EL PASO INDEPENDENT
SCHOOL DISTRICT

District Improvement Plan
Campus Improvement Plan
Performance Objectives Summary

November 2022

EL PASO INDEPENDENT SCHOOL DISTRICT

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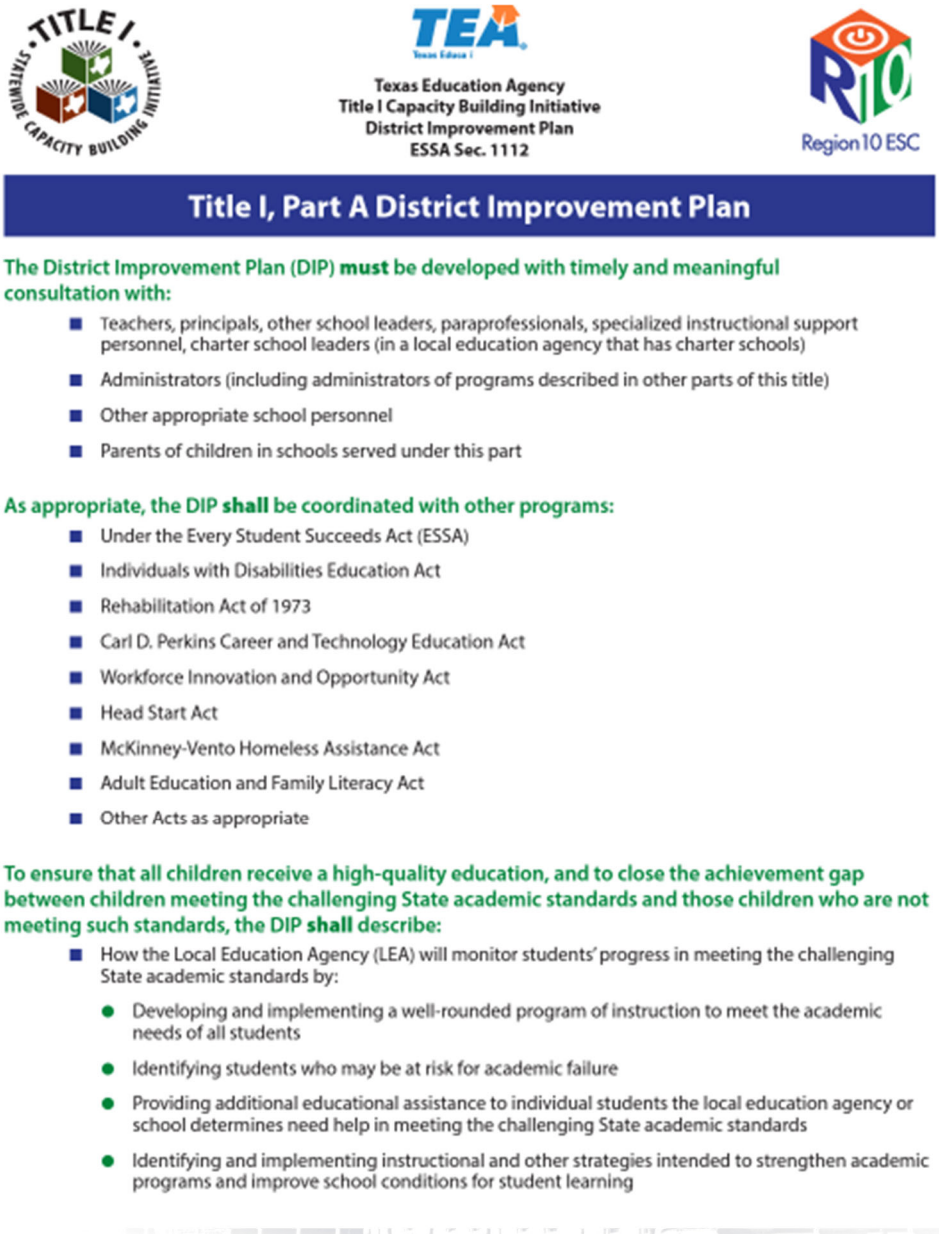
OVERVIEW, TEA GUIDANCE AND POLICY

Overview: Each year campuses and districts engage in Improvement Planning, reviewing, developing, and implementing District Improvement and Campus Improvement Plans.

