

El Paso Independent School District
Green Elementary School
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: August 30, 2023

L1 Whole Child (Culture & Climate)

L1 Whole Child (Culture & Climate) Summary

Extracurricular: Participation Numbers: We have robotics and choir with approximately 48 students participating

L1 Whole Child (Culture & Climate) Strengths

Teachers willing to do extracurricular activities

Teachers are actively engaging in students PBIS/SEL in the classroom (monthly SEL training)

Collaborate with admin and parents

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

Prioritized Need 1: A 3.6 % increase in bullying report in school. **Root Cause:** Lack of understanding and awareness of the campus PBIS/SEL initiative activities and competencies.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

Dr. Green is in the process of implementing the new math and reading/writing and Social Studies curriculum programs.

L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths

Faculty and staff flexibility to adapt to new challenges. Professional development is schedule all year long. Ninety minutes PLS's are are schedule every Wednesday.

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

Prioritized Need 1: Full implementation of Eureka and Amplify curriculum programs. **Root Cause:** The challenge to know and implement a new curriculum.

L2 Academic Excellence (Student Achievement)

L2 Academic Excellence (Student Achievement) Summary

Student achievement and progress on state/local assessments, benchmarks, advanced course/dual enrollment. CCMR, grades, graduation plans, retention data, dropouts, special education data, English language assessments & other data.

Third to fifth grade reading and math STAAR results were used to address student learning. Kindergarten through second grade student learning results are a reflection of Progress Monitoring data I-station and TXKea.

Fifth grade English reading results reflect 36 % in the Meets grade level criterion, with 31 % of students at Masters grade level. In fifth grade Spanish reading 14 % of students achieved the Meets grade level criterion, with 57 % meeting the Masters grade level.

Math results reflect 44.44 %% in the Meets grade level criterion, with 24.44 % of students at Masters grade level in English and 57.14 % at the Meets Grade level and 28.57.0% at the Masters Grade level in the Spanish language.

Fourth grade English reading results reflect 28 % in the Meets grade level criterion, with 47 % of students at Masters grade level. In fourth grade Spanish reading 18 % of students achieved the Meets grade level criterion, with 24% meeting the Masters grade level.

Fourth grade English math results reflect 40.54 % in the Meets grade level criterion, with 13.51 % of students at Masters grade level. In fourth grade Spanish reading 30.77 % of students achieved the Meets grade level criterion, with 7.69% meeting the Masters grade level.

Third grade English reading results reflect 33 % in the Meets grade level criterion, with 31 % of students at Masters grade level. In Third grade Spanish reading 13 % of students achieved the Meets grade level criterion, with 50 % meeting the Masters grade level.

Third grade English math results reflect 42.42 % in the Meets grade level criterion, with 12.12 % of students at Masters grade level. In Third grade Spanish math 57.14% of students achieved the Meets grade level criterion, with 28.57 % meeting the Masters grade level.

This year, Kindergarten students will be assessed with MAP growth.

L2 Academic Excellence (Student Achievement) Strengths

2022-20223 STAAR data reflects higher campus results , meets and masters grade levels in third reading. Fourth grade reading higher percentage in masters than meets.

Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

Prioritized Need 1: Grades 1-3 Progress Monitoring does not reflect traditional anticipated growth performance. **Root Cause:** Small group instruction is imperative in closing gaps

for students and helping them achieve anticipated, grade-level goals.

Prioritized Need 2: Full implementation of Eureka and Amplify curriculum programs. **Root Cause:** The challenge to know and implement a new curriculum.

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

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

Promote Dr. Green positive image, environment and climate to increase enrollment by at least 1% every year. Collaborate with Human Resources for the hiring of highly qualify teachers and staff. Collaborate with technology department for the implementation of District's Technology plan.

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

100% of faculty is certify and highly qualify to teach students from Pre-kinder to 5th grade.

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

Prioritized Need 1: Installation of Promethean boards. **Root Cause:** New technology for teachers and students.

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

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

School building is 30 years old, roofing and refrigerated air will help improve the learning conditions for students and faculty and staff.

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

In general, building is in working conditions.

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

Prioritized Need 1: Upgrade the AC system. **Root Cause:** AC system is 30 years old.

