

El Paso Independent School District
Transmountain Early College High School
2015-2016 Campus Improvement Plan



Mission Statement

"Transmountain Early College High School will provide students the opportunity to earn both a STEM-focused high school diploma and a two year Associate's Degree within four years."

Vision

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

Core Beliefs

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

Comprehensive Needs Assessment

Demographics

Demographics Summary

Transmountain Early College High School, a T-STEM Academy (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, New Mexico, Mexico, and Fort Bliss. The region serves predominately minority population and has high rates of poverty and low rates of post-secondary education and job skills.

TMECHS currently services a student population that mirrors the ethnic community make up with 82% Hispanic, 11% White, 4% African American, and 1% Other students in its student body. TMECHS are recruited from 17 middle schools within the El Paso Independent School District (EPISD) and private schools that operate with the EPISD attendance zones. TMECHS currently has 12 ELL students and 4 Special Ed students. Out of the 438 students 234 are female and male.

TMECHS is a Title I Schoolwide campus with 64% economically disadvantage students. There is also a 33% At-Risk student population and a 34% Gifted and Talented population. TMECHS also currently serves three migrant students.

Even though TMECHS services a diverse group of students from low socio-economic status, all students excel academically with 100% of the students graduating under a DAP plan and with 100% of the students meeting standards on EOC exams. Eighty-five percent of these students also graduate, from EPCC, with an Associates of Science. TMECHS success has earned it the honor of "Beating the Odds" by Newsweek.

Demographics Strengths

The following are identified as demographic strengths:

1. 100% of Economically Disadvantaged students "Met Standard" on EOC exams for 2015.
2. 100% of TMECHS, At-Risk and Economically Disadvantaged students, graduated under the DAP graduation plan.
3. TMECHS ranked 3rd in the nation in Newsweek for "Beating the Odds".

Demographics Needs

The following are identified as demographic weaknesses:

1. Lack of monitoring the number of Economically Disadvantaged and At-Risk student actually attending a four year university.
2. Enrollment for 2015-2016 decreased by 23 students the previous year.
3. New student recruitmnet methods needs to be refined to provide for an enrollment of 125 incoming 9th graders.

Student Achievement

Student Achievement Summary

TMECHS ranks 3rd nationally, by Newsweek, on "Beating the Odds". EOC scores reflect a performance rate of 99% in Index 1, 29% in Index 2, 57% in Index 3, and 97% in Index 4. TMECHS also received "Distinguished Designations" in seven of the seven eligible categories on the Texas Accountability System.

To prepare students for success, TMECHS students take with Dual Credit or Pre-AP coursework in all core classes. Currently 394 students are enrolled in DC classes with 500 enrolled in Pre-AP classes. In the Class of 2015, 100% of the students met the TSI Reading and Writing standards and 94% mastered the Math standards.

Among its successes are also areas that need to be addressed and are the focus for this school year. Currently, TMECHS is experiencing a 34% failure rate for early graduates attending UTEP. TMECHS is also noting that the percentage rate of students scoring at Level III in Algebra, Biology, English I and English II is below 20%.

Student Achievement Strengths

The following are identified as student achievement strengths:

1. EOC scores reflect a performance rating of 99% in Index 1, 29% in Index 2, 57% in Index 3, and 97% in Index 4.
2. TMECHS was ranked 3rd in the nation for "Beating the Odds" by Newsweek.
3. TMECHS received "Distinction Designations" in seven of the seven eligible categories on the Texas Accountability System.
4. Annual attendance rate was 97% for 2014-2015.
5. SAT performance qualified as Quartile 1 area under the Texas Accountability System.

Student Achievement Needs

The following are identified as student achievement weaknesses:

1. TMECHS is experiencing an unusual high failure rate for seniors attending UTEP.
2. Level III performance rate on EOC is below 20% in Biology, Algebra, and English I and II.
3. 2015 Spring STAAR results show a small percentage of students performing at the "Advance Level III".

School Culture and Climate

School Culture and Climate Summary

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

All campus stakeholders are included in the decision-making process through various means: CIT, PTSA, and survey responses. Community feedback indicate that stakeholders are happy with the school and staff, but feel more communication is needed at all levels.

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

Campus safety is a high priority and is reviewed on a quarterly basis by the Crisis Response Team. Even though discipline is not an issue at TMECHS, 22 ISS, OSS, and DAEP referrals were made during the 2014-2015 school year.