TEA Guidance: Improvement plans are required for all Title I campuses and Districts. EPISD requires Improvement Plans of all schools. The following summarizes TEA guidance of District and Campus Improvement Plans.



Texas Education Agency
Title I Capacity Building Initiative
District Improvement Plan
ESSA Sec. 1112

Region 10 ESC

Title I, Part A District Improvement Plan

The District Improvement Plan (DIP) must be developed with timely and meaningful consultation with:

- Teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local education agency that has charter schools)
- Administrators (including administrators of programs described in other parts of this title)
- Other appropriate school personnel
- Parents of children in schools served under this part

As appropriate, the DIP shall be coordinated with other programs:

- Under the Every Student Succeeds Act (ESSA)
- Individuals with Disabilities Education Act
- Rehabilitation Act of 1973
- Carl D. Perkins Career and Technology Education Act
- Workforce Innovation and Opportunity Act
- Head Start Act
- McKinney-Vento Homeless Assistance Act
- Adult Education and Family Literacy Act
- Other Acts as appropriate

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, the DIP shall describe:

- How the Local Education Agency (LEA) will monitor students' progress in meeting the challenging State academic standards by:
  - Developing and implementing a well-rounded program of instruction to meet the academic needs of all students
  - Identifying students who may be at risk for academic failure
  - Providing additional educational assistance to individual students the local education agency or school determines need help in meeting the challenging State academic standards
  - Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

- How the LEA will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers
- How the LEA will:
  - Use current research on parental involvement that fosters achievement to high standards for all children
  - Incorporate strategies to lower barriers to participation by parents in school planning, review, and improvement
- The poverty criteria that will be used to select school attendance areas
- The nature of programs to be conducted under 1114 (Schoolwide) and 1115 (Targeted Assistance) and for students living in neglected and delinquent facilities or who attend neglected and delinquent day school programs
- The services the LEA will provide homeless children and youths to support their enrollment, attendance, and success
- The strategies the LEA will use to implement effective parent and family engagement under section 1116
- If applicable, how the LEA will support, coordinate, and integrate services with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs
- How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part
- How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable:
  - through coordination with institutions of higher education, employers, and other local partners
  - through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills
- How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students
- If determined appropriate by the LEA, how such agency will support programs that coordinate and integrate:
  - academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State
  - work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit
- Any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which **may** include how the LEA will:
  - Assist schools in identifying and serving gifted and talented students
  - Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement

Campus Improvement Plan

Purpose of the Campus Improvement Plan

- Using data from its needs assessment, a school must develop a comprehensive plan to improve teaching and learning in the school, particularly for those students farthest away from demonstratin proficiency on the State's academic content and achievement standards.
- The Campus Improvement Plan (CIP) serves as the blueprint for how the campus will actually addres the needs identified during the Comprehensive Needs Assessment (CNA). An effective CIP can bring focus and coherence to reform activities and help ensure unity of purpose, alignment, and clear accountability.

Best Practices of a CIP

There is no required format; it would be beneficial for the Campus Improvement Plan to include:

- A summary of the CNA and required accounting and program components
- A description of how the campus will use Title I, Part A funds and other resources to implement the C
- A list of federal, state, and local programs that will be consolidated (if applicable), with the amount that each program will contribute to the schoolwide pool

Required Program Components for a Schoolwide Program

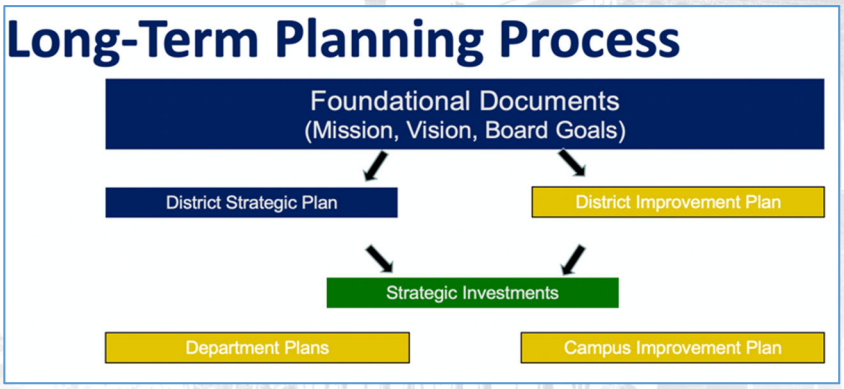
For a Schoolwide Program, the Campus Improvement Plan must address:

