OCTOBER 17, 2023|

EL PASO ISD
it starts with us

District Improvement Plan
Campus Improvement Plan

Performance Objective Approval

MARIVEL MACIAS - Chief Organizational Transformation and Equity Officer
KRISTINE FERRET – Executive Director of Strategic Planning and Design
ROSIE PEREZ– Coordinator Improvement Planning

Overview



Planning Alignment



Process & Timeline

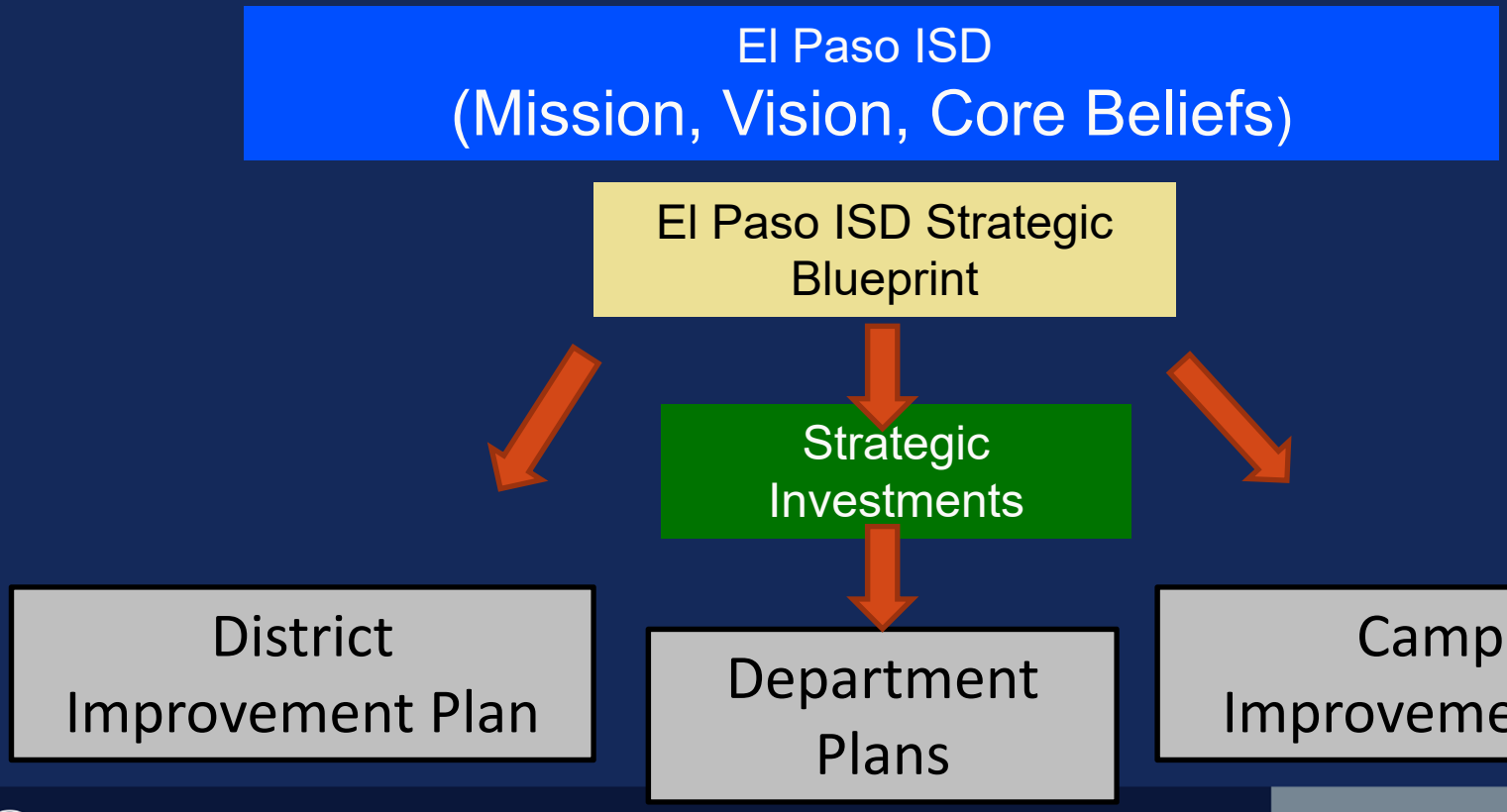


Performance Objectives



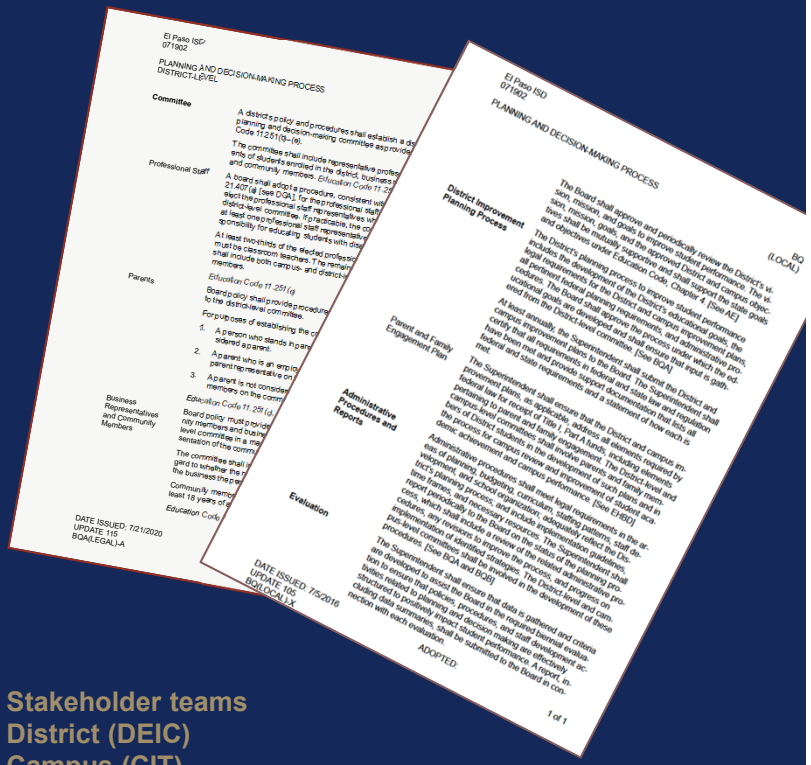
Next Steps

Improvement Planning Alignment



BQ (Legal & Local)

- A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:
  - Are mutually supportive to accomplish the identified objectives and
  - Support the state goals and objectives under Education Code Chapter 4


El Paso ISD
071902
PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL
Committee
Professional Staff
Parents
Business Representatives and Community Members
DATE ISSUED: 7/21/2020
UPDATE 115
BQA(LEGAL)-A
El Paso ISD
071902
PLANNING AND DECISION-MAKING PROCESS
BQ
(LOCAL)
District Improvement Planning Process
Parent and Family Engagement Plan
Administrative Procedures and Reports
Evaluation
DATE ISSUED: 7/5/2016
UPDATE 105
BQ(LOCAL)-X
ADOPTED:
1 of 1

Stakeholder teams
District (DEIC)
Campus (CIT)

District Improvement Plan: 2023-24

Process and Timeline



Campus Improvement Plan: 2023-24

Process and Timeline



Comprehensive Needs Assessment

Needs Assessment-

2023-24 EPISD Needs Assessment utilized TEA focus areas cross-walked to EPISD Blueprint

- Demographics
- Student Achievement data
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Parent, Family, and Community Engagement
- School Context and Organization
- Technology

=

- L1: Whole Child (Culture & Climate)
- L2 Academic Excellence (Student Achievement)
- L2 Academic Excellence (Curriculum, Instruction, Assessment)
- L3 Destination District (Staff Recruitment, Retention & Prof. Dev.)
- L3 Destination District (Perceptions, Facilities, Programs, Technology…)
- L4 Culture of Accountability (Parent & Community Engagement)
- L5 Equity by Design (Demographics)

CNA Data

Comprehensive Needs Assessment Data

L1: Whole Child (Culture & Climate)

- Culture Survey Results
- Extra-curricular Participation Numbers
- Extra-curricular- Number of activities offered.
- Counselor Caseload
- PBIS/SEL Implementation Review
- Percent of ISS, OSS & Disciplinary Removals

L2 Academic Excellence (Curriculum, Instruction, Assessment)