L4 Culture of Accountability (Parent & Community Engagement)

L4 Culture of Accountability (Parent & Community Engagement) Summary

Dr. Green's inclusive culture and climate fosters a sense of community. The campus is student focused and builds upon the commitment of continuous learning of all stakeholders; students, parents, faculty, and staff. Consistent communication between all stakeholders is strongly promoted, beginning with administration's open door policy. Strong communication exists between parents, teacher and administrators.

L4 Culture of Accountability (Parent & Community Engagement) Strengths

School Climate Survey results reflect 94.8% of parents feel they are included in their child's education, an increase of 4.8% points over 2018-19 results. Parents feel their child is learning for the future. They take note that teachers get along with one another and 97.1% of parents feel that administration is doing a good job. Parents feel their child is receiving an education which is preparing them to be successful in the future.. Student responses reflect an decrease of 8.2% points in being bullied at school, (2020 - 23.2% vs. 2019 - 31.4%)

Gallup Student Poll results reflect 73% of fifth grade students identify as being engaged in and have enthusiasm for school.

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

Prioritized Need 1: Lack of parental involvement. **Root Cause:** Single parent households and households where both parents work make it difficult for parents to participate in school activities and events.

L5 Equity by Design (Demographics)

L5 Equity by Design (Demographics) Summary

The school community: students, staff, & community. All student groups by race/ethnicity, gender, attendance, & mobility. Graduation/completion rates & dropouts. Discipline. Enrollment in CCMR, advanced course enrollment, special education & all other special programs. Teacher retention/recruitment/experience & teacher-student ratios.

L5 Equity by Design (Demographics) Strengths

Dr. Green demographics reflect the demographics of our region with 85% of the 322 student population identified as Hispanic. 72% of the population is identified as economically disadvantaged, 49% of students are English Language Learners and 18% are served in special education programs. Dr. Green services primarily middle to lower-middle class families. The majority of families live in apartments, which comprise the bulk of the attendance zone. Data reflects that Dr. Green's mobility rate decreased to 14.8% in 2021 vs. 22.7% in 2022.

Dr. Green's faculty, staff and parents work together to ensure a positive, vibrant learning environment. Consistent communication between all stakeholders is strongly promoted. Strong communication exists between parents, teachers, and administrators. Teachers feel comfortable and supported in sharing their concerns, ideas, and suggestions. Teachers readily participate in campus professional development opportunities, which are diverse and systematic and are ascertained by the needs of the teacher. Professional development is differentiated based on the needs of the teacher.

Faculty, staff, and administration work diligently to create an educational partnership with families. The school works diligently to encourage participation from a variety of community partners in education.

Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

Prioritized Need 1: Attendance at parental involvement events is low. **Root Cause:** The campus needs to schedule additional opportunities during the day and evening to accommodate working families and one parent households

Prioritized Needs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and 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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

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

Goals





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

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

High Priority

Evaluation Data Sources: CK-12 Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: To hire highly qualified individuals to better address the needs of our diverse student population. Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: To provide training to students, teachers, and parents to ensure successful implementation of the PBIS and SEL programs campus wide. Strategy's Expected Result/Impact: To maintain a positive school culture. To implement restorative discipline. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Campus Culture and climate Team Chair.</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: To implement character education program focusing on character skills and positive character development. Strategy's Expected Result/Impact: Develop a well-rounded student. Decrease in discipline referrals. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Dr. Green will decrease disproportionality rates of students groups, demonstrated in disciplinary actions through progressive discipline and implementation of early interventions. Strategy's Expected Result/Impact: Decrease in discipline referrals. Staff Responsible for Monitoring: Principal, Assistant Principal.</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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

Performance Objective 2: By June 2024, Dr. Green will increase K-5th grade student participation in UIL, extra-curricular, co-curricular activities at all levels.