- Strategies that the school will implement to address school needs
- strategies to provide opportunities for all children to meet the challenging State academic standards
- methods and instructional strategies that strengthen the academic program in the school
- amount and quality of learning time
- an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education
- needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards
- how the activities and strategies will be evaluated
- how the comprehensive plan is based on the CNA to reform the total campus instructional program as the second step of a required, year-long process
- if programs are consolidated, a description of the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program

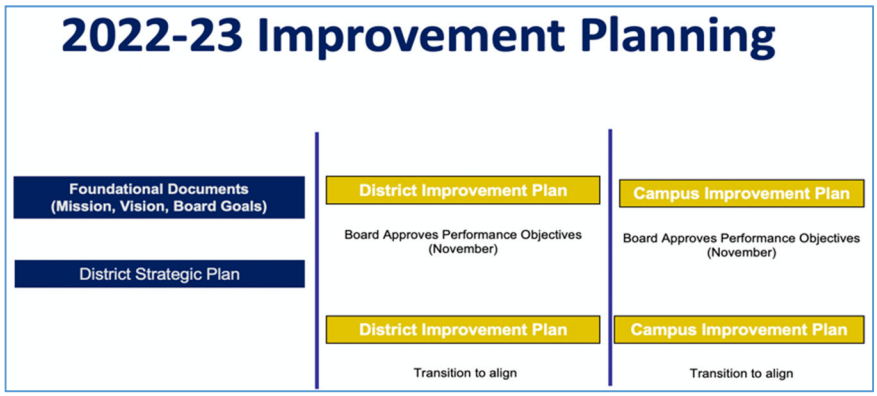
Policy: BQ Policy Series address planning and decision making. As outlined in BQ Policy series, the board has the responsibility of annually approving the district and campus performance objectives.

PROCESS AND TIMELINE

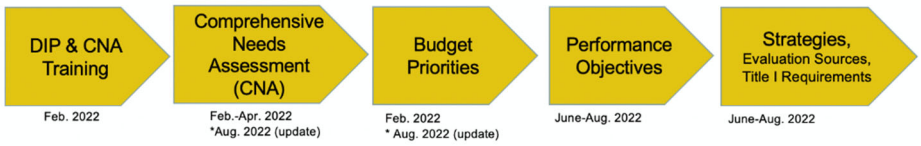
Long-Term Planning Process: The chart below shows the planning process EPISD is working toward. The visual shows that the improvement planning starts with the overarching "Directional Document" to include mission, vision, and board goals. From those directional documents, a long-term strategic planning guide "District Strategic Plan" provides additional guidance.



2022-23 Improvement Planning: For the 2022-23 school year, the improvement planning process is approached a little differently than the design above. Board, District, and campus teams are working in tandem. As long-term directional documents and a strategic plan are designed and developed, the district improvement plan and campus improvement plans are moving forward anchoring to themes of focus with an understanding that there will be a transition to align throughout the year but did not want to wait to begin the important work.



2022-23 Improvement Planning Timeline: The development of the 2022-23 Campus Improvement Plan and District Improvement Plan began in February. The timeline below shows important pieces completed in the planning process.



2022-23 Improvement Planning Updates for Strategic Focus: After reviewing the first draft of the district performance objectives, the reflection identified that the plan had a feel of department silos, and did not fully reflect the important priorities that have been part of the conversations.

Comprehensive Needs Assessment- Areas of Focus: In returning to the comprehensive needs assessment categories, cabinet reviewed and assisted in ensuring focus areas were clearly identified. This activity helped with a process of making the district improvement plan performance objectives more strategic, targeted, and intentional. The chart below shows the Needs Assessment categories and the District Priorities and areas of focus. These areas of focus were areas that Performance Objectives were developed.