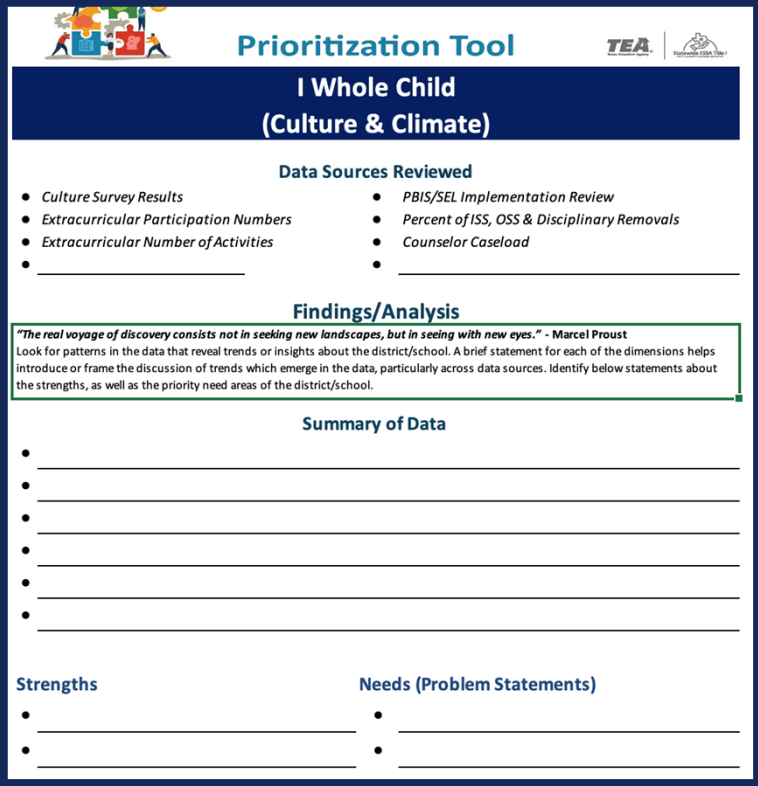
- Curriculum Fidelity Walkthrough Data
- Dual Language Fidelity Walkthrough Data
- Lesson Plan Alignment Fidelity Data

L2 Academic Excellence (Student Achievement)

- STAAR Domain 1 (Approaches, Meets, Masters)
- STAAR 3rd grade Reading Meets HB3 (all, EB, SPED) (Elem)
- STAAR 3rd grade Math Meets HB3 (all, EB, SPED) (Elem)
- Interim/Benchmark Data
- Diagnostics/Screeners
- 4-yr Graduation Rates (HS)
- CCR Focus Measures (not including College Prep) (HS)
- TSIA, # students completing (HS)
- SAT average (HS)
- CCMR Outcome Bonus (HS)
- IBC in aligned program of study (HS)

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

- Professional Development Implementation Data
- T-TESS Data
- Certification Data
- Employee Recruiting and Retention Data



Prioritization Tool

TEA

I Whole Child (Culture & Climate)

Data Sources Reviewed

- *Culture Survey Results*
- *Extracurricular Participation Numbers*
- *Extracurricular Number of Activities*
- _____
- *PBIS/SEL Implementation Review*
- *Percent of ISS, OSS & Disciplinary Removals*
- *Counselor Caseload*
- _____

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes." **- Marcel Proust**

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

Summary of Data

- _____
- _____
- _____
- _____
- _____
- _____

Strengths

- _____
- _____

Needs (Problem Statements)

- _____
- _____

District Improvement Plan & Campus Improvement Plan Goals

I Whole Child Development
El Paso ISD schools foster learning environments for the whole child to thrive.

II Academic Excellence
El Paso ISD empowers all learners to excel in current and future pursuits.

III Destination District
El Paso ISD solidifies its position as El Paso's destination district.

IV Culture of Accountability
El Paso ISD cultivates a culture of transparency, care, and service.

V Equity by Design
El Paso ISD champions a targeted approach to universal access and system equity.

District Improvement Plan Alignment

Strategic Blueprint	District Improvement Plan
Mission, Vision, Core Beliefs	Mission, Vision, Core Beliefs
Five Levers	Five Goals
Essential Actions & Key Targets (3-year plan)	Performance Objectives with Metrics (1-year plan)
Department Plans-Strategies	DIP Strategies

Performance Objectives

Performance Objectives are measurable, one-year targets for reaching each long-range goal. In other words, they are interim goals. It is preferable that they be written using the SMART framework. Texas Education Code 11.251(a) states that the board of trustees shall annually approve both the LEA and campus performance objectives.

