El Paso Independent School District

Transmountain Early College High School

2023-2024 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

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."

Value Statement

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.

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Comprehensive Needs Assessment

L1 Whole Child (Culture & Climate)

L1 Whole Child (Culture & Climate) Summary

TMECHS has a defined Mission and Vision statement and established "Core Values." TMECHS also has an active Emergency Response Team that provides frequent training to the campus staff regarding safety for all stakeholders. Positive school culture and climate are evidence-based on Staff, Parent, & Student Surveys provided at regular intervals from district departments. Overall, faculty & staff, parents, and students are content with the current culture and climate of the school. As a result, TMECHS maintains a positive school climate that 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. TMECHS boasts the highest attendance rate across all district schools, and has continued this trend for the past 7 years. High attendance has a positive correlation with students feeling safe and valued.

Campus safety is a high priority and is reviewed quarterly by the Crisis Response Team. Our campus is not gated and has multiple entry points. The addition of two Campus Patrols at TMECHS addressed parent, student, and staff concerns regarding safety. TMECHS utilized campus funds in 2022-23 to purchase 24 cameras for installation across the campus as an additional security/safety measure. (TMECHS is currently awaiting installation of cameras by the district's IT department.) Discipline has not been an issue at TMECHS due to several practices to include the implementation of SEL lessons in the classroom and active modeling of our core values by faculty and staff to promote positive campus culture. TMECHS has retained most of the students over time; however, when we do lose students, it is primarily based on families moving out of the area or transportation issues for out-of-district students. TMECHS has successfully created a consistent and positive direction in campus morale and many school operations areas. This factor has resulted in a 99% teacher retention rate, as well as a 95%-97% student attendance rate year-in and year-out.

TMECHS focuses on creating a sense of "family", and on maintaining positive, professional relationships among faculty and staff through regular (every 6-9 weeks) faculty potlucks during which faculty are able to socialize and get to know others outside their respective departments. Faculty birthdays of the month are celebrated during these gatherings, and other personal achievements, celebrations, and (sometimes) tragedies are recognized. TMECHS administration and faculty work tirelessly in creating and implementing extra-curricular activities, intramural sports, and community events each month.

L1 Whole Child (Culture & Climate) Strengths

TMECHS boasts the highest attendance rate in the school district, with an average of 95% - 97% attendance consistently across school years. TMECHS attendance rate is proof positive that the campus supports a campus climate and culture that is safe and inviting for all learners.

The following are identified as Whole Child 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 safety training to the campus staff.

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

4. TMECHS has retained most students and teachers, except those students opting out during the first year, families moving out of the area, or students failing to pass the ELAR TSI

by the end of their sophomore year. Staff retention is at 97%, and the overall needs of the campus (program changes) can impact teacher retention.

5. TMECHS has partnerships with UTEP and EPCC. These partnerships have allowed students to conduct research projects, ease the transition from high school to a four-year university, and introduce them to college-level curricula.

6. 90% of faculty sponsor an after-school club or a class (i.e., Senior Class Sponsors for 2023-24: Mario Guzman, David Esparza & David Hohnholt).

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

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

Prioritized Need 1 (Prioritized): TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors. **Root Cause:** Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.

Prioritized Need 2 (Prioritized): Students need to be recognized for displaying positive and/or successful behaviors such as good attendance, completing assignments on time, academic achievement, self-management and responsible decision-making. **Root Cause:** Globally speaking, teenagers are displaying lack of self-confidence, lack of self-wort, lack of self-efficacy, and overall identity crises. Contributing factors include social media, lack of parental involvement, and social isolation during Covid, just to name a few.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

Curriculum, Instruction, and Assessment Summary - TMECHS follows the EPISD curriculum plan. Through the use of Schoology and district created High Quality Instructional Material (HQIM), 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. PLCs are 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 Standard Based Curriculum, Vertical Allignment, and Explicit Instruction. Through the use of SEL strategies, instruction and school climate have improved.

In 2022-23 TMECHS began offering Dual Credit Speech and Dual Credit Music Appreciation. TMECHS endeavors to create more AP/DC courses to offer students.

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 AP/DC. 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. 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 Endorsement under House Bill 5.

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.

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.

L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths

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 use Standards Based Curriculum, Vertical Allignment, and Explicit Instruction in their lesson designs.

4. Teachers in all subjects and at every grade level use SEL strategies for instructional delivery, which increases the effectiveness of the instruction, and enhances student learning outcomes.

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

1. 61% 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. 61% 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.

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, Blackboard Call-Out 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.

The following are identified as strengths in technology:

1. TMECHS teachers were issued a new laptop for instructional use.

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.

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

Prioritized Need 1 (Prioritized): Teachers and students express frustration over the numerous required administered tests as they detract from teaching/learning time. Substitutes must be retained for adequate administration of high-stakes testing. **Root Cause:** District benchmarks, Interim EOC's, MAP Growth Testing, TSI, SAT/PSAT, EOC, AP, mid-term and final exams, etc.. limit the hours of instructional time during the school day.

Prioritized Need 2: TMECHS students and teachers need supplemental resources such as Study Island, KUTA, and Scholastic New York Times Up Front Magazine to accelerate instruction and to meet the needs of the STAAR 2.0 new question types. **Root Cause:** The rigor of an early college high school curriculum demands differentiation, acceleration, and remediation for the widely diverse student population.

Prioritized Need 3: TMECHS creates its master schedule around that of EPCC fall course offerings and availability. Balancing of class loads can be difficult when EPCC course offerings are not known. TMECHS administration must recreate various teacher schedules as an ongoing process throughout the summer to ensure all students are enrolled in 8 courses during the instructional day. **Root Cause:** EPISD requires submission of following year's master schedule prior to release of EPCC's fall schedule of course offerings. Some EPCC classes may not "make" due to low enrollment. EPISD and EPCC scheduling timelines are not aligned.

L2 Academic Excellence (Student Achievement)

L2 Academic Excellence (Student Achievement) Summary

<mark>TMECHS EOC scores reflect an overall grade of a 99%, or an A in Accountability Ratings of 2022-23. TMECHS also received "Distinguished Designations" in seven of the seven eligible categories on the 2022 Texas Accountability System, and we are currently awaiting the 2023 data from TEA. To prepare students for success, TMECHS students take Dual Credit or Pre-AP/AP coursework in all core classes.</mark>

In Spring 2023, 378 students were enrolled in DC classes and Pre-AP/AP classes. In the 2022-23 school year, 80% of freshmen students met the TSI-A 2.0 English standards. In 2022-2023 school year 29% of freshmen students met the English college readiness standards through alternative measures such as enrollment in the Education 1300 course. 97% of sophomores met the TSI-A 2.0 English standards. 54% of Sophomores met math college readiness standards through alternative measures such as EOC Algebra 1 score, PSAT/SAT Math scores, or Algebra 2 course grade. TMECHS's master schedule for 2023-24 will reflect a full year of College Transition for incoming Freshman in an effort to combat loss of learning and socialization stemming back to Covid school closures.

Historically, TMECHS rarely had students who failed an EOC exam. In 2022-23, TMECHS had 1 student who failed the English 1 EOC but then passed in the Summer 2023, and 1 student who failed the Biology EOC exam. TMECHS has inherited a re-tester in Algebra 1 from middle school. All other students passed their respective EOC exams.

In 2022-23, EOC Mastery Rates in Algebra 1 was 46%, Biology was 35%, U.S. History was 51%, English I was 37%, and English II was 18%. Tutoring after school will need to be robust in each content area to remediate and to get students back on track to graduate in 4 years with both their high school diploma and their EPCC Associates Degree. Moving forward, TMECHS may need to use campus funds to purchase resources/supports which have proven positive outcomes in former years with regard to student learning.

AP Scores of 3 or higher (passing) : AP Statistics 62%, AP Spanish 4 38%, AP Spanish 5 75%, AP Human Geography 17%, AP Computer Science 3%, AP Psychology 94%. AP tests are very rigorous and require tutoring and additional resources.

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 100% of the students meeting standards on all End-of-Course exams. In June 2023, approximately 90% percent of seniors graduated from EPCC with an Associate of Science, 3% graduated with an Associate of Arts, and the remaining 7% have earned 45+ college credit hours. TMECHS earned the US Department of Education's National Blue Ribbon Schools award for the second time in 2020. TMECHS gained several awards in 2021 and 2022 for female diversity in AP Computer Science and annual recognition in the Best US Schools in US News and World Report.

L2 Academic Excellence (Student Achievement) Strengths

1. TMECHS was recognized as #1 in EPISD and #2 in the El Paso metro area in *U.S. News and World Report* in their annual "Best U.S. Schools" in 2023 (Scorecard = 97.6%).