TMECHS has retained most of the students over time; however, due to deployments and DAEP placements students do leave TMECHS. TMECHS has also retained its staff as well, with less than one percent leaving the campus.

School Culture and Climate Strengths

The following are identified as school culture and climate strengths:

1. TMECHS has a defined Mission and Vision statements and an established set of "Core Values".
2. TMECHS has an active Crisis Response Team that provides training to the campus staff regarding safety.
3. Overall School Effective Survey indicate positive feedback from parents and students.
4. TMECHS has retained most of the students and teachers with the exception of those students deploying or being sent back to their home campus after a DAEP placement. Staff retention is also higher than 99%.
5. TMECHS has partnerships with UTEP and EPCC. These partnerships have afforded students with the opportunity to conduct research projects.

6. The annual Effective School survey results reflect an overall satisfaction with the school.

School Culture and Climate Needs

The following are identified as school culture and climate weaknesses:

1. Even though TMECHS has been recognized nationally, locally, TMECHS highlights are not showcased district and city wide.
2. Discipline referrals were at 22 for 2015-2016. Some referrals resulting in DAEP placements.
3. Fort Bliss deployments contribute to more students withdrawing from TMECHS.
4. Improve communication with all stakeholders.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

TMECHS teachers are "Highly Qualified" with 88% of the teachers having a Master's degree. Currently 88% of the teachers are eligible for Dual Credit credentialing in their respective content fields. One hundred percent of the teachers have attended trainings on ECHS, STEM, and EPISD methodology to ensure teachers have the skills and resources necessary to succeed in their current position. Training in various areas is also a focus in order to ensure TMECHS remains in compliance with the STEM and Early College Blueprints.

The CIT develops an annual professional development plan to address staff needs. In addition, 100% of the TMECHS faculty obtained their 6 hours Gifted and Talented update to ensure eligibility for teaching Pre-AP courses. All staff support professional development to facilitate TMECHS to retain 100% of its exceptional staff. New candidates are also assigned a Mentor to facilitate teacher retention and expectations of high standards and rigor in the TMECHS classroom.

Staff Quality, Recruitment, and Retention Strengths

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

1. 100% of the TMECHS teachers are "Highly Qualified".
2. 88% of the staff has a Master's degree plus 8 hours in their content area.
3. 100% of the TMECHS staff has attended training on ECHS, STEM, and EPISD methodologies/strategies.
4. 88% of the teachers are eligible for Dual Credit credentialing in their respective content fields.
5. 100% of the staff is G/T trained.
6. New teachers are assigned a mentor.

Staff Quality, Recruitment, and Retention Needs

The following staff quality, recruitment, and retention weaknesses:

1. Ensuring 100% of the core staff maintain their Gifted and Talented 6-hour update, ELPS training, and ECHS/STEM updates, in order to remain compliant with teaching Pre-AP and Dual Credit classes and meeting the ECHS/STEM blueprint requirements.
2. Ensuring 100% of the core staff meet ePCC Credentialing requirements.
3. Ensuring 100% of the core staff maintain their G/T certification.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TMECHS follows the EPISD curriculum plan. Though the use of Eduphoria, the implementation of the curriculum has become more vertically aligned. The standards require the Dual Credit courses are embedded in the daily lesson plans. Weekly PLC meetings have been used to provide peer-to-peer support regarding the implementation of the curriculum. Since TMECHS teachers have been involved in developing and/or updating the district curriculum for subsequent years PLC are also used to examine content data, curriculum, student progress, assessment methodologies, and instructional resources needed to enhance the District curriculum.

Weekly lesson plans are submitted to administration for review to ensure the district and EPCC's instructional programs are implemented. Feedback is also provided via "Rounds" to teachers by their peers to enhance the instructional programs at TMECHS. TMECHS teachers also incorporate the ECHS "Common Instructional Framework" in the classroom and increase the rigor of instruction via the PBL initiative. PBLs and "Rounds" are strategies that are embedded in the T-STEM Blueprint. Therefore, 100% of the professional staff has been trained on these strategies and has set the expectation that these strategies be implemented twice a year. An increase of rigor has been observed since the implementation of these strategies.