Category	District Priorities and Areas of Focus
Student Achievement	• Literacy performance
	• Mathematics performance
	• Social Studies performance
	• Science performance
	• Closing gaps in performance for all student groups
	• College, Career and Military Readiness Indicators (CCMR)
	• Graduation
Curriculum, Instruction, & Assessment	• Instructional Design and Delivery
	• District Curriculum Development
	• Formative Assessment
Professional Learning & Quality Staff	• Recruiting and Placement of Staff (teachers, leaders)
	• Quality staff – retention and development
	• Increase Certifications (Ex. BIL/ESL)
Culture	• Employee Wellness
	• Stakeholder Feedback Processes
Community Engagement	• Community partnerships
	• Customer Service
Safe and Supportive Schools	• Disproportionality in discipline
	• Threat Assessments
	• Mental Health Supports
	• Student Health and Safety
	• Social Emotional Learning (SEL)
Engaged, Well-Rounded Students (Technology)	• Innovative Programing & Choice Schools
	• Technology Infrastructure
Demographics	• Enrollment
	• Attendance

DISTRICT PERFORMANCE OBJECTIVES

2022-23 District Performance Objectives: Below are the district performance objectives for the 2022-23 school year organized by theme. The corresponding area of focus and color of category is also indicated. The completed EPISD district improvement plan and campus improvement plans are maintained in an online platform "Plan for Learning". At the end of the performance objective is a number in parentheses. That number corresponds to where the performance objective is in the "Plan for Learning" online software platform. Under theme 2, several performance objectives have [HB3] at the end. Those performance objectives include the required HB3 metrics that are required by TEA for all districts.

Theme 1

Area of Focus	Performance Objective
Student Health and Wellbeing Supports-Counseling	By June 2023, EPISD will implement a comprehensive guidance and counseling program, resulting in increased student performance and overall social-emotional development, to include provide programs, trainings, and other resources, so that students will be educated in learning environments that are appropriate, safe, drug and violence-free, and conducive to learning. (2.1) By June 2023, EPISD will provide social services support and contracted supplemental counseling and professional development (2.3)
Student Health and Wellbeing Supports-Health Service	By June 2023, EPISD will provide assistance to all campuses to promote and serve students health care needs. (2.8)
SEL	By June 2023, EPISD will support SEL through professional development and tools resulting in growth as demonstrated on the social-emotional learning student growth measure (2.7).

Student Health and Wellbeing Supports-Health & Wellness	By June 2023, EPISD will provide support resulting in increased levels of health and physical literacy for students as defined by the metrics. (1.10)
Disproportionality in Discipline	By June 2023, EPISD will decrease disproportionality rates of student groups, as demonstrated in disciplinary actions (ISS, OSS, DAEP) through progressive discipline and implementation of documented early interventions (i.e.., RTI). (2.6)

Theme 2

Area of Focus	Performance Objective
Literacy and Social Studies Performance	By June 2023, EPISD will improve student outcomes in literacy and social studies as defined by the evaluation metrics by ensuring strong Tier I instruction targeting standards and alignment. (1.1) [HB3]
Mathematics, Science, Technology Performance	By June 2023, EPISD will improve student outcomes in numeracy, science, and technology as defined by the evaluation metrics by ensuring strong Tier I instruction targeting standards and alignment. (1.1) [HB3]
College, Career and Military Readiness Indicators (CCMR)	By June 2023, EPISD will increase the percentage of students who are CCMR ready (College, Career, & Military Readiness) through access to all academic options, student programs, and support systems such as engagement in college/career planning from 78% to 85%. (1.13) [HB3] By June 2023, EPISD will increase the percentage of students successfully completing an industry certification from 5% to 12% (1.8) [HB3]
Early Childhood	By June 2023, EPISD will increase the number of students in Kindergarten, First, and Second grade who will show a year or more growth in literacy. (1.4) [HB3]
Graduation	By June 2023, EPISD will increase the percentage of students graduating with their cohort from 84% to 90%. (2.1) By June 2023, EPISD will decrease dropout rates from 3.1% to 2.5% (2.1)
Instructional Design and Delivery	By June 2023, EPISD will implement professional development on the six components of Tier I instruction to 100% of campus instructional leadership teams measured by campus walkthrough and feedback protocol.
District Curriculum Development	By June 2023, EPISD will develop and implement a curriculum writing process that incorporates instructional approaches, learning targets, and formative assessments across core content areas including enrichment and interventions. (1.1)
Balanced Assessment System	By June 2023, EPISD will develop and implement a balanced assessment process that incorporates the core content areas in PreK-12. (1.1)