2. TMECHS consistently maintains a 100% graduation high school rate and a 100% College, Career, Military Readiness rate.

3. 91% of TMECHS graduates earn an Associates Degree from EPCC prior to high school graduation.

4. TMECHS received "Distinction Designations" in seven of the seven eligible categories on the Texas Accountability System in 2022.*

5. SAT performance qualified as 95% under the Texas Accountability System.*

6. TMECHS earned the 2020 National Blue Ribbon Schools award from the US Department of Education for the second time. (Eligible for nomination again in 2025)

7. TMECHS attendance rate remains the highest in the district, upwards of 95.6% in 2022-23.

Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

Prioritized Need 1 (Prioritized): 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.

Prioritized Need 2 (Prioritized): TMECHS students consistently perform at 97% 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 Kahn Academy, Study Island, Edgeduity, ALEKS, KUTA and Web-Assign.

Prioritized Need 3: TMECHS students need workbooks and tutoring to pass the AP tests in Psychology, Statistics, Spanish 4 & 5, Human Geography, Computer Science, and English 4. **Root Cause:** AP courses are rigorous and the AP exams are challenging TMECHS students require additional supports to meet with success.

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

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

Campus Faculty:

TMECHS teachers are highly qualified with 70% of the teachers holding 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, whole-child learning (active/blended learning, 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 obtain their 6 hours Gifted and Talented annual update to ensure eligibility for teaching Pre-AP, 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. TMECHS in retaining 97% of its exceptional staff.

Training in various areas is also a focus in order to ensure TMECHS remains in compliance with state, district, and college requirements. 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.

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

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. 70% of the staff holds a Master's degree with a minimum of 18 hours in their respective content areas (thus eligible for Dual Credit credentialing in their respective content fields).

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

4. TMECHS experienced 100% teacher-retention in 2022-23.

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

Prioritized Need 1: The TMECHS campus needs additional faculty and staff to fulfill all required job duties and responsibilities for equitable distribution of required campus responsibilities. **Root Cause:** TMECHS faculty and staff must fulfill multiple roles that could lead to a rapid burnout. For example, our CCR Coordinator is also the Student Activities Manager; the attendance clerk is also the book room clerk and main phone line for the campus.

Prioritized Need 2: TMECHS teachers are required to fulfill both district and EPCC staff development hours. **Root Cause:** The vast majority of TMECHS teachers teach in multiple content areas or are dual credit credentialed and therefore have numerous course preparations in any given semester.

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

L3 Destination District (Perceptions, Facilities, Programs, Technology) 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 monitoring 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 their children's education. Currently, parents do not serve as volunteers at the campus. With that said, there are limits to what parents can do for the campus during the instructional day (i.e., parents may not have access to specific student information, which could violate FERPA). We primarily encourage parent participation through volunteering services and campus events (Fall Festival, Athletic Events, Fine Arts Performances, etc.).

We currently have two local community organizations that serve as Partners in Education. Several businesses were approached in 2022-23 to become PIEs. Two businesses (Albertson's and Boss's Chicken) were reluctant to complete the district-required PIE paperwork and thus did not become official PIEs. However, numerous restaurants (Chick-fil-A, Applebee's, Boss's Chicken, Peter Piper Pizza, Chipotle, and Panda Express) have partnered with TMECHS unofficially, allowing student clubs and PTSA to conduct fundraisers on given dates throughout the year.

Joint grants have been written with TMECHS, UTEP, and EPCC to provide learning opportunities for our students pursuing STEM fields. These established partnerships have been crucial to student involvement. It has enabled students to be involved in research opportunities and club participation.

TMECHS builds a master schedule which incorporates daily "Advisory" periods aligned to the course instruction in each student's schedule. Beginning their sophomore year, students begin taking one college course per semester at EPCC-TM Campus, which allows students the opportunity to complete the full Associates degree within the 4 years of high school enrollment. All high school and college courses are taught face-to-face, and all college math and science instructors are employees of EPISD, therefore, they are located within the high school campus. Campus administration ensures yearly budget allocations and a schedule to ensure all core teachers offer tutoring hours outside of the instructional day.

Technology Summary - TMECHS classrooms are equipped with Promethean Boards, projectors, Meeting Owls, district-issued MacBook Air for teachers, and the TI-Inspire calculators in math classrooms. EPISD has implemented the Power Up initiative in which all students are issued MacBook laptops. Teachers utilize the Schoology learning platform for assignments, class expectations, syllabi, resources, and calendars. Some teachers include highlights of what students are doing in class each week. Technology is integrated in all class instruction. School closures due to Covid-19 necessitated a wide range of technology trainings to be provided and completed by all faculty and staff. Additionally, the WiFi is very inconsistent and unstable. Teachers and students struggle to connect to the WiFi.

TMECHS is located on EPCC Trans Mountain campus and is comprised of portable classrooms with outdoor walkways. This presents weather-related challenges due to failing HVAC systems for heating and cooling. Another concern is that doors in various portables do not open due to sinking portables and erosion which has worsened over time and requires intervention from EPCC facilities department.

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

Strengths:

1. TMECHS faculty are adept at redirecting and overcoming technology issues. TMECHS teachers will always find a work around the technology failures.

2. TMECHS faculty have become well-versed in trouble shooting and supporting each other in regard to technology issues.

3. TMECHS has a strong partnership with EPCC and UTEP which have been developed over several years. TMECHS students have their own new student orientation days and one on one assistance with EPCC and UTEP advisors and personnel.

4. The Master Schedule and strong counseling staff facilitate over 90% of TMECHS seniors graduating with a full Associates of Science through EPCC.

5. TMECHS is recognized annually as a top high school in the El Paso community and is considered a high performing campus by US News and World Report.

6. TMECHS has earned an "A" by TEA School Report Card consistently for the last 7 years and earned all 7 distinctions for the 2022-23 school year.

7. Upwards of 50% of incoming freshmen are either students returning to EPISD from charter, private, or home schooling, or they are students residing outside of EPISD boundaries.

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

Prioritized Need 1 (Prioritized): TMECHS recruitment of freshman for the 2023-2024 cohort resulted in 104 enrolled. While this number is 20 students higher than last year's freshman cohort, TMECHS has the ability to enroll up to 125 incoming freshman.   **Root Cause:** Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

Prioritized Need 2: TMECHS needs a new computer lab in the GO Center. Outdated computers are becoming obsolete.   **Root Cause:** TMECHS computer lab in the GO Center is not supported by the CTE department. The IMacs in the computer lab do not support multiple applications for high stakes testing such as the Blue Book Application for PSAT Testing.

Prioritized Need 3: TMECHS classrooms needs current technology with supported devices to maintain basic instructional needs of the teachers and students. Classrooms need additional outlets/built in power strips installed.   **Root Cause:** Technology hardware and software are not capable of full functionality and integration of college and high school content expectations. EPISD currently blocks needed applications necessary for dual credit and AP instruction. Classrooms are not equipped with proficient technology connections. Several classrooms have only one or two functioning outlets.

L4 Culture of Accountability (Parent & Community Engagement)

L4 Culture of Accountability (Parent & Community Engagement) Summary

<u>Parents and Community</u>

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 and Senior Parent 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 in 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 Fall Festival, fine arts, and intramural sporting events. Furthermore, our parents are supported through different meetings on campus that help to educate them on the health and wellness of their students, the steps of the application for enrollment, financial aid, registration, and documentation needed for future enrollment in universities.

Frequent parent workshops at least once a month discuss college and career readiness topics, assist with financial aid planning, showcase student work products, and answer parent questions. Many of these topics are geared to provide 1:1 training and information. One of the goals set forth by the Department of Equity and Stakeholder Engagement is to bring more parents to our campus to provide better insight. Many parent events are scheduled and evaluated through an on-campus Parent Engagement Liaison. These evaluations support our strategic lever that focuses on providing transparency and examining where parents need more support. All meetings are announced through the Blackboard Messaging Service, the Remind app, TMECHS website, and flyers are distributed in both English & Spanish to support our diversity strategy. Even though parents participate in events and activities, increasing the number of parents is a goal. EPISD conducted one parent survey last school year 2022-23. Fewer than 10% responded to the parent survey. In 2023-24 school year, EPISD plans to create and implement 3 parent surveys for the beginning of the year, middle of the year, and end of the year. Substantial parent response will inform and drive campus decisions and initiatives.

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 maintains a strong partnership with EPCC and UTEP. Seniors who graduate from EPCC in December of their senior year have the opportunity to attend UTEP on "scholarship" in the spring semester for 9 additional college hours towards their Bachelor's Degree. TMECHS has also established an ECHS Advisory Board that provides additional opportunities for students during summer months (i.e., BUILDing Scholars Program).