Curriculum, Instruction, and Assessment Strengths

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

1. Weekly lesson plans are submitted to administration.
2. Teachers participate in the "Rounds" process for peer observation; both as an observer and as the person being observed.
3. PLC's meet weekly to review data and to plan for instruction.
4. Teachers incorporate the ECHS "Common Instructional Framework" in their lesson designs.
5. Teachers use PBL modules for instruction every semester, which increases the rigor of the instruction.

Curriculum, Instruction, and Assessment Needs

The following curriculum, instruction, and assessment are listed below:

1. Additional training on initiative, such as PBLs, is needed to ensure teachers have the resources and tools needed to impact student achievement.
2. Increase the number of classroom walk-throughs to ensure the implementation of campus and district initiatives.
3. Training on EPISDs District Strategic Priorities.
4. Student work products need to be shared and showcased.

Family and Community Involvement

Family and Community Involvement Summary

TMECHS parents are actively engaged in their child education. One hundred percent of our parents have access to the parent portal which facilitates the monitoring of grades, attendance, and discipline. TMECHS also maintains an MOU, with EPCC, which includes opportunities for students to accelerate learning and for parents to be actively engaged in the education of their child. However, an area in need of improvement is the number of volunteers to the school. Currently, parents do not serve as volunteers at the campus. Partners in Education participation is also at 3.

Monthly parent meetings are conducted, in conjunction with the PTSA, to discuss college and career readiness topics, to assist with financial aid planning, to showcase student work products, and to answer parent questions. All parent events are scheduled and evaluated through an on-campus Parent Engagement Leader. Meetings are announced through School Messenger and flyers are also distributed.

Even though parents participate in events and activities there is a need to increase the number of parental involvement.

Family and Community Involvement 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 the monitoring of grades, attendance, and discipline.
2. TMECHS maintains an MOU with EPCC which includes opportunities for students to accelerate learning and parents to be actively engaged in research/educational opportunities with their child.
3. Monthly parent meetings are held in conjunction with PTSA general meetings.

Family and Community Involvement Needs

The following are identified as family and community involvement weaknesses:

1. Increasing the number of community partnerships, both at-large and as an active member on the STEM advisory board.
2. Increase the number parent volunteers.

3. Increasing the number of parents that the monthly parent meetings.

School Context and Organization

School Context and Organization Summary

TMECHS has students who attend EPCC and UTEP. TMECHS is also a unique school due to it also being a STEM Academy. Therefore, TMECHS developed a bell schedule that allows for one additional hour for "advisory" for each class each week. The master schedule was aligned to the EPCC schedule in order to avoid lost of class time during tranistioning to and from the college classrooms. Tutorials and Saturday school is 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 current juniors and seniors attending UTEP. TMECHS is also in the process of establishing a STEM Advisory Board that will provide additional opportunities for students in the STEM field.

Common planning times have been built for all core departments, A planning time for non-core teachers was built in to the morning schedule on an as-needed basis.

PA announcements are made in the morning and in the afternnon each. Effort is taken not to disrupt daily instruction. Therefore, announcements and reminders are built into the weekly calendar.

School Context and Organization Strengths

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

School Context and Organization Needs

The following school context and organization weaknesses:

1. TMECHS needs to establish a STEM Advisory Board to support campus initiatives.
2. Develop support system for juniors and seniors attending UTEP.
3. A stronger alignment of campus and district goals needs to be established to ensure overall implementation of Strategies Priorities.

Technology

Technology Summary

TMECHS classrooms are equipped with Smartboards, projectors, teacher laptops, IPADS, and the TI-Inspire calculators in math and science classrooms. TMECHS is currently implementing the Power Up initiative. Teachers has also developed a webpage that outlines student expectations and highlights what students are doing in class. While technology is integrated in daily lessons, more training is needed in order to enhance the use of current technology in the classroom. TMECHS parents are also in need of training on Cyber-safety and online bullying.

Technology Strengths

The following are identified as strengths in technology:

1. TMECHS is implementing the Power Up initiative.
2. TMECHS teachers integrate technology in daily lessons.
3. Classrooms are equipped with Smartboards, projectors, teacher laptops, iPads, and the TI-Inspire calculators in the math and science classrooms.
4. TMECHS has a wireless access in all rooms.