High Priority

Evaluation Data Sources: Survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: Dr. green will Purchase web based subscriptions (seesaw) Strategy's Expected Result/Impact: Enhance the academic achievement of at risk and other students Staff Responsible for Monitoring: Administration and secretary</p> <p>Funding Sources: Misc Contracted Services - 211 ESEA Title I Part A (Campus) - 211.11.6299.162.24.801.162 - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase materials supplies, technology hardware, software, and furniture as needed for instruction in addition to administration needs. Strategy's Expected Result/Impact: Integrate technology throughout the curriculum to provide a classroom environment where students are actively engaged resulting in positive student learning outcomes. Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: General supplies - 185 SCE (Campus) - 185.11.6399.162.30.000.162 - \$7,000, General supplies - 211 ESEA Title I Part A (Campus) - 211.11.6399.162.24.801.162 - \$8,300, Technology - 185 SCE (Campus) - 185.11.6395.162.30.000.162 - \$5,300, Technology - 211 ESEA Title I Part A (Campus) - 211.11.6395.162.24.801.162 - \$7,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase PE equipment to support all aspects of the instructional program. Strategy's Expected Result/Impact: Enhance academic achievement of at-risk , economically disadvantaged and all other students in PE</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: PE Equipment - 199 General Fund - 199.11.6399.162.11.100.162 - \$2,734.20</p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Provide bus transportation for field trips and grade-level on site programs, UIL competitions and other related instructional programs. Staff Responsible for Monitoring: Principal, Secretary Funding Sources: Transportation - 199 General Fund - 199.11.6494.162.11.100.162 - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Recognize students every nine weeks and at the end of year for academic achievements and other accomplishments. Strategy's Expected Result/Impact: Support positive campus climate. Staff Responsible for Monitoring: Administration, Teachers Funding Sources: Misc Operations - 199 General Fund - 199.11.6499.162.100.162 - \$2,499.94	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Purchase materials supplies, technology hardware and software as need for Admin. Purchase furniture as needed. Funding Sources: Technology - 199 General Fund - 199.23.6395.162.99.100.162 - \$1,500, Furniture - 199 General Fund - 199.23.6396.162.99.100.162 - \$4,000, General supplies - 199 General Fund - 199.23.6399.162.99.100.162 - \$3,760.86, Misc Operating Costs - 199 General Fund - 199.23.6499.162.99.100.162 - \$2,100	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Local Copier Funding Sources: Copier - 199 General Fund - 199.11.6269.162.11.100.162 - \$4,356	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Purchase medical supplies for students Funding Sources: Nurse Supplies - 199 General Fund - 199.33.6399.162..99.100.162 - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: By June 2024, Dr. Green 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 organization in formal partnership with the district.

High Priority

Evaluation Data Sources: District tracking tool

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase Library materials and supplies for campus library program.</p> <p>Strategy's Expected Result/Impact: Enhance the academic achievement of at risk, economically disadvantage and other students in all content areas.</p> <p>Staff Responsible for Monitoring: Librarian</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Materials - 211 ESEA Title I Part A (Campus) - 211.12.6329.162.24.801.162 - \$3,500, General Supplies - 199 General Fund - 199.12.6399.162.11.11.100.162 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: By June 2024, Dr. Green will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Elementary counselors carry a caseload of 1:500 students or less and PK-8 and middle school counselors carry a caseload of 1:350 students or less.

High Priority

Evaluation Data Sources: PEIMS On Point

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

Performance Objective 5: By June 2024, Dr. Green 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

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

Performance Objective 6: By June 2024, Dr. Green 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 1%.

High Priority

Evaluation Data Sources: On Point Discipline Action Summary Report

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

Performance Objective 1: By June 2024, Dr. Green 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

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

Performance Objective 2: By June 2024, Dr. Green will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team dual language fidelity walkthrough data meeting all established percentages for instructional model, classroom environment and instruction, and language acquisition.

High Priority





Evaluation Data Sources: Walk through data

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

Performance Objective 3: By June 2024, Dr. Green will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results

High Priority

Evaluation Data Sources: Tableau, Eduphoria, TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: Dr. Green Will provide substitutes to cover teachers attending student ARDs, participating in STAAR testing, and other campus events, to include other campus personnel as needed.</p> <p>Strategy's Expected Result/Impact: Ensure positive testing enviroment</p> <p>Staff Responsible for Monitoring: Administration, Secretary</p> <p>Funding Sources: Substitute Teachers/Profs - 199 General Fund - 199.11.6112.16211.362.162 - \$3,500</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: By June 2024, Dr. Green will Increase student achievement outcomes as measured by the percent of 3-5 students that score "Meets" Grade level or above on STAAR reading.