L4 Culture of Accountability (Parent & Community Engagement) Strengths

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 monitoring 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 actively engage in research/educational opportunities with their children.

3. Frequent parent meetings/activities are held at least twice a month.

4. Students have partnerships with multiple universities, providing enriching research opportunities for students' respective fields of interest.

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

Prioritized Need 1: Parent meetings have low participation rates.   **Root Cause:** Schedule conflicts among sponsors, parents, students, and other academic events lead to the challenge of having parent meetings at convenient times for all parties. Although attempts to identify what times and or days are most suitable for parents, they rarely fill out those surveys as some don't receive emails or call-outs. Edit Associated Areas

Prioritized Need 2: 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.

Prioritized Need 3: TMECHS has few official 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.

Prioritized Need 4: 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 challenging.

L5 Equity by Design (Demographics)

L5 Equity by Design (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 78% Hispanic, 14% White, 4% African American, 2% Asian and 2% two (or more races) students in its student body. TMECHS students are recruited from 15 EPISD PK-8 and middle schools, 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 35 Emerging Bilingual students (10%), 4 Special Education students (1.1%), and 22 504 (IDEA) students (6.3%). Out of the 351 students, 195 are female and 154 are male.

TMECHS is a Title I Schoolwide campus with 65% economically disadvantaged students. There is also a 33% At-Risk student population and a 27% Gifted and Talented population.

L5 Equity by Design (Demographics) Strengths

1. 99% of Economically Disadvantaged students "Met Standard" on EOC exams for 2023.

2. EOC scores reflect an overall performance rating of 99%, 97% student improvement, 96% school growth, and 100% in closing the gaps in 2022.*.

3. 100% of TMECHS's At-Risk and Economically Disadvantaged students graduated under the Texas Foundation Plan with two or more endorsements.

4. 100% of TMECHS Students falling under the IDEA (Individuals with Disability Educational Act) graduate under the Texas Foundation Plan with endorsements in multi-disciplinary studies, AP/DC and STEM.

5. TMECHS earned the Gold Ribbon award from Texas Children At Risk in 2023. Children At Risk celebrates schools that rise beyond expectations and excel academically. Gold Ribbon Schools are high- poverty, high-performing schools. In order to qualify, as a Gold Ribbon School, 75% or more of a campus' students must be classified as low-income, and the school must receive an A or B grade in annual school rankings.

awaiting Accountability Report from TEA

Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

Prioritized Need 1: 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.

Prioritized Need 2: 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.

Prioritized Needs

Prioritized Need 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 1: 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.

Prioritized Need 1 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 2: TMECHS students consistently perform at 97% 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 2: 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 Kahn Academy, Study Island, Edgeduity, ALEKS, KUTA and Web-Assign.

Prioritized Need 2 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 3: Teachers and students express frustration over the numerous required administered tests as they detract from teaching/learning time. Substitutes must be retained for adequate administration of high-stakes testing.

Root Cause 3: District benchmarks, Interim EOC's, MAP Growth Testing, TSI, SAT/PSAT, EOC, AP, mid-term and final exams, etc.. limit the hours of instructional time during the school day.

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

Prioritized Need 4: Students need to be recognized for displaying positive and/or successful behaviors such as good attendance, completing assignments on time, academic achievement, self-management and responsible decision-making.

Root Cause 4: Globally speaking, teenagers are displaying lack of self-confidence, lack of self-wort, lack of self-efficacy, and overall identity crises. Contributing factors include social media, lack of parental involvement, and social isolation during Covid, just to name a few.

Prioritized Need 4 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 5: TMECHS recruitment of freshman for the 2023-2024 cohort resulted in 104 enrolled. While this number is 20 students higher than last year's freshman cohort, TMECHS has the ability to enroll up to 125 incoming freshman.

Root Cause 5: Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

Prioritized Need 5 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 6: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors.

Root Cause 6: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.

Prioritized Need 6 Areas: L1 Whole Child (Culture & Climate)

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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 and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS 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
- Capacity and resources data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: August 23, 2023

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

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

High Priority

Evaluation Data Sources: CK-12 Survey

Strategy 1 Details	Reviews			
Strategy 1: TMECHS will implement (administer/execute/communicate out) district-provided campus culture & climate surveys 3 times per year (or as required by district).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Large percentages of each of stakeholder group will respond to survey; Survey results will inform campus CIT and administration 's decisions and next steps with regard to improvements/ enhancements **Staff Responsible for Monitoring:** Administration PEL, Counselors **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 2				

Strategy 2 Details	Reviews			
Strategy 2: TMECHS PBIS/SEL "Mav-Up"Team will provide students with public recognition & encouragers for displaying campus core values and quality character traits, and rapid completion of student surveys.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: High percentage and rapid completion of student administered surveys.
Positive campus climate.
Students feel valued for displaying positive character traits.
    Staff Responsible for Monitoring: SEL-PBIS Team Members
 	
    Title I:
2.6
 - TEA Priorities:
Recruit, support, retain teachers and principals, Connect high school to career and college
 - ESF Levers:
Lever 3: Positive School Culture
    Prioritized Needs: L1 Whole Child (Culture & Climate) 2				

Strategy 3 Details	Reviews			
Strategy 3: TMECHS will provide funding for administrative, security, & custodial campus support and teacher "extra performance" to ensure the "whole child" needs are met for all students to include custodial and campus patrol supplies.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**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
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Connect high school to career and college
    Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 2
    Funding Sources: 199.23.6121.015.99.000.015 - 199 General Fund - $1,100, 199.36.6117.015.99.100.015 - 199 General Fund - $3,000, 199.52.6121.015.99.000.015 - 199 General Fund - $200				

Strategy 4 Details	Reviews			
Strategy 4: TMECHS will conduct regular meetings and drills of the Threat Assessment Team, Campus Safety & Security Team, & Crisis Response Team (CRT), and provide feedback/updates to all faculty.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: TMECHS faculty, staff, and students will understand and demonstrate proper procedures in crisis situations. 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. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Nurse **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Prioritized Needs:** L1 Whole Child (Culture & Climate) 2				

Strategy 5 Details	Reviews			
Strategy 5: 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**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Greater/enhanced work performance demonstrated by staff and faculty **Staff Responsible for Monitoring:** Principal, Secretary **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1				

Strategy 6 Details	Reviews			
Strategy 6: Administration will provide training of Educators' Code of Ethics and district policies associated with ethical behavior in scheduled faculty and staff meetings.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**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 - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Prioritized Needs:** L1 Whole Child (Culture & Climate) 2				

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

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors. **Root Cause**: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.
Prioritized Need 2: Students need to be recognized for displaying positive and/or successful behaviors such as good attendance, completing assignments on time, academic achievement, self-management and responsible decision-making. **Root Cause**: Globally speaking, teenagers are displaying lack of self-confidence, lack of self-wort, lack of self-efficacy, and overall identity crises. Contributing factors include social media, lack of parental involvement, and social isolation during Covid, just to name a few.
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Teachers and students express frustration over the numerous required administered tests as they detract from teaching/learning time. Substitutes must be retained for adequate administration of high-stakes testing. **Root Cause**: District benchmarks, Interim EOC's, MAP Growth Testing, TSI, SAT/PSAT, EOC, AP, mid-term and final exams, etc.. limit the hours of instructional time during the school day.

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

Performance Objective 2: By June 2024, TMECHS will increase 9-12th grade student participation in UIL, extra-curricular, co-curricular activities at all levels by at least 50% from 30 participants to 45.

High Priority

Evaluation Data Sources: Survey results
Teacher's Club Rosters
Coach's Rosters (UIL & Athletics)
STUCO Membership

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**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Higher percentage of TMECHS students will compete and place in a variety of notable academic, musical, competitive sporting events, and social/emotional activities; Greater CCMR completion. **Staff Responsible for Monitoring:** UIL Coordinator and coaches Administration Secretary Athletic coaches Fine Arts teacher Club sponsors **TEA Priorities:** Connect high school to career and college **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 **Funding Sources:** 199.11.6494.015.38.100.015 - 199 General Fund - $1,500, 199.36.6494.015.38.100.015 - 199 General Fund - $2,000, 199.13.6411.015.11.100.015 - 199 General Fund - $2,641, 199.13.6411.01538.100.015 - 199 General Fund - $7,500, 199.36.6411.015.38.100.015 - 199 General Fund - $1,000, 199.36.6411.015.99.100.015 - 199 General Fund - $3,000, 199.11.6412.015.99.100.015 - 199 General Fund - $6,000				

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, Intramurals, etc...competitive teams to include membership fees, club fees, dues, and transportation. Registration fees for local, state, and out of state, to include virtual conferences and competition fees and travel for teacher and student.	**Formative**			**Summative**
	Oct	Jan	Mar	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 **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1, 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 **Funding Sources:** 199.11.6495.015.11.100.015 - 199 General Fund - $800, 199.36.6411.015.38.100.015 - 199 General Fund - $1,000, 199.36.6411.015.99.100.015 - 199 General Fund - $3,000, 199.13.6411.015.38.100.015 - 199 General Fund - $7,500, 199.11.6499.015.11.100.015 - 199 General Fund - $1,400				

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**
	Oct	Jan	Mar	June
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 **ESF Levers:** Lever 1: Strong School Leadership and Planning **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1, 2 - L2 Academic Excellence (Student Achievement) 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

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

Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 1: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors.   **Root Cause**: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.

