.38.100.015	$0.00
1	7	3	Teacher travel expense	199.36.6411.015.99.009.015	$3,000.00
1	7	3	Buses/Competitions	199.36.6494.015.38.100.015	$1,500.00
1	7	4	Other Payroll Payments	199.11.6117.015.31.100.015	$0.00
1	7	4	Textbook	199.11.6321.015.11.100.015	$0.00
1	7	5	General Supplies	199.31.6399.015.38.100.015	$1,500.00
1	7	5	Reading Material	199.31.6329.015.31.100.015	$0.00
1	7	5	Buses	199.11.6499.015.31.100.015	$0.00
1	8	1	Testing Materials	199.11.6339.015.38.500.015	$10,000.00
1	9	1	Bus transportation Travel	199.11.6494.015.38.500.015	$3,000.00
1	9	1	Teacher Travel	199.36.6411.015.99.009.015	$3,000.00
1	9	2	UIL, Acadec, High Q, TSA Registration fees, etc....	199.36.6499.015.38.500.015	$1,000.00

			199 General Fund		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	2	Student Travel	199.36.6412.015.38.500.015	$3,000.00
1	9	2	Membership Fees	199.11.6495.015.11.100.015	$2,000.00
1	9	2	Student Travel	199.36.6412.015.99.009.015	$6,000.00
1	9	2	Dance Costumes, etc...	199.11.6399.015.11.100.015	$1,000.00
1	9	3	Curriculum Licensing	199.11.6299.015.31.100.015	$0.00
1	10	3	Transportation	199.11.6494.015.38.500.015	$3,000.00
2	1	4	Awards and Acknowledgements and Incentives	199.11.6499.015.31.100.015	$0.00
2	1	5	Misc. Operating Costs-BOA-Print Shop-Postage	199.23.6499.015.99.100.015	$4,000.00
2	1	5	Misc. Operating Costs-Project Celebration	199.11.6499.015.11.536.015	$5,500.00
2	1	6	Student Activities	199.36.6117.015.99.100.015	$2,500.00
2	1	6	School Nurse Supplies	199.33.6399.015.99.100.015	$1,500.00
2	1	6	Counseling Reading General Supplies	166.31.6399.015.99.100.015	$0.00
2	2	4	Technology, equipment, etc...	199.23.6395.015.99.100.015	$1,400.00
2	2	4	Custodial Supplies	199.51.6399.015.99.100.015	$500.00
2	2	5	Misc Operating Cost	199.23.6499.015.31..100.015	$2,000.00
2	2	6	2 way radios & accessories	199.23.6399.015.99.100.015	$1,000.00
2	2	6	Campus Patrol Overtime	199.52.6121.015.99.000.015	$600.00
3	1	3	Overtime support personnel	199.23.6121.015.99.000.015	$1,000.00
3	3	1	PD presenters, written materials, tangible resources	199.23.6399.015.99.100.015	$0.00
3	3	1	Supplies, materials, etc...	199.11.6399.015.11.100.015	$0.00
3	3	3	Teacher Travel, Registration Fees	199.13.6411.015.38.500.015	$4,500.00
3	3	3	Admin Travel	199.23.6411.015.38.500.015	$4,500.00
3	3	3	Teacher Travel-Staff Development	199.13.6411.015.11.100.015	$4,500.00
3	3	3	Admin Travel	199.23.6411.015.99.100.015	$4,500.00
				Sub-Total	$142,314.00
				Budgeted Fund Source Amount	$143,314.00
				+/- Difference	$1,000.00

185 SCE (Campus)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	WebAssign-Calculus-Pre-Calculus	185.11.6299.015.30.000.015	$6,100.00
1	1	1	McGraw Hill/Aleks	185.11.6299.015.30.000.015	$6,000.00
1	6	1	General Supplies	185.11.6399.015.30.000.015	$2,900.00
				Sub-Total	$15,000.00
				Budgeted Fund Source Amount	$15,000.00
				+/- Difference	$0.00
211 ESEA Title I (Campus)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Reading Materials	211.11.6329.11.015.24.870.015	$0.00
1	3	4	Edmentum/Study Island	211.11.6299.015.24.019.015	$0.00
1	6	1	General Supplies	211.11.6399.015.24.870.015	$22,145.00
1	6	1	Reading Materials	211.11.6329.015.24.870.015	$4,000.00
1	6	2	Software	211.11.6397.015.24.870.015	$5,000.00
1	6	2	Misc Contracted Services	211.11.6299.015.24.870.015	$10,000.00
1	6	2	Misc Operating Cost	211.11.6499.015.24.870.015	$2,000.00
1	6	2	Technology accessories	211.11.6399.015.24.870.015	$3,366.00
1	6	2	Nearpod License/Flocabulary License-Distance Leaning	211.11.6299.015.24.019.015	$0.00
1	6	3	Other Payroll Payments (Certified Tutors)	211.11.6117.015.24.870.015	$20,434.00
1	7	3	Entrance Fees and Buses	211.11.6494.015.24.801.015	$3,500.00
1	8	2	PSAT, SAT, AP and EOC test prep materials	211.6339.015.24.870.015	$3,055.00
2	2	4	Technology Meeting Owls	211.11.6395.015.24.019.015	$0.00
2	2	4	Technology & Equipment	211.11.6395.015.24.870.015	$25,000.00
3	3	3	Teacher Travel-Staff Development	211.13.6411.015.24.870.015	$6,000.00
3	3	3	Registration Fees-Virtual Conference	211.13.6499.015.24.870.015	$1,500.00
				Sub-Total	$106,000.00
				Budgeted Fund Source Amount	$106,000.00
				+/- Difference	$0.00

ESSER Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3	High Impact Instructors-Everyday aid on instruction	282.11.6117.015.24.180.015	$21,960.00
1	6	3	High Impact Tutors/Certified EPISD employee	282.11.6117.015.24.100.01515	$41,211.00
1	6	3	High Impact Tutors/Certified non-employee	282.116126.015.24.100.015	$13,737.00
				Sub-Total	$76,908.00
				Budgeted Fund Source Amount	$76,908.00
				+/- Difference	$0.00
282 ESSER III ARP Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	General Supplies	282.23.6399.015.24.100.015	$1,503.00
1	6	2	282 Esser III ARP Funds	282.23.6499.015.24.100.015	$1,503.00
				Sub-Total	$3,006.00
				Budgeted Fund Source Amount	$3,006.00
				+/- Difference	$0.00
				Grand Total	$343,228.00

Addendums