(Every Key Target in the Strategic Blueprint is identified in a Performance Objective)

DIP	Detail	CIP
Lever 1 Whole Child		
EA 1: Create a classroom culture where each student has access to personalized learning and is supported by caring adults.		
PO1.1	By June 2024, EPISD will create and implement an Employee, student, and parent culture climate survey designed to inform progress on ensuring students are supported by caring adults.	yes
PO1.2	By June 2024, EPISD will increase PK-12th grade student participation in UIL, extra-curricular, co-curricular activities at all levels by adding additional opportunities and a monitoring system.	yes
EA 2: Use Community Schools model to create an integrated system of school supports, extended learning opportunities, and community partnerships.		
PO1.3	By June 2024, EPISD will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing extended PK - 6 extended learning opportunities by from one (1) Extended Day Site to four (4) Extended Day Sites and 32 After school Learning sites to 45 After-school Learning Sites.	yes
PO1.4	By June 2024, EPISD will create an integrated system of school supports, and community partnerships by identifying meaningful community and youth-based organizations in formal partnerships with the district as well as identify under-utilized opportunities and implement a tracking/monitoring system.	
EA3: Build mindsets, healthy habits, and skills that strengthen students' social, emotional, and academic competence.		
PO1.5	By June 2024, EPISD 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 in at least 67% of campuses (29 out of 43) and PK-8 and middle school counselors carry a caseload of 1:350 students or less in 100% of campuses (15 out of 15).	
PO1.6	By June 2024, EPISD will establish and implement a strong MTSS and PBIS/SEL framework that meets foundational implementation elements for school-wide behavior expectations, clear systems for students to access resources and support, and student and staff awareness as evidenced by implementation support data of the established foundational implementation elements and student and staff surveys that reflect student perception of academic and social-emotional learning in 50% of all campuses.	yes
EA 4: Implement meaningful, engaging practices that develop students' ability to manage and own their behavior.		
PO1.7	By June 2024, EPISD will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by a reduction of all ISS, OSS, Disciplinary Removal for all student groups from 8% to 7%.	yes
EA5: Provide relevant and challenging coursework through multiple pathways such as advanced placements, International Baccalaureate, dual-enrollment programs to all interested students.		
PO1.8	By June 2024, EPISD will provide relevant and challenging coursework through multiple pathways as measured by an increase percent of students in grades 9-12 who earn college credit by completing an Advanced Placement (AP)/International Baccalaureate (IB) from 22% to 25%, On Ramps from 14% to 22%, or dual credit course from 32% to 41%.	yes (HS)

DIP	Detail	CIP
Lever 2 Academic Excellence		
EA1 Develop and implement a guaranteed and viable student-centered District curriculum to ensure access to high quality learning experiences for every student.		
PO2.1	By June 2024, EPISD will develop and implement a guaranteed and viable student-centered District curriculum as measured by principal and academic support team curriculum fidelity walkthrough data. Curriculum fidelity walkthroughs, (measured by an inventory instrument) will meet all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction in at least 50% of all campuses.	yes
PO2.2	By June 2024, EPISD 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. Curriculum fidelity walkthroughs (measured by an inventory instrument) will meet all established percentages for instructional model, classroom environment and instruction, and language acquisition in at least 50% of all campuses with a dual language program.	yes
EA2: Increase student achievement outcomes by closing the performance gap in Literacy and STEM.		
PO2.3	By June 2024, EPISD will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 45% to 47%.	yes
PO2.4	By June 2024, EPISD will Increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" Grade level or above on STAAR reading will increase from 51% to 58% with all student groups meeting board approved metrics. [HB3].	yes (Elem)
PO2.5	By June 2024, EPISD will increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" grade level or above on STAAR math will increase from 41% to 54% with all student groups meeting board approved metrics. [HB3]	yes (Elem)
PO2.6	By June 2024, EPISD will increase student achievement outcomes in Reading "All students" from 48% to 52% and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 13% - 16%, & EB from 33% - 37%)	yes (MS)
PO2.7	By June 2024, EPISD will increase student achievement outcomes in Math "All students" (from 30% -34%) and two lowest performing student groups demonstrating achievement on 6-8 Grade at the Meet or Masters Level (SPED from 7% - 10%, & EB from 23% - 26%)	yes (MS)
EA 3: Increase graduation rates and ensure all students graduate prepared for college and/or career with a viable postsecondary plan.		
PO2.8	By June 2024, EPISD will increase overall 4-year graduation rate from 85% to 91% and (EB graduation 76% to 80%) and (SPED graduation 69%-75%) .	yes (HS)
PO2.9	By June 2024, EPISD will increase the number of students who earn at least one College, Career and Readiness (CCR) Focus measure from 61% to 70% with all student groups meeting board approved metrics [HB3]	yes (HS)
PO2.10	By June 2024, EPISD will ensure all students graduate prepared for college as measured by increase the percent of 9th-12th grade students completing TSIA2 reading from 34% to 44% , the percent of 10th-12th grade students completing TSIA2 math from 36% to 46%, and the percent of 10th-12th grade students completing both from 30% to 40% with all student groups reaching board approved metrics.	
PO2.11	By June 2024, EPISD will ensure all students graduate prepared for college as measured by increase students average SAT score from 952 to 975.	yes (HS)
PO2.12	By June 2024, EPISD will ensure all students graduate prepared for college and/or career as measured by an increase in the number of students that meet criteria for CCMR Outcome Bonus by 5% from: 32% to 35% (Overall) 25% to 28% (Econ Dis) 53% to 56% (Non-Econ Dis) 6% to 7% (SPED) [HB3]	yes (HS)
PO2.13	By June 2024, EPISD 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 industry certification in an aligned program of study from 8% to 10% [HB3]	yes (HS)