L1 Whole Child (Culture & Climate)

Prioritized Need 2: Students need to be recognized for displaying positive and/or successful behaviors such as good attendance, completing assignments on time, academic achievement, self-management and responsible decision-making.   **Root Cause**: Globally speaking, teenagers are displaying lack of self-confidence, lack of self-wort, lack of self-efficacy, and overall identity crises. Contributing factors include social media, lack of parental involvement, and social isolation during Covid, just to name a few.

L2 Academic Excellence (Student Achievement)

Prioritized Need 2: TMECHS students consistently perform at 97% 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 Kahn Academy, Study Island, Edgeduity, ALEKS, KUTA and Web-Assign.

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

Prioritized Need 1: TMECHS recruitment of freshman for the 2023-2024 cohort resulted in 104 enrolled. While this number is 20 students higher than last year's freshman cohort, TMECHS has the ability to enroll up to 125 incoming freshman.   **Root Cause**: Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

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

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

High Priority

Evaluation Data Sources: District Tracking Tool
Campus Events Calendar

Strategy 1 Details	Reviews			
Strategy 1: TMECHS will provide faculty and staff with BOY Supplies, encouragers, & Spirit Shirts to be worn as uniform on Fridays, Pep Rally's, Spirit days, etc...	**Formative**			**Summative**
Strategy's Expected Result/Impact: Morale booster for faculty and staff for greater work performance. **Staff Responsible for Monitoring:** Principal	Oct	Jan	Mar	June
TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 2 **Funding Sources:** 199.23.6499.015.99.100.015 - 199 General Fund - $2,000, 199.11.6399.015.38.100.015 - 199 General Fund - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: TMECHS will increase the number of active Partners-In-Education to 2 by the end of 2023-2024 (Boss Chicken, Fort Bliss 13th AA, and Sam's Club)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Signed PIE MOUs Donation forms submitted **Staff Responsible for Monitoring:** Parent Engagement Liaison	Oct	Jan	Mar	June
TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: TMECHS will provide appropriate technology, equipment, instruments, uniforms, costumes, incentives and resources for UIL, Acadec, StuCo, TSA, High-Q , Dance Team, Youth Leadership, Intramurals, etc...competitive teams to include membership fees , club fees, dues, and transportation. Registration fees for local, state, and out of state, to include virtual conferences and competition fees and travel for teacher and student.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**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:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1, 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

Strategy 4 Details	Reviews			
Strategy 4: 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**
	Oct	**Jan**	**Mar**	**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:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 **Funding Sources:** 199.33.6399.015.99.100.015 - 199 General Fund - $650				

Strategy 5 Details	Reviews			
Strategy 5: School Secretary will conduct financial training (fund-raising, travel & Field trips)with all campus staff during the BOY Faculty Meeting.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will know the rules, processes and procedures of fund-raising and field trips, thus encouraging greater participation of clubs and student activities. 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 **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1				

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

Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors.   **Root Cause**: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.
Prioritized Need 2: Students need to be recognized for displaying positive and/or successful behaviors such as good attendance, completing assignments on time, academic achievement, self-management and responsible decision-making.   **Root Cause**: Globally speaking, teenagers are displaying lack of self-confidence, lack of self-wort, lack of self-efficacy, and overall identity crises. Contributing factors include social media, lack of parental involvement, and social isolation during Covid, just to name a few.
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: TMECHS recruitment of freshman for the 2023-2024 cohort resulted in 104 enrolled. While this number is 20 students higher than last year's freshman cohort, TMECHS has the ability to enroll up to 125 incoming freshman.   **Root Cause**: Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

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

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

High Priority

Evaluation Data Sources: District Developed Tracking Rubric
Number of disciplinary referrals and campus attendance records

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**
	Oct	**Jan**	**Mar**	**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:** Administration, Department Heads **ESF Levers:** Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: The End-of-Year Awards Committee will provide students with awards and acknowledgements for high standards, grades and attendance. Project Celebration will be planned and implemented for graduating seniors to include supplies for senior send off.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**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:** 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 2 **Funding Sources:** 199.11.6499.015.11.536.015 - 199 General Fund - $2,000, 199.23.6399.015.99.100.015 - 199 General Fund - $1,000, 199.11.6399.015.11.100.015 - 199 General Fund - $1,000				

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

Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors. **Root Cause**: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.
Prioritized Need 2: Students need to be recognized for displaying positive and/or successful behaviors such as good attendance, completing assignments on time, academic achievement, self-management and responsible decision-making. **Root Cause**: Globally speaking, teenagers are displaying lack of self-confidence, lack of self-wort, lack of self-efficacy, and overall identity crises. Contributing factors include social media, lack of parental involvement, and social isolation during Covid, just to name a few.

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

Performance Objective 5: By June 2024, TMECHS will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups from 3% to 2% and reduce the overall number of disciplinary removals from 2% to 1%.

High Priority

Evaluation Data Sources: On Point Discipline Action Summary Report

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide students with website access to TMECHS Student Handbook Code of Conduct, PBIS core values and Purpose Statement.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be aware rules and expectations as well as consequences for noncompliance. **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: 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**
	Oct	**Jan**	**Mar**	**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 **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 2				

Strategy 3 Details	Reviews			
Strategy 3: Administration and Counselors will conduct a campus-wide assembly on bullying (identification, reporting, consequences) to include David's Law.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Students will be aware of behaviors, definitions with regard to behaviors, rules and expectations as well as consequences for noncompliance. **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 5 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors.   **Root Cause**: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.
Prioritized Need 2: Students need to be recognized for displaying positive and/or successful behaviors such as good attendance, completing assignments on time, academic achievement, self-management and responsible decision-making.   **Root Cause**: Globally speaking, teenagers are displaying lack of self-confidence, lack of self-wort, lack of self-efficacy, and overall identity crises. Contributing factors include social media, lack of parental involvement, and social isolation during Covid, just to name a few.

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

Performance Objective 6: By June 2024, TMECHS will provide relevant and challenging coursework through multiple pathways as measured by maintaining 90% percent of students in grades 9-12 who earn college credit by completing an Advanced Placement (AP) or dual credit courses.

High Priority

HB3 Goal

Evaluation Data Sources: TEAL TEA Data File (Accountability),
TAPR (final)
District Created Tableau dashboard

Strategy 1 Details	Reviews			
Strategy 1: Administration will hire teachers for a two-week "Summer Bridge" program for the incoming 9th grade cohort to prepare students for the TSIA2 and create learning experiences embedded with social-emotional aspects to include supplies for activities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students attending the "Summer Bridge" program will have a student ID, TSIA2 scores, Immunization records and an Endorsement Plan completed. The majority of incoming freshmen will be Dual-Credit ready and understand the campus' college-going culture. **Staff Responsible for Monitoring:** Counselors Assistant Principal College Career Readiness Coordinator **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 1 **Funding Sources:** 199.13.6117.015.38.100.015 - 199 General Fund - $19,000, - 199 General Fund				

Strategy 2 Details	Reviews			
Strategy 2: TMECHS will provide rising seniors with summer DC Precalculus/College Algebra classes to ensure prerequisites for dual-credit Chemistry are met prior to fourth high school year.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: TMECHS will increase the number of students graduating with an Associate of Science degree by the time they graduate from high school. **Staff Responsible for Monitoring:** Counselors Assistant Principal Principal CCRC **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 1 **Funding Sources:** - 199 General Fund				

Strategy 3 Details	Reviews			
Strategy 3: TMECHS will purchase classroom resources (supplies and materials/technology) which support the implementation of dual-credit and AP coursework.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**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:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 1, 2 **Funding Sources:** 199.11.6399.015.38.100.015 - 199 General Fund - $4,000				

Strategy 4 Details	Reviews			
Strategy 4: 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**
	Oct	**Jan**	**Mar**	**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:** Secretary, Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 6 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors. **Root Cause**: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.