High Priority

HB3 Goal

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

Performance Objective 5: By June 2024, EPISD will increase student achievement outcomes in Reading "All students" and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 14% - 17%, & EB from 32% - 40%) (Academics-Teaching and Learning, SPED, Conn. Languages)

High Priority

HB3 Goal

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

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

High Priority

HB3 Goal

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

Performance Objective 7: By June 2024, EPISD will increase overall 4-year graduation rate from 84% to 90% as well as SPED student group increasing from ___ to ___ and Emer.. Bil.. student group increasing from ___ to ___. (School Leadership)

High Priority

Evaluation Data Sources: TAPR

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

Performance Objective 1: By June 2024, Dr. Green will stabilize enrollment by increasing the number of new students enrolling or transferring back to EPISD

High Priority

Evaluation Data Sources: On Point (Fall PEIMS snapshot) and Tableau

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

Performance Objective 2: By June 2024, EPISD will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school from 91% to 93%. (HR)

High Priority

Evaluation Data Sources: # Vacancies data

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

Performance Objective 3: By June 2024, EPISD will grow top talent by implementing a Comprehensive Professional Development Plan (Leadership and Talent Development)

High Priority

Evaluation Data Sources: Professional Development Plan Success Metrics

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

Performance Objective 4: By June 2024, EPISD will effectively market and communicate information to the district's public resulting in Improving the district's image as reflected through an increase in stakeholder satisfaction via marketing and consistent messaging on all communication platforms.
(Communications)

High Priority

Evaluation Data Sources: Communication Platform data

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

Performance Objective 5: By June 2024, EPISD will expand the integration of 21st century learning and innovation skills by developing and implementing an instructional technology campus support plan. (Technology)

High Priority

Evaluation Data Sources: Technology Campus Support Plan Success Criteria

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

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

High Priority





Evaluation Data Sources: Attendance Rate (ADA) data

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

Performance Objective 2: By June 2024, EPISD 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. (OTE- Equity and Stakeholder Engagement)

High Priority

Evaluation Data Sources: Community Events Documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to review campus involvement policy at beginning of the year and distribute through welcome back communication folder.</p> <p>Strategy's Expected Result/Impact: Increase parent awareness of plan to ensure all students receive a quality education with the cooperation of administration, faculty, staff and parents. Provide excellent customer service to parents and students.</p> <p>Staff Responsible for Monitoring: Administration and classroom teachers.</p> <p>Funding Sources: PEL General Supplies - 211 ESEA Title I Part A (Campus) - 211.61.6399.162.24.801.162 - \$800, PEL Misc Operating Costs - 211 ESEA Title I Part A (Campus) - 211.61.6499.162.24.801.162 - \$600</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

High Priority

Evaluation Data Sources: Thought Exchange and Let's Talk

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

Performance Objective 4: By June 2024, EPISD will continue to be an accountable entity that is fiscally responsible, efficient in its use of resources, and strives for transparency with public-facing information by ensuring quality program implementation and strategic investments in Federal programs and Increasing the annual percentage of entitlement program expenditures (Title IA, Title IIA, Title IIIA, and Title IV). (OTE-Federal and State Programs and Fund Development)

High Priority

Evaluation Data Sources: Tableau Dashboard

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

Performance Objective 5: By June 2024, EPISD will continue to be an accountable entity that is fiscally responsible, efficient in its use of resources, and strives for transparency with public-facing information by increasing the annual percentage of state allotment expenditures for Bilingual and State Compensatory Education. (OTE-Federal and State Programs and Fund Development)

High Priority

Evaluation Data Sources: Tableau Dashboard and Financial Reports

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

Performance Objective 6: By June 2024, EPISD will continue to be an accountable entity that is fiscally responsible, efficient in its use of resources, and strives for transparency with public-facing information by maintaining a healthy unassigned general fund balance of no less than 76 days. (Business Services)

High Priority

Evaluation Data Sources: Financial Data

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

Performance Objective 7: 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. (BEFM)