Technology Needs

The following are identified as weaknesses in technology:

1. Additional training is needed in order to utilize current technology in the classroom.
2. Parent training sessions are needed regarding Cyber-safety and online bullying.

3. All professional staff need to develop and maintain an active and current webpage.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- NCLB Report Card data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Gifted and talented data
- Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) graduates data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data
















- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: El Paso ISD will ensure that our community has a successful, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 1: TMECHS will increase 2016 EOC performance scores to 100% in Biology, English I, and English II while maintaining EOC performance scores at 100% in Algebra and History.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Teachers will attend weekly PLC meetings to address data, student work products, and interventions.</p>	1, 8	Department Heads	Weekly PLC meeting agendas, sign-in sheets, and minutes will outline discussions focused on student academic success and administrative topics that address campus needs.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Department Heads will purchase classroom materials (supplies, reading materials, textbooks, software, copier rentals, contracted services) Technology and equipment which support the implementation of lessons which address STAAR standards and the TEKS</p>	1	Secretary to the Principal	Purchase orders will reflect materials requested by staff that is noted in the PLC minutes or CIT minutes.				
Funding Sources: 185 SCE (Campus) - \$7000.00, 186 High School Allotment - \$31075.70, 186 High School Allotment - \$11000.00, 186 High School Allotment - \$2500.00, 186 High School Allotment - \$4244.30, 185 SCE (Campus) - \$1000.00, 211 ESEA Title I (Campus) - \$12000.00, 211 ESEA Title I (Campus) - \$23751.00, 211 ESEA Title I (Campus) - \$4000.00, 185 SCE (Campus) - \$4000.00, 211 ESEA Title I (Campus) - \$10600.00, 185 SCE (Campus) - \$0.00, 211 ESEA Title I (Campus) - \$12000.00, 211 ESEA Title I (Campus), 211 ESEA Title I (Campus) - \$1000.00							
<p>Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>3) Teachers will require all students to: maintain and update a subject area specific vocabulary listing of key academic terms used on STAAR and the TEKS</p>	1	Department Heads	Word walls and word lists will be observed in the teachers' classrooms and student notebooks during walk-throughs.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Active Learning Leader will model best practices and provide staff development on technology integration.</p>	1, 2	ALL Leader	Agenda Sign-In Sheets Lesson Plans				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Science teachers will require all 10th and 12th grade students to participate in the TMECHS Science Fair; and encourage and financially support student project submissions/presentations in local, state, and national STEM competitions.</p>	1, 2	Science Teachers	Science fair results will show an increase in students that qualified for sweepstakes, 1st place, 2nd place, and 3rd place.				
Funding Sources: 211 ESEA Title I (Campus) - \$1800.00							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) Department Heads will provide professional resources for teachers to use in differentiating instruction and in developing at least one PBL activity each semester.</p>	1, 2	Department Heads	At least one PBL activity per semester will be noted in lesson plans.				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>7) Teachers will provide field trips/conferences opportunities to create real life connections to EPISD/State Curriculum, STEM Fields, and higher ed opportunities.</p>	1	Department Heads	Field trip requests will have the TEKS, EPISD standard, or STEM relevance attached to the request.				
Funding Sources: 186 High School Allotment - \$2000.00, 211 ESEA Title I (Campus) - \$1800.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>8) Administration will provide funding for administrative, counseling, nursing, and custodial campus support to ensure the "whole child" needs are met.</p>	1	Principal	The TMECHS monthly financial statements will show a decreasing balance as purchases are made for administration, nursing, counseling, and custodial needs.				
Funding Sources: 186 High School Allotment - \$6000.00, 186 High School Allotment - \$700.00, 186 High School Allotment - \$1200.00, 186 High School Allotment - \$0.00, 186 High School Allotment - \$245.11							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>9) Teachers will provide tutorials on M-W-F from 8:15 a.m. to 8:45 a.m. in all classes to support any students who have not met standard on STAAR or on Classroom each grading period.</p>	1, 2, 9	Department Hrad	Student grades and teacher grade distributions will show a steady increase in values for students attending the morning tutorials.				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>10) Awards Committee Members will provide students with awards and acknowledgement for high standards and attendance.</p>	1	Secretary to the Principal	Purchase Orders				
Funding Sources: 186 High School Allotment - \$3500.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: El Paso ISD will ensure that our community has a successful, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 2: TMECHS will have at least 20% of the students tested on each of the 2016 EOC STAAR exams, in English I and II, Biology, Algebra, score at the Level III Recommended Performance Standard while maintaining 31% at the Level III Recommended Performance Standard for History.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will use daily STAAR warm-up activities and word walls in all classrooms to expose students to content specific terminologies and examples.</p>	1, 2	Department Heads	An analysis of daily warm-up activities will be reflected in lesson plans and in EOC results				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers will use current available STAAR data to identify and target students scoring less than Level III and to identify "hot spots" objectives to be addressed in all core subjects.</p>	1, 2, 8	Department Heads	Weekly lesson plans will include targeted objectives and mastery levels maintained for each student.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Teachers will conduct vertical content reviews/analysis of assessment data to support success in subsequent grade levels</p>	1, 8	Department Heads	Assessment reviews will show an increase in the trajectory of student mastery on formal exams.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Teachers will purchase/produce testing materials for TSI activities in the Math/ELA English to ensure mastery from the TSI.</p>	1, 2, 9	Department Heads	The number of students qualifying for TSI Math/English III exemptions will surpass 90% of the students taking the Algebra II/English III EOC exam.				
Funding Sources: 211 ESEA Title I (Campus) - \$700.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Teachers will conduct Saturday seminars and after school tutorials, for struggling students, in core content areas.</p>	1, 2, 9	Department Heads	The nine-weeks grade distributions will indicate a passing rate of 90% or better in each core subject.				
Funding Sources: 185 SCE (Campus) - \$218.00, 185 SCE (Campus) - \$83.00, 185 SCE (Campus) - \$15000.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Teachers will ensure "Active Learning" and "Writing Across the Curriculum" is happening in all subject areas on a daily basis.</p>	1, 4	Department Heads Principal	Classroom walk-throughs will note student centered activities that involve hands-on, group, and writing components.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							