L2 Academic Excellence (Student Achievement)
Prioritized Need 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.
Prioritized Need 2: TMECHS students consistently perform at 97% 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 Kahn Academy, Study Island, Edgeduity, ALEKS, KUTA and Web-Assign.

L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: TMECHS recruitment of freshman for the 2023-2024 cohort resulted in 104 enrolled. While this number is 20 students higher than last year's freshman cohort, TMECHS has the ability to enroll up to 125 incoming freshman. **Root Cause**: Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

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

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

High Priority

Evaluation Data Sources: Walk through data

Strategy 1 Details	Reviews			
Strategy 1: TMECHS will purchase classroom resources (supplies, reading materials, textbooks,) which support the implementation of lessons addressing the TEKS and EOC standards.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**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:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Prioritized Needs:** L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1, 2 **Funding Sources:** 211.11.6399.015.24.870.015 - 211 ESEA Title I Part A (Campus) - $8,823, 199.11.6399.015.11.100.015 - 199 General Fund - $7,400, 199.23.6399.015.99.100.015 - 199 General Fund - $6,000, 199.11.6321.015.11.100.015 - 199 General Fund - $3,000, 199.11.6499.015.11.100.015 - 199 General Fund - $4,000, 199.51.6399.015.99.100.015 - 199 General Fund - $500, 199.52.6499.015.99.100.015 - 199 General Fund - $200, 199.11.6329.015.38.100.015 - 199 General Fund - $500, 199.11.6499.015.38.100.015 - 199 General Fund - $2,500				

Strategy 2 Details	Reviews			
Strategy 2: Administration will conduct walkthroughs to: 1) monitor the implementation of ELPS, G/T, strategies, ARD or 504 modifications and accommodations to include the implementations of the state and higher ed curriculum, and 2) to support instructional practices with effective feedback.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**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. Students will participate in a rigorous and relevant learning experience. **Staff Responsible for Monitoring:** Principal, Assistant Principal, CTC **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction **Prioritized Needs:** L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 2				
0% No Progress	100% Accomplished	Continue/Modify	X Discontinue	

Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Teachers and students express frustration over the numerous required administered tests as they detract from teaching/learning time. Substitutes must be retained for adequate administration of high-stakes testing.   **Root Cause**: District benchmarks, Interim EOC's, MAP Growth Testing, TSI, SAT/PSAT, EOC, AP, mid-term and final exams, etc.. limit the hours of instructional time during the school day.

L2 Academic Excellence (Student Achievement)
Prioritized Need 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.
Prioritized Need 2: TMECHS students consistently perform at 97% 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 Kahn Academy, Study Island, Edgeduity, ALEKS, KUTA and Web-Assign.

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

Performance Objective 2: By June 2024, TMECHS will maintain/increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 97% to 98%.

High Priority

Evaluation Data Sources: Tableau, Eduphoria, TAPR

Strategy 1 Details	Reviews			
Strategy 1: TMECHS will purchase software, online programs, online courses, licensing, streaming service, copier rentals, Shredding Services, Id Machine, contracted services, miscellaneous operating costs, furniture, technology and equipment which support the implementation of lessons addressing the TEKS and EOC standards, and help students get ready for the 21st Century Learning to include student retention and campus culture.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**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:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Prioritized Needs:** L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1, 2 **Funding Sources:** 211.11.6399.015.24.870.015 - 211 ESEA Title I Part A (Campus) - $539, 211.11.6399.015.24.870.015 - 211 ESEA Title I Part A (Campus) - $630, 199.23.6269.015.99.100.015 - 199 General Fund - $180, 185.11.6399.015.30.000.015 - 185 SCE (Campus) - $5,900, 211.11.6395.015.24.870.015 - 211 ESEA Title I Part A (Campus) - $600				

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.
 	
    Strategy's Expected Result/Impact: Increase student learning outcomes by using research-based programs.
    Staff Responsible for Monitoring: All department chairs; Administration
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments
    Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 2
	Formative			Summative

	Oct	Jan	Mar	June

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

Performance Objective 2 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Teachers and students express frustration over the numerous required administered tests as they detract from teaching/learning time. Substitutes must be retained for adequate administration of high-stakes testing.   **Root Cause**: District benchmarks, Interim EOC's, MAP Growth Testing, TSI, SAT/PSAT, EOC, AP, mid-term and final exams, etc.. limit the hours of instructional time during the school day.

L2 Academic Excellence (Student Achievement)
Prioritized Need 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.
Prioritized Need 2: TMECHS students consistently perform at 97% 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 Kahn Academy, Study Island, Edgeduity, ALEKS, KUTA and Web-Assign.

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

Performance Objective 3: By June 2024, TMECHS will maintain a 100% 4-year graduation rate overall and in each sub-category: EB's, SPED, Etc....

High Priority

Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
Strategy 1: Counselors, CCR Coordinator, and teachers will purchase resources for test-taking strategies, confidence building, reading materials, and other college-readiness training/resources to support the passing of TSIA2.0 to take dual-credit/AP courses.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Whole child needs are met as demonstrated by organized, knowledgeable, successful students across all sub-categories **Staff Responsible for Monitoring:** Counselors Administration CCRA **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 1, 2				

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

Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors.   **Root Cause**: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.
L2 Academic Excellence (Student Achievement)
Prioritized Need 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.

L2 Academic Excellence (Student Achievement)

Prioritized Need 2: TMECHS students consistently perform at 97% 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 Kahn Academy, Study Island, Edgeduity, ALEKS, KUTA and Web-Assign.

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

Performance Objective 4: By June 2024, TMECHS will maintain the number of students who earn at least one College, Career and Readiness (CCR) Focus measured at 100% with all student groups meeting board approved metrics [HB3]

High Priority

HB3 Goal

Evaluation Data Sources: TAPR, OnPoint Early Indicator, Tableau

Strategy 1 Details	Reviews			
Strategy 1: TMECHS CCR Advisor will assist with administration and campus level operations of college readiness programs to include recruitment to ECHS. CCRA will work collaboratively with administration and other professionals to promote student awareness (and attainment) of college readiness programs, university admissions, military and all post-secondary opportunities.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increased CCMR Ratings Awarded scholarship monies TSIA2 Data Sign-in sheets for FAFSA Workshops Percentage of seniors having completed FAFSA Naviance **Staff Responsible for Monitoring:** CCRA Teachers Administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 2: Strategic Staffing **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 1				

Strategy 2 Details	Reviews			
Strategy 2: English Teachers will provide students who have not mastered the ELAR TSIA2 and/or EOC with access to Study Island and other online or hard-copy resources	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Study Island and TSIA2 passing reports will show an increase in reading levels for 90% or more students from September through March.
    Staff Responsible for Monitoring: English Dept.
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments
    Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1				

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

Performance Objective 4 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Teachers and students express frustration over the numerous required administered tests as they detract from teaching/learning time. Substitutes must be retained for adequate administration of high-stakes testing. **Root Cause**: District benchmarks, Interim EOC's, MAP Growth Testing, TSI, SAT/PSAT, EOC, AP, mid-term and final exams, etc.. limit the hours of instructional time during the school day.
L2 Academic Excellence (Student Achievement)
Prioritized Need 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.

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

Performance Objective 5: By June 2024, TMECHS will ensure all students graduate prepared for college as measured by an increase in the percent of 9th-12th grade students completing TSIA2, completion 9+ dual credit hours, or 3 hours of College English/3 hours of College Math.

High Priority

HB3 Goal

Evaluation Data Sources: TSIA

Strategy 1 Details	Reviews			
Strategy 1: Master schedule and counselors will ensure proper scheduling of advanced academics courses to fulfill Associate of Science by graduation.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 90% of students will earn an Associate of Science. 100% of students will earn 30+ college credit hours. **Staff Responsible for Monitoring:** Counselors Administration CCR Coordinator **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 1				

Strategy 2 Details	Reviews			
Strategy 2: Administration will hire teachers for a two-week "Summer Bridge" program for the incoming 9th grade cohort to prepare students for the TSIA and create learning experiences embedded with social-emotional aspects to include supplies for activities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students attending the "Summer Bridge" program will have a student ID, TSIA2 scores, Immunization records and an Endorsement Plan completed. The majority of incoming freshmen will be Dual-Credit ready and understand the campus's college-going culture. **Staff Responsible for Monitoring:** Counselors Assistant Principal College Career Readiness Advisor **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 1				

Strategy 3 Details	Reviews			
Strategy 3: Administration will provide parents & students with mailed out information about the campus for admissions October through May. Administration will conduct parent/student orientation meetings for all students selected for admission to TMECHS each year in spring.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**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, CCRA **Title I:** 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Prioritized Needs:** L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 **Funding Sources:** - 199 General Fund				

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

Performance Objective 5 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 1: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors.   **Root Cause**: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.