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Theme 3

Area of Focus	Performance Objective
Recruiting and Placement of Staff (teachers, leaders, etc.)	By June 2023, EPISD will expand employee recruiting opportunities to attract and secure high quality staff. (2.5)
Quality staff-retention and development	By June 2023, EPISD will strategically focus on actions that support and champion employee development and professional growth for 100% of employees, so they elect to remain employed and fully productive for the benefit of the district. (2.4)
Certifications	By June 2023, EPISD will increase the number of teachers who are fully certified to teach in high need content areas. By June 2023, EPISD will provide supports to include professional development in Bilingual Compliance resulting in an increase of ESL and Bilingual Teacher Certifications. (2.14)
Employee Wellness	By June 2023, EPISD will empower 100% employees with the resources and skills to enable them to achieve their best possible health (Physical, Emotional & Mental). They positively affect employee morale and job satisfaction. (3.7) By June 2023, EPISD will establish Organizational Culture & Retention districtwide to improve retention and maintain district operations (2.15)
Innovative Programming and Choice Schools	By June 2023, EPISD will identify the unique and tailored programs within each of our campuses that exemplify a culture of learning and academic excellence. (2.18)
Enrollment	By June 2023, EPISD will stabilize enrollment in comparison to the 2021/2022 school year. (2.19)

Theme 4

Area of Focus	Performance Objective
Community Partnerships	By June 2023, EPISD surveyed parents will report that the majority of their family engagement opportunities at their child's school are linked to learning resulting in 70% positive response. (4.1) By June 2023, EPISD will establish and maintain working relationships with postsecondary institutions, local businesses, industry partners, and regional advisory committees involved in workforce preparation. (4.2) By June 2023, EPISD surveyed families will report that services provided by the Community Schools Program met their stated needs resulting in an 80% positive response. (4.3) By June 2023, 80% of students receiving wraparound services support will demonstrate improvement in their core class grades when comparing the start of wraparound services (4.4)

Customer Service	By June 2023, EPISD will cultivate a mindset and commitment to customer service that promotes respect, transparency, and trust. (3.2)
Technology Infrastructure	By June 2023, EPISD will create a comprehensive system of collaboration across the departments through digital solutions to inform and engage all students and staff. By June 2023, EPISD will provide 1:1 device, provide technology support, and provide staff development opportunities on blended/personalized learning best practices, effective implementation of digital learning and authentic student-centered learning environments. (1.7)
Systems Optimization	By June 2023, EPISD will have a strategic plan to modernize and right-size the district within the next decade. (2.20)
	By June 2023, EPISD will evaluate current strategic plans and clearly communicate the implementation plan and completion timelines. (3.3)
	By June 2023, EPISD will digitize systems to optimize current processes. (2.21)
Threat Assessment	By June 2023, EPISD will ensure threat assessment protocols are implemented and followed at all campuses via their onsite threat assessment team. The campus team shall document incidents and identify the tools needed to assess, monitor, and support the student, family, and campus community. (2.22)

Additional District Improvement Plan Performance Objectives 2022-23: In addition to the performance objectives above, department leads have additional focus areas listed identified in the Plan for Learning Platform. Some are specific to compliance, while others are more aligned to strategies, metrics and or may evolve into department plans as we transition. Below are these additional performance objectives.

1.2 Provide district, campus and community (parent) support by coaching, training, and allocating supplemental materials and aids, in the areas of evaluation, curriculum and instruction, and compliance for the implementation of each student's Individual Education Plan. -Special Education
1.3 Provide district-wide services/accommodations for Emergent Bilingual (EB) and Dual Language programs in order to graduate bilingual/bi-literate students. -CL&DL
1.5 Foster academic excellence by fully engaging students in the areas of Fine Arts, -Fine Arts
1.9 Provide testing support and coordination of ordering Credit by Exam (CBE) tests for campuses for the purpose of testing students for credit recovery. -ASAP
1.11 Provide opportunities for well-rounded education to current and incoming students through College Preparation Speech & Summer Bridge Camps.
1.12 Support campuses to improve district and literacy initiatives and update library resources to support overall academic performance directly impacting Board Goal 1.
1.14 Implement a comprehensive Migrant Student support program to ensure migratory students receive the same learning opportunities, services, and resources. First priority will be given to students identified monthly by TEA as needing Priority for Services (PFS).