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

Performance Objective 1: By June 2024, EPISD will foster equitable access to opportunities by eliminating barriers for all students by developing and implementing a Comprehensive Equity Plan designed to address system equity disparities based on the result of an equity audit. (Equity and Stakeholder Engagement)

High Priority

Evaluation Data Sources: Equity Study

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

Performance Objective 2: By June 2024, EPISD will foster equitable access to opportunities as measured by an increase in the percent of underrepresented (i.e., special education and emergent bilingual) middle school students who complete high school credits. (Academics-Connecting Languages, & Specialized Learning)

Emer.. Bil... Alg. 1 (14% to 16%)

Emer. Bil... LOTE (50% to X)

Emer. Bil.. Other (87% to X)

SPED Alg 1 (6% to X)

SPED LOTE (30% to X)

SPED Other (82% to X)

High Priority

Evaluation Data Sources: Frontline Data

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

Performance Objective 3: By June 2024, EPISD 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). (Academics-College Career Readiness, Specialized Learning)

Emer.. Bil.. (from 32% to X)

SPED (from 10% to X)

High Priority

Evaluation Data Sources: Frontline Data

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

Performance Objective 4: By June 2024, EPISD 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] (Academics-Connecting Languages)

High Priority

Evaluation Data Sources: TELPAS

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

Performance Objective 5: By June 2024, EPISD will provide high-quality, relevant, and differentiated resources matched to each school's needs and strengths by designing and implementing an Equity/Diversified Funding Model aligned with recommendations from Equity Study. (OTE)

High Priority

Evaluation Data Sources: Equity Study Success Criteria

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

Performance Objective 6: By June 2024, EPISD will increase the percent of campus staff that have 5+ years of experience and are certified in the roles to which they are assigned and decrease the rate of staff mobility in the lowest performing campuses. (HR)

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

Performance Objective 7: By June 2024, EPISD will develop a Teacher Profile and Rubric that reflects teacher experience, effectiveness, and campus specific instructional needs. (HR)

High Priority

Evaluation Data Sources: Tableau, TAPR, Teacher Profile Success Criteria

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	General supplies	185.11.6399.162.30.000.162	\$7,000.00
1	2	2	Technology	185.11.6395.162.30.000.162	\$5,300.00
Sub-Total					\$12,300.00
Budgeted Fund Source Amount					\$12,300.00
+/- Difference					\$0.00
211 ESEA Title I Part A (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Misc Contracted Services	211.11.6299.162.24.801.162	\$6,000.00
1	2	2	General supplies	211.11.6399.162.24.801.162	\$8,300.00
1	2	2	Technology	211.11.6395.162.24.801.162	\$7,000.00
1	3	1	Reading Materials	211.12.6329.162.24.801.162	\$3,500.00
4	2	1	PEL Misc Operating Costs	211.61.6499.162.24.801.162	\$600.00
4	2	1	PEL General Supplies	211.61.6399.162.24.801.162	\$800.00
Sub-Total					\$26,200.00
Budgeted Fund Source Amount					\$26,200.00
+/- Difference					\$0.00
199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	PE Equipment	199.11.6399.162.11.100.162	\$2,734.20
1	2	4	Transportation	199.11.6494.162.11.100.162	\$2,000.00
1	2	5	Misc Operations	199.11.6499.162.100.162	\$2,499.94
1	2	6	Misc Operating Costs	199.23.6499.162.99.100.162	\$2,100.00
1	2	6	General supplies	199.23.6399.162.99.100.162	\$3,760.86
1	2	6	Technology	199.23.6395.162.99.100.162	\$1,500.00
1	2	6	Furniture	199.23.6396.162.99.100.162	\$4,000.00
1	2	7	Copier	199.11.6269.162.11.100.162	\$4,356.00
1	2	8	Nurse Supplies	199.33.6399.162..99.100.162	\$1,000.00

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	General Supplies	199.12.6399.162.11.11.100.162	\$500.00
2	3	1	Substitute Teachers/Profs	199.11.6112.16211.362.162	\$3,500.00
Sub-Total					\$27,951.00
Budgeted Fund Source Amount					\$27,951.00
+/- Difference					\$0.00
Grand Total Budgeted					\$66,451.00
Grand Total Spent					\$66,451.00
+/- Difference					\$0.00