L2 Academic Excellence (Student Achievement)

Prioritized Need 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.

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

Prioritized Need 1: TMECHS recruitment of freshman for the 2023-2024 cohort resulted in 104 enrolled. While this number is 20 students higher than last year's freshman cohort, TMECHS has the ability to enroll up to 125 incoming freshman.   **Root Cause**: Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

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

Performance Objective 6: By June 2024, TMWCHS will ensure all students graduate prepared for college as measured by increase students average SAT score from 952 to 989.

High Priority

HB3 Goal

Evaluation Data Sources: SAT Scores for campus

Strategy 1 Details	Reviews			
Strategy 1: TMECHS will offer tutorials after school, during Intersessions and on Saturdays focused on PSAT/SAT preparation and readiness	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: PSAT/SAT scores will improve				
Staff Responsible for Monitoring: Administration Campus Teaching Coach CCRA English and Math Departments **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
Prioritized Needs: L2 Academic Excellence (Student Achievement) 1, 2				
Funding Sources: 211.11.6117.015.24.870.015 - 211 ESEA Title I Part A (Campus) - $10,000, 199.11.6112.015.38.100.015 - 199 General Fund - $13,995				

Strategy 2 Details	Reviews			
Strategy 2: TMECHS will purchase resources, supplies and study guides to support student preparation for success on the PSAT, SAT, and TSIA-2 Exams.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Students demonstrate success on PSAT and SAT, and TSIA-2; Increase in PSAT /SAT scores **Staff Responsible for Monitoring:** Campus Teaching Coach CCRA Administration **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Prioritized Needs:** L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1				

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

Performance Objective 6 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Teachers and students express frustration over the numerous required administered tests as they detract from teaching/learning time. Substitutes must be retained for adequate administration of high-stakes testing.   **Root Cause**: District benchmarks, Interim EOC's, MAP Growth Testing, TSI, SAT/PSAT, EOC, AP, mid-term and final exams, etc.. limit the hours of instructional time during the school day.

L2 Academic Excellence (Student Achievement)
Prioritized Need 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.
Prioritized Need 2: TMECHS students consistently perform at 97% 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 Kahn Academy, Study Island, Edgeduity, ALEKS, KUTA and Web-Assign.

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

Performance Objective 7: By June 2024, TMECHS will ensure all students graduate prepared for college and/or career as measured by maintaining the number of students that meet criteria for CCMR Outcome Bonus at 100% across all demographic subgroups. [HB3]

High Priority

HB3 Goal

Evaluation Data Sources: CCMR outcome Bonus

Strategy 1 Details	Reviews			
Strategy 1: TMECHS Campus College & Career Readiness Advisor 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased CCMR Ratings Data Sources: Submitted ECHS Applications Awarded Scholarship monies TSIA2 Data Sign-in sheets for FAFSA Workshops Percentage of Seniors having completed FAFSA Naviance **Staff Responsible for Monitoring:** CCRA **Title I:** 2.4, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

Strategy 2 Details	Reviews			
Strategy 2: Counselors & CCRA will assist students and parents to complete the Free Application for Federal Student Aid (FAFSA), College & Scholarship applications, and UTEP Student mentors to assist.	Formative			Summative
	Oct	Jan	Mar	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:** 2.6, 4.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 1				

Strategy 3 Details	Reviews			
Strategy 3: CCRA will coordinate Field trips to TACRAO, UTEP and other college readiness programs available	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increased number of students enrolling in a 4 year university or military after graduation **Staff Responsible for Monitoring:** CCRA Counselors **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 1				

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

Performance Objective 7 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors.   **Root Cause**: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.

L2 Academic Excellence (Student Achievement)

Prioritized Need 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.

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

Prioritized Need 1: TMECHS recruitment of freshman for the 2023-2024 cohort resulted in 104 enrolled. While this number is 20 students higher than last year's freshman cohort, TMECHS has the ability to enroll up to 125 incoming freshman. **Root Cause**: Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

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

Performance Objective 8: By June 2024, TMECHS will ensure all students graduate prepared for college and/or career as measured by an increase percent of students in grades 9-12 who earn post-secondary credentials beyond high school diploma by completing an associates degree from 93% to 94%. [HB3]

High Priority

HB3 Goal

Evaluation Data Sources: TAPR

Level I data

Strategy 1 Details	Reviews			
Strategy 1: TMECHS will provide rising seniors with summer DC Precalculus/College Algebra classes to ensure prerequisites for dual-credit Chemistry are met prior to fourth high school year.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: TMECHS will increase the number of students graduating with an Associate of Science degree by the time they graduate from high school. **Staff Responsible for Monitoring:** Counselors Assistant Principal Principal CCRA **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 1				

Strategy 2 Details	Reviews			
Strategy 2: Counselors and CCRC will provide planning resources, 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 EPCC graduation and UTEP student orientation/admission.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Whole child needs are met as demonstrated by organized, knowledgeable, successful students **Staff Responsible for Monitoring:** Counselors Administration CCRA **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 1				

Strategy 3 Details	Reviews			
Strategy 3: 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 career fields with particular emphasis on STEM fields.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Field Trip Requests, Summer Bridge Schedule, Attendance rosters are data sources to be used in evaluation. Expected impact is to maintain CCMR rate. **Staff Responsible for Monitoring:** CCRA Counselors Administration Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 2: Strategic Staffing **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 1				

Strategy 4 Details	Reviews			
Strategy 4: CCR Advisor will coordinate Field trips to TACRAO, UTEP and other college readiness programs available.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students enrolling in a 4 year university or military after graduation **Staff Responsible for Monitoring:** CCRA Counselors **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 1	**Oct**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 8 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors.   **Root Cause**: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.
L2 Academic Excellence (Student Achievement)
Prioritized Need 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.

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

Performance Objective 1: By June 2024, TMECHS will stabilize enrollment by increasing the number of new students enrolling or transferring (back) to into EPISD- TMECHS by 8% (28 students).

High Priority

Evaluation Data Sources: On Point (Fall PEIMS snapshot) and Tableau
Incoming 8th grade records from Charter/Private schools, Online programs or other regional districts

Strategy 1 Details	Reviews			
Strategy 1: TMECHS will host recruitment events (meeting nights, club fairs, fall festival, campus tours, performances) on campus, at middle schools, and in the community in an effort to attract student enrollment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Greater student enrollment Bring students back to EPISD Greater percentage of out-of-district enrollment **Staff Responsible for Monitoring:** Assistant Principal, CCRA/SAM Fine Arts Teachers Club Sponsore **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1, 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors.   **Root Cause**: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.
Prioritized Need 2: Students need to be recognized for displaying positive and/or successful behaviors such as good attendance, completing assignments on time, academic achievement, self-management and responsible decision-making.   **Root Cause**: Globally speaking, teenagers are displaying lack of self-confidence, lack of self-wort, lack of self-efficacy, and overall identity crises. Contributing factors include social media, lack of parental involvement, and social isolation during Covid, just to name a few.

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

Prioritized Need 1: TMECHS recruitment of freshman for the 2023-2024 cohort resulted in 104 enrolled. While this number is 20 students higher than last year's freshman cohort, TMECHS has the ability to enroll up to 125 incoming freshman. **Root Cause**: Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

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

Performance Objective 2: By June 2024, TMECHS will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school from 96% to 100_%.

High Priority

Evaluation Data Sources: # Vacancies data

Strategy 1 Details	Reviews			
Strategy 1: Campus Administration will address applicant pool and hold interviews in a timely manner to identify and hire appropriate personnel.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Seamless transitions from summer to fall semesters; Avoidance of gaps in student learning **Staff Responsible for Monitoring:** Principal **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 1, 2	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Administration will encourage teachers to get certified in other content areas and credentialed in dual credit courses.	**Formative**			**Summative**
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 **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 1	**Oct**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: 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 to include substitutes and teacher covering teacher.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**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 **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Prioritized Needs:** L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1 **Funding Sources:** 199.11.6499.015.11.100.015 - 199 General Fund - $1,400				

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

Performance Objective 2 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Teachers and students express frustration over the numerous required administered tests as they detract from teaching/learning time. Substitutes must be retained for adequate administration of high-stakes testing. **Root Cause**: District benchmarks, Interim EOC's, MAP Growth Testing, TSI, SAT/PSAT, EOC, AP, mid-term and final exams, etc.. limit the hours of instructional time during the school day.