Goal 1: El Paso ISD will ensure that our community has a successful, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 3: TMECHS will qualify for Distinction Designation on the 2016 state accountability in all 7 categories.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Assistant Principal will conduct regular attendance review committee meetings that addresses students fall below the 90% rule.</p>	1, 9	Assistant Principal	Credit recovery report.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers will analyze 2015 EOC data to identify the lowest objective mastery on each exam tested and provide acceleration activities during advisory classes.</p>	1, 8	Department Heads	Mastery levels on common assessments using released STAAR EOC questions will show an increase in the performance percentage of students mastering a specific concept.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Teachers will utilize Eduphoria data to ensure performance rates on teacher developed exams surpass previous levels by subgroups (closing the gap between subgroups).</p>	2, 8	Department Heads	Mastery levels on teacher made tests will indicate all students are increasing in performance and that the gap between subgroups is decreasing.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) College Readiness Teacher will monitor student performance levels on TSI, SAT, ACT to determine if two of the three tests are mastered for each student.</p>	1, 2, 8	TSI Tester	The number of students mastering the college-readiness level on two of the three TSI, SAT. ACT will increase from 9th grade to graduation to 80% or better.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Teachers will analyze 2015 EOC data to identify objectives with the highest number of students scoring above 4000 and use those objectives to develop daily STAAR EOC warm-ups.</p>	1, 8	Department Heads	The analysis will show the count of students that scored 4000 or better on the subject exam and the corresponding objectives with the highest percentage of success.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) TSI teacher will continue utilizing the TSI Lab on the TMECHS campus to allow for increased testing opportunities.</p>	2	TSI Tester	TSI test results will result in a decrease in the number of students still needing to master a particular portion of the TSI at the end of the school year.				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							