DIP	Detail	CIP
Lever 3 Destination District		
EA 1: Develop and implement detailed strategic facilities master plan for modernizing schools and rightsizing the district.		
PO3.1	By June 2024, EPISD will stabilize enrollment by increasing the number of new students enrolling .5% (above 5 yr ave.) from 9,077 to 9122 or transferring back to EPISD by .5% from 1748 to 1757 for a total of 10932 new students.	yes
PO3.2	By June 2024, EPISD will reduce the projected deficit (as presented in the June 2023 forecast) by 50%.	
PO3.3	By June 2024, EPISD will strengthen the district's financial solvency by creating a facilities master plan that includes facilities assessment, demographic study, school boundary outlook, recommended program expansion, and rightsizing measures.	
EA2: Attract, grow, and retain top talent equipped and empowered to meet the needs of all students.		
PO3.4	By June 2024, EPISD will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled teacher positions on first day of school from 91% to 97%.	yes
PO3.5	By June 2024, EPISD will grow top talent by implementing a Comprehensive Professional Development Plan.	
EA 3: Effectively market and communicate information to the district's public.		
PO3.6	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.	
EA 4: Expand the integration of 21st century learning and innovation skills.		
PO3.7	By June 2024, EPISD will expand the integration of 21st century learning and innovation skills by developing and implementing a comprehensive instructional technology campus support plan.	yes

DIP	Detail	CIP
Lever 4 Culture of Accountability		
EA1: Foster a welcoming and safe environment where all students, families, staff, and community members feel supported.		
PO4.1	By June 2024, EPISD will increase student attendance rate from 90.6% to 94%.	yes
PO4.2	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.	yes
EA 2: Ensure effective two-way communication with families, students, and community.		
PO4.3	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 (2 district-wide times per year with 35% response rate) and Let's Talk Platform (customer satisfaction rating from 7.8 to 8.5 and response rate from 10.5 days to 5 days).	yes
EA3: Continue to be an accountable entity that is fiscally responsible, efficient in its use of resources, and strives for transparency with public-facing information.		
PO4.4	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 to 85% or higher in all Federal Programs (Title IA, Title IIA, Title IIIA, and Title IV).	
PO4.5	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 to ensure compliance with state requirements (100%).	
PO4.6	By June 2024, EPISD will continue to be an accountable entity that is fiscally responsible, and efficient in its use of resources by maintaining a healthy unassigned general fund balance of no less than 76 days.	
PO4.7	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 and will be recognized in areas of financial transparency in one or more distinguished categories.	
PO4.	By June 2024, EPISD will implement systems and structures resulting in safe environment where all students, family, staff, and community feel supported	

DIP	Detail	CIP
Lever 5 Equity by Design		
EA 1: Foster equitable access to opportunities by eliminating barriers for all students.		
PO5.1	By June 2024, EPISD will foster equitable access to opportunities by taking steps to eliminate 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.	
PO5.2	By June 2024, EPISD will foster equitable access to opportunities as measured by maintaining or increasing the percent of underrepresented (i.e., special education and emergent bilingual) middle school students who complete high school credits. EB Overall 96% Alg. 1. 20% LOTE 74% SPED Overall 93% Alg. 1. 7% LOTE. 37%	yes (MS)
PO5.3	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). EB from 37% to 39% SPED from 11% to 13%	yes (HS)
PO5.4	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 43% to 25% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 37% to 12% [RDA]	yes
EA2: Provide high-quality, relevant, and differentiated resources matched to each school's needs and strengths.		
PO5.5	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.	
PO5.6	By June 2024, EPISD will increase the percent of campus staff that: - have 5+ years of experience to 80% and - are certified in the roles to which they are assigned to 100% with bilingual <84 waivers and - implement mobility staffing guidelines for lowest performing campuses	
PO5.	By June 2024, EPISD will develop a Teacher Profile and Rubric that reflects teacher experience, effectiveness, and campus specific instructional needs	

DIP & CIP

The complete District Improvement Plan (DIP) and all Campus Improvement Plans (CIP) can be found at:

https://www.episd.org/Page/15384