L2 Academic Excellence (Student Achievement)
Prioritized Need 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.
Prioritized Need 2: TMECHS students consistently perform at 97% 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 Kahn Academy, Study Island, Edgeduity, ALEKS, KUTA and Web-Assign.

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

Performance Objective 3: By June 2024, TMECHS will grow top talent by implementing a Comprehensive Professional Development Plan.

High Priority

Evaluation Data Sources: Professional Development Plan Success Metrics

Strategy 1 Details	Reviews			
Strategy 1: 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**
	Oct	**Jan**	**Mar**	**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:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 1, 2 **Funding Sources:** 199.23.6411.015.38.100.015 - 199 General Fund - $3,000, 199.23.6411.015.99.100.015 - 199 General Fund - $3,000				

Strategy 2 Details	Reviews			
Strategy 2: Administration, the CTC, Department Heads, Counselors, CCRA & other (District, Region 19, STEM, EPCC) educational personnel will provide training, resources, materials/supplies/reading materials for on-campus professional development.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**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 **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: Administration will be provided with staff development opportunities in leading STEM and ECHS campuses across the state, ECS's, and additional venues to include substitute pay and teacher covering teacher pay.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**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, High Quality Instructional Materials, and protocols in moving the campus forward in 21st century learning opportunities. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1				

Strategy 4 Details	Reviews			
Strategy 4: 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
	Oct	Jan	Mar	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 **ESF Levers:** Lever 1: Strong School Leadership and Planning **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1				

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

Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors. **Root Cause**: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Teachers and students express frustration over the numerous required administered tests as they detract from teaching/learning time. Substitutes must be retained for adequate administration of high-stakes testing. **Root Cause**: District benchmarks, Interim EOC's, MAP Growth Testing, TSI, SAT/PSAT, EOC, AP, mid-term and final exams, etc.. limit the hours of instructional time during the school day.

L2 Academic Excellence (Student Achievement)
Prioritized Need 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.
Prioritized Need 2: TMECHS students consistently perform at 97% 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 Kahn Academy, Study Island, Edgeduity, ALEKS, KUTA and Web-Assign.

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

Performance Objective 4: By June 2024, TMECHS will expand the integration of 21st century learning and innovation skills by developing and implementing an instructional technology campus support plan.

High Priority

Evaluation Data Sources: Technology Campus Support Plan Success Criteria

Strategy 1 Details	Reviews			
Strategy 1: TMECHS will provide current interactive technology in classrooms to enhance student learning. TMECHS will increase technology resources for instruction especially with Apple products, Promethean, and other accessories.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Blended and active learning strategies will increase student leaning outcomes. **Staff Responsible for Monitoring:** Principal Department chairs Campus Teaching Coach **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

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**
	Oct	**Jan**	**Mar**	**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:** Principal Department chairs Campus Teaching Coach **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

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

Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors.   **Root Cause**: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Teachers and students express frustration over the numerous required administered tests as they detract from teaching/learning time. Substitutes must be retained for adequate administration of high-stakes testing.   **Root Cause**: District benchmarks, Interim EOC's, MAP Growth Testing, TSI, SAT/PSAT, EOC, AP, mid-term and final exams, etc.. limit the hours of instructional time during the school day.

L2 Academic Excellence (Student Achievement)
Prioritized Need 2: TMECHS students consistently perform at 97% 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 Kahn Academy, Study Island, Edgeduity, ALEKS, KUTA and Web-Assign.

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

Prioritized Need 1: TMECHS recruitment of freshman for the 2023-2024 cohort resulted in 104 enrolled. While this number is 20 students higher than last year's freshman cohort, TMECHS has the ability to enroll up to 125 incoming freshman.   **Root Cause**: Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

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

Performance Objective 1: By June 2024, TMECHS will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 95% to 97%.

High Priority

Evaluation Data Sources: Attendance Rate (ADA) data

Strategy 1 Details	Reviews			
Strategy 1: PBIS Team and administration will recognize students and provide encouragers such as early release to lunch and refreshments at "No Tardy Parties", "Honor Roll", and "Perfect Attendance" events.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Higher rate of student attendance **Staff Responsible for Monitoring:** PBIS Teachers Attendance Clerk Administration **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 2				

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**
	Oct	**Jan**	**Mar**	**June**
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 **ESF Levers:** Lever 1: Strong School Leadership and Planning **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

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

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 1: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors.   **Root Cause**: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.

Prioritized Need 2: Students need to be recognized for displaying positive and/or successful behaviors such as good attendance, completing assignments on time, academic achievement, self-management and responsible decision-making.   **Root Cause**: Globally speaking, teenagers are displaying lack of self-confidence, lack of self-wort, lack of self-efficacy, and overall identity crises. Contributing factors include social media, lack of parental involvement, and social isolation during Covid, just to name a few.

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

Prioritized Need 1: TMECHS recruitment of freshman for the 2023-2024 cohort resulted in 104 enrolled. While this number is 20 students higher than last year's freshman cohort, TMECHS has the ability to enroll up to 125 incoming freshman.   **Root Cause**: Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

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

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

High Priority

Evaluation Data Sources: Community Events Documentation

Strategy 1 Details	Reviews			
Strategy 1: Admin will provide TMECHS with a safer environment for all stakeholders by providing cameras, 2 way radios, and campus patrols with overtime.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All stakeholders will feel safe on the TMECHS campus **Staff Responsible for Monitoring:** Assistant Principal Principal **Title I:** 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Parent Engagement Liaison will provide VIPS (Volunteers In Public Schools) information to parents through Blackboard Communication, parent meetings, and parent/teacher conferences	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in parent involvement on campus **Staff Responsible for Monitoring:** Parent Engagement Liaison **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	**Oct**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Parent Engagement Liaison will conduct parent meetings regularly 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**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Sign-in sheets, meeting agendas, and parent surveys **Staff Responsible for Monitoring:** Parent Engagement Liaison **Title I:** 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 1, 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

Strategy 4 Details	Reviews			
Strategy 4: The administration will hold an"Open House" parent meeting that includes information on the TMECHS school-wide program and EPISD curriculum overview.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Open House (2) scheduled for 2022-2023 will include information on the school-wide program, Title 1, TEA Accountability & TMECHS curriculum **Staff Responsible for Monitoring:** Principal **Title I:** 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 1, 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

Strategy 5 Details	Reviews			
Strategy 5: Campus will translate parent correspondence and meeting conversations into Spanish (and other languages as needed)	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Greater parental satisfaction & awareness; Bridges Equity Gap **Title I:** 2.4, 2.6, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Prioritized Needs:** L2 Academic Excellence (Student Achievement) 1, 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

Strategy 6 Details	Reviews			
Strategy 6: Parent Engagement Liaison will provide parents with reading materials, academic support, college readiness, and parenting tips.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Parents will sign for reading materials provided during parent meetings **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Prioritized Needs:** L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

Strategy 7 Details	Reviews			
Strategy 7: Parent Engagement Liaison will purchase refreshments, snacks, and supplies for parent meetings.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Greater parental awareness & satisfaction; 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 **Title I:** 2.6, 4.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Prioritized Needs:** L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 **Funding Sources:** 211.61.6399.015.24.870.015 - 211 ESEA Title I Part A (Campus) - $208				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors.   **Root Cause**: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.

L2 Academic Excellence (Student Achievement)
Prioritized Need 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.
Prioritized Need 2: TMECHS students consistently perform at 97% 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 Kahn Academy, Study Island, Edgeduity, ALEKS, KUTA and Web-Assign.

L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: TMECHS recruitment of freshman for the 2023-2024 cohort resulted in 104 enrolled. While this number is 20 students higher than last year's freshman cohort, TMECHS has the ability to enroll up to 125 incoming freshman.   **Root Cause**: Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

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

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

High Priority

Evaluation Data Sources: Thought Exchange and Let's Talk

Strategy 1 Details	Reviews			
Strategy 1: 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**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Greater parental awareness & satisfaction; 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, CCRA, Counselors **Title I:** 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: PTSA, CIT, ECHS Advisory Board, and Parent Meeting sign in sheets, PTSA membership, Parent-Teacher Conference sign in sheets, and Parent-Portal usage. **Staff Responsible for Monitoring:** Administration Secretary PEL **ESF Levers:** Lever 3: Positive School Culture **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

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

Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors. **Root Cause**: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.

L2 Academic Excellence (Student Achievement)
Prioritized Need 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.