1.15 Provide 2nd, 3rd-grade teachers with an 11-month TEA Reading Academies coursework.

1.16 Provide students grades 2-7 a well-rounded education to include scientific learning experiences presented by the Gene Roddenberry Planetarium.
1.17 Support Low Performing schools with tiered supports for non-rated campuses and campuses with federal accountable labels in Effective Schools framework resulting in an Accountability Rating of a C or Higher.
2.9 Provide industry-specific professional development (PD) opportunities for all CTE teachers through in person and virtual trainings that will enable CTE teachers to implement current best practices in their career cluster and seek individual IBC certifications to match the TEA A-F student certifications that are currently being offered to CTE students Districtwide.
2.2 Collaborate with campus-based personnel to ensure supplemental academic supports and services for students living in homeless situations resulting in an increase in homeless student attendance rates from 80% to 82%.
2.10 Provide professional development and hands on training to principals and assistant principals in the areas of instructional readiness, data analysis, budget analysis, policy application, building a climate of collaboration, and student/staff safety that will equip them with the skills and knowledge needed to grow as leaders in the district.
2.11 Support campuses and facilities with equipment, supplies, and personnel to sustain the clean and healthy learning environment.
2.12 Provide support to training Year-Long Residents, Teachers who will mentor the Year-Long Residents, and Multi-Classroom Leaders in collaboration with the University of Texas at El Paso and Public Impact. EPISD will provide opportunities for teachers to receive National Board Certification. This certification will provide teachers with the growth and training to achieve the Texas Teacher Allotment.
2.13 Support healthy, safe and higher energy efficiency environments by replacing HVAC systems in 27 schools: High School gyms, High School & Middle School cafeterias, selected Elementary School cafeterias by August 2023.
2.16 Provide equitable opportunities for all students through ESSER Funding School Supplies Initiative resulting in an increase in student engagement.
2.17 Additional PPE: Provide PPE supplies to campuses & departments to serve students and staff. Support facilities with equipment and supplies to sustain a clean and healthy learning/working environment. -
3.1 Develop adequate planning processes, plans, implementation strategies, action steps and communication protocols to guide district initiatives for campus leaders, program direction and system operations.
3.4 Provide oversight of ESSER funding and projects to maximize funding within the grant performance period and guarantee fidelity in the execution of all grant funded programs. -External Funding & Fund Development
3.5 Increase students' health by engaging them in healthy activities throughout the entire school year. –DoDEA
3.6 Provide support through data reports to campus and district-level departments/programs to assist in identifying areas for improvement to facilitate improved student performance, while evaluating the department's service delivery to target stakeholder needs. -Strategy and Evaluation