L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: TMECHS recruitment of freshman for the 2023-2024 cohort resulted in 104 enrolled. While this number is 20 students higher than last year's freshman cohort, TMECHS has the ability to enroll up to 125 incoming freshman. **Root Cause**: Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

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

Performance Objective 4: Provide excellent, timely and efficient customer service and manage operations in an environment that fosters teamwork to achieve high levels of fiscal and programmatic compliance through a framework for continuous improvement.

Strategy 1 Details	Reviews			
Strategy 1: 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**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Greater/enhanced work performance demonstrated by staff and faculty **Staff Responsible for Monitoring:** Principal **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Prioritized Needs:** L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

Strategy 2 Details	Reviews			
Strategy 2: TMECHS will conduct an assessment/self-audit of all special programs to ensure on-going compliance and implementation at a rate of 100%.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: PEIMS Clearing indicating error-free records in 504, LEP, G/T and Special Ed. **Staff Responsible for Monitoring:** Assistant Principal Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

Strategy 3 Details	Reviews			
Strategy 3: 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 **ESF Levers:** Lever 1: Strong School Leadership and Planning **Prioritized Needs:** L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	**Oct**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	Continue/Modify	❌ Discontinue	

Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors.   **Root Cause**: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.
L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Teachers and students express frustration over the numerous required administered tests as they detract from teaching/learning time. Substitutes must be retained for adequate administration of high-stakes testing.   **Root Cause**: District benchmarks, Interim EOC's, MAP Growth Testing, TSI, SAT/PSAT, EOC, AP, mid-term and final exams, etc.. limit the hours of instructional time during the school day.
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: TMECHS recruitment of freshman for the 2023-2024 cohort resulted in 104 enrolled. While this number is 20 students higher than last year's freshman cohort, TMECHS has the ability to enroll up to 125 incoming freshman.   **Root Cause**: Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

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

Performance Objective 1: By June 2024, TMECHS will foster equitable access to opportunities and eliminating barriers as measured by an increase in enrollment of underrepresented (i.e., special education and emergent bilingual) high school student groups in advanced academic courses (AP/IB, On Ramps, and Dual Credit).
Emer.. Bil.. (from 32% to 90%)
SPED (from 10% to 90%)

High Priority

Evaluation Data Sources: Frontline Data

Strategy 1 Details	Reviews			
Strategy 1: College, Career Readiness Advisor & Administration will conduct incoming student recruitment events at various times/locations.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased enrollment; Recruitment posters will list dates/times for recruitment events for the 2024-2025 school year. **Staff Responsible for Monitoring:** Assistant Principal, CCRA/SAM **Title I:** 2.6, 4.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Prioritized Needs:** L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

Strategy 2 Details	Reviews			
Strategy 2: 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. All teachers will be G/T certified. **Staff Responsible for Monitoring:** Campus Teaching Coach **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	**Oct**	**Jan**	**Mar**	**June**

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

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors. **Root Cause**: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.

L2 Academic Excellence (Student Achievement)
Prioritized Need 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.

L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: TMECHS recruitment of freshman for the 2023-2024 cohort resulted in 104 enrolled. While this number is 20 students higher than last year's freshman cohort, TMECHS has the ability to enroll up to 125 incoming freshman. **Root Cause**: Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

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

Performance Objective 2: By June 2024, TMECHS will foster equitable access to opportunities and eliminating barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 30% to 19% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 14% to 7% [RDA].

High Priority

Evaluation Data Sources: TELPAS

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 education curriculum.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**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 **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Prioritized Needs:** L1 Whole Child (Culture & Climate) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

Strategy 2 Details	Reviews			
Strategy 2: LPAC Committee will conduct LPAC meetings to review Emergent Bilingual student grade reports and progress in outlined class performance expectations.	Formative			Summative
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Reviews will show students are progressing at the same rate as their non-EB peers.
    Staff Responsible for Monitoring: LPAC Administrator
LPAC Committee
 	
    Title I:
2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
    Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

Strategy 3 Details	Reviews			
Strategy 3: Reading Classes will be embedded in the schedules of Emergent Bilinguals who have not demonstrated success on TELPAS and on state assessments (EOC).	Formative			Summative
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: EB's will demonstrate a higher level of success in all academic subjects
    Staff Responsible for Monitoring: LPAC Administrator
English Department
 	
    Title I:
2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
    Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Student Achievement) 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1				

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

Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: TMECHS has made gains in recovering loss of learning in the 2022-23 school year. However, TMECHS is not at pre-pandemic levels in academic achievement and social skills/behaviors.   **Root Cause**: Covid-19 school closures and virtual learning platforms used for most students during Spring 2020 through Spring 2021 (three semesters) resulted in stunted academic and social skills across all grade levels. Students are lacking in decision-making skills and consequences.

L2 Academic Excellence (Student Achievement)

Prioritized Need 2: TMECHS students consistently perform at 97% 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 Kahn Academy, Study Island, Edgeduity, ALEKS, KUTA and Web-Assign.

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

Prioritized Need 1: TMECHS recruitment of freshman for the 2023-2024 cohort resulted in 104 enrolled. While this number is 20 students higher than last year's freshman cohort, TMECHS has the ability to enroll up to 125 incoming freshman.   **Root Cause**: Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

Title I Personnel

Name	Position	Program	FTE
Christian Kelley	Parent Engagement Liaison, Part Time		.48

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">185 SCE (Campus)</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>2</td><td>2</td><td>1</td><td>185.11.6399.015.30.000.015</td><td></td><td>$5,900.00</td></tr>
<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$5,900.00</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$5,900.00</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$0.00</td></tr>
<tr><td colspan="6" align="center">211 ESEA Title I Part A (District)</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
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<tr><td colspan="4"></td><td align="right">Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td align="right">Budgeted Fund Source Amount</td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$0.00</td></tr>
<tr><td colspan="6" align="center">211 ESEA Title I Part A (Campus)</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
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<tr><td colspan="4"></td><td align="right">+/- Difference</td><td>$0.00</td></tr>
<tr><td colspan="6" align="center">199 General Fund</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td>199.23.6121.015.99.000.015</td><td></td><td>$1,100.00</td></tr>
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<tr><td>1</td><td>2</td><td>1</td><td>199.13.6411.01538.100.015</td><td></td><td>$7,500.00</td></tr>
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			199 General Fund		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	199.36.6494.015.38.100.015		$2,000.00
1	2	1	199.13.6411.015.11.100.015		$2,641.00
1	2	1	199.36.6411.015.38.100.015		$1,000.00
1	2	1	199.36.6411.015.99.100.015		$3,000.00
1	2	1	199.11.6494.015.38.100.015		$1,500.00
1	2	1	199.11.6412.015.99.100.015		$6,000.00
1	2	2	199.36.6411.015.99.100.015		$3,000.00
1	2	2	199.11.6499.015.11.100.015		$1,400.00
1	2	2	199.11.6495.015.11.100.015		$800.00
1	2	2	199.13.6411.015.38.100.015		$7,500.00
1	2	2	199.36.6411.015.38.100.015		$1,000.00
1	3	1	199.11.6399.015.38.100.015		$1,000.00
1	3	1	199.23.6499.015.99.100.015		$2,000.00
1	3	4	199.33.6399.015.99.100.015		$650.00
1	4	2	199.11.6499.015.11.536.015		$2,000.00
1	4	2	199.23.6399.015.99.100.015		$1,000.00
1	4	2	199.11.6399.015.11.100.015		$1,000.00
1	6	1			$0.00
1	6	1	199.13.6117.015.38.100.015		$19,000.00
1	6	2			$0.00
1	6	3	199.11.6399.015.38.100.015		$4,000.00
2	1	1	199.11.6329.015.38.100.015		$500.00
2	1	1	199.11.6399.015.11.100.015		$7,400.00
2	1	1	199.23.6399.015.99.100.015		$6,000.00
2	1	1	199.51.6399.015.99.100.015		$500.00
2	1	1	199.11.6499.015.38.100.015		$2,500.00
2	1	1	199.11.6321.015.11.100.015		$3,000.00
2	1	1	199.11.6499.015.11.100.015		$4,000.00
2	1	1	199.52.6499.015.99.100.015		$200.00
2	2	1	199.23.6269.015.99.100.015		$180.00

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	3			$0.00
2	6	1	199.11.6112.015.38.100.015		$13,995.00
3	2	3	199.11.6499.015.11.100.015		$1,400.00
3	3	1	199.23.6411.015.99.100.015		$3,000.00
3	3	1	199.23.6411.015.38.100.015		$3,000.00
				Sub-Total	$117,966.00
				Budgeted Fund Source Amount	$116,566.00
				+/- Difference	-$1,400.00
				Grand Total Budgeted	$143,266.00
				Grand Total Spent	$144,666.00
				+/- Difference	-$1,400.00