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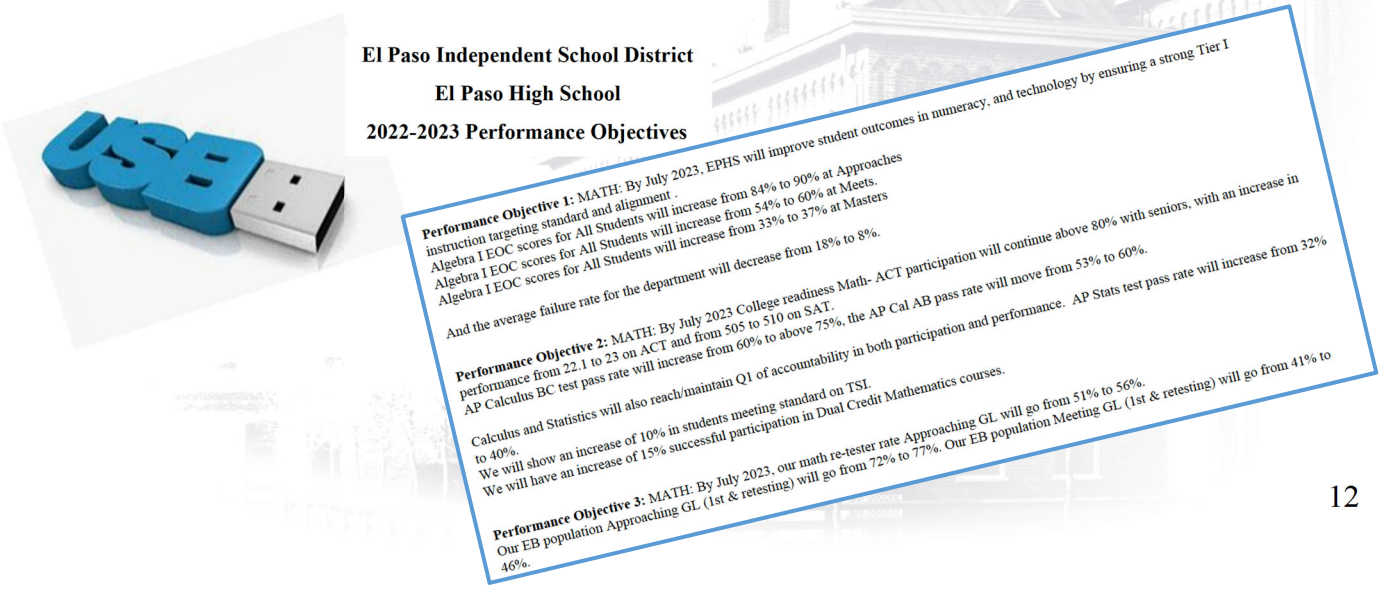
CAMPUS PERFORMANCE OBJECTIVES

2022-23 Improvement Planning Timeline: The development of the 2022-23 Campus Improvement Plan and District Improvement Plan began in February. The timeline below shows important pieces complete in the planning process.

In October, additional work was completed to strategic connect and align district areas of focus with campus plans. The following areas are incorporated in both the district improvement plan and the campus improvement plan performance objectives.

Student outcomes: Literacy, Math, Science, SS
CCMR (HS)
Early Childhood (Elem)
Graduation (HS)
Instructional Design and Delivery- Tier 1 Instruction
Attendance
Employee Wellness
Customer Service
Discipline: Title I compliance
Threat Assessment
Student Wellbeing Supports: SEL
Technology Infrastructure

Campus Improvement Performance Objectives have been provided via USB delivered to the Board.
Campus performance objectives were downloaded from Plan for Learning platform. Performance objectives begin on page 4 of each campus 2022-23 Performance Objective report.



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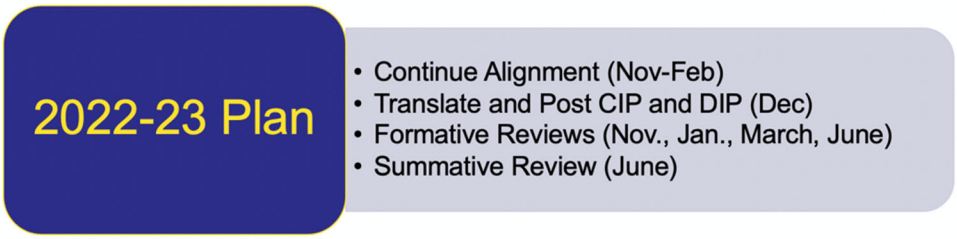
CONTINUED TRANSITION

2022-23 Improvement Plan

The following chart describes the next steps with the 2022-23 District Improvement Plan and Campus Improvement Plans. Improvement Plans dynamic documents and planning is ongoing. Campuses and District will continue to update and align with directional documents and strategic plan. Campus and District will also translate and post CIP and DIP on campus and district websites. Finally, campus and district will complete formative reviews each quarter in November, January, March, and June will a summative review in June.



2023-24 Improvement Plan (Preview)

The final chart describes the beginning steps with the 2023-24 District Improvement Plan and Campus Improvement Plans. These plans will begin in early spring with the updated Directional documents and strategic plan. The focused priorities will drive the strategic investments.