Goal 1: El Paso ISD will ensure that our community has a successful, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 4: TMECHS will obtain a 100% graduation rate for the Class of 2016 cohort.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Counselors will conduct a credit completion audit to ensure all required courses for the DAP high school diploma are met in September 2015 and January 2016.</p>	1	Counselors	Audits will indicate that all seniors are enrolled in courses needed for the completion of the DAP high school diploma.				
<p>Critical Success Factors CSF 1</p> <p>2) Counselors will monitor student grade reports to determine non-passing grades in courses required for graduation and conduct one-on-one counseling sessions to address social/emotional needs.</p>	1, 9	Counselors	The number of students with repeat failing grades will decline each grading period to non-existent by June 2016.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: El Paso ISD will ensure that our community has a successful, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 5: TMECHS will ensure 100% of the faculty integrates technology in the classroom lessons, student work products, and research presentations during the 2015-2016 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Technology designee will conduct all required technology trainings for the 2015-2016 school year.</p>	1, 2	ALL Leader	The use of technology will be reflected in lesson plans.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Teachers will train all 9th grade students in multi-media presentation techniques during their BIM and College Transition classes.</p>	2	BIM and College Transition Teacher	Student work presentations will include the use of technology developed materials and presentation equipment.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Teachers will utilize email or teacher websites to send/receive student assignments.</p>	2	BIM Teacher	Teacher websites will include links for student assignment delivery.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: El Paso ISD will ensure that our community has a successful, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 6: TMECHS will provide transition activities, from 8th grade to 9th grade, from 12th grade to post-secondary, and from TMECHS to a DAEP program during the 2015-2016 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will conduct a two-week 2016 "summer bridge" program for the incoming 9th grade cohort to include serving on interview committees.</p>	1, 2, 7, 10	English Teachers	Students attending the "Summer Bridge" program will have a student ID, TSI scores, and an Endorsement Plan completed.				
Funding Sources: 186 High School Allotment - \$23500.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>2) Counselors will ensure all 12th grade students have completed the Apply Texas application by the end of the Fall 2015 semester.</p>	1, 2, 7	Counselors UTEP Representative	12th grade students will have a print-out of the Apply Texas completion on file in the counseling center.				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) Administration will conduct a parent/student orientation meeting for all students selected for admission to TMECHS for the 2015-2016 school year in May 2016.</p>	2, 6, 7	Principal Assistant Principal	Parent surveys will express satisfaction with the transition process from 8th to 9th grade.				
<p>Critical Success Factors CSF 3</p> <p>4) If needed, administration will attend TMECHS student in-take meetings at RTA/DELTA/JJAEP.</p>	2, 7	Assistant Principal	Transition meetings will result in 100% of the students attending disciplinary alternative programs; 0 drop-outs.				
<p>Critical Success Factors CSF 2 CSF 5</p> <p>5) Counselors will identify students who are at high risk of dropping out, particularly in grades 11 and 12, and implement counseling, parent meetings and monitoring to ensure they complete high school.</p>	6	Counselors	Leaver Report				
<p>Critical Success Factors CSF 1 CSF 3 CSF 5</p> <p>6) Counselors will incorporate career education into club activities and STEM courses, and provide a career path night for sophomores and juniors on campus.</p>	1, 6	College and Career Readiness Teacher Counselors	Evidence in lesson plans of exposure to career paths; club activities addressing careers and attendance at a career path night on campus.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: El Paso ISD will ensure that our community has a successful, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Performance Objective 7: TMECHS will conduct an assessment of all special programs to ensure on-going compliance and implementation at a rate of 100%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 7</p> <p>1) Administrators will conduct walk-throughs to monitor the implementation of ELPS, G/T strategies, ARD modifications & accommodations, and Coordinated School Health curriculum to include the implementation of the state and higher ed curriculum.</p>	2, 10	Principal Assistant Principal	Classroom walk-through forms will include evidence of the implementation of special program strategies, modifications, accommodations and expectations for all special programs.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) LPAC Committee will conduct LPAC meetings and ARDs to review student grade reports and progress in outlined class performance expectations.</p>	1, 8, 10	LPAC Designee	Reviews will show students are progressing at the same rate as students not coded LEP and Special Ed.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) All teachers will obtain G/T certification and/or an annual 6 hour update.</p>	1, 4	Principal	Data from the Advanced Academic Services department will reflect G/T certification and updates as required for all teachers.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) English Teachers will provide students who have not mastered the Reading TSI with access to Study Island reading program.</p>	2, 9	English Teachers	Study Island reports will show an increase in reading levels for 90% or more students from September 2015 through March 2016.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Administrators will utilize classroom walk-throughs to ensure differentiated lessons are provided for gifted, ELL, and special needs students.</p>	1, 2, 10	Principal Assistant Principal	Classroom walk-through documents will highlight methods of differentiated instruction observed.				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							












Goal 2: El Paso ISD will ensure that our students, employees and our community are provided with a safe, secure and vibrant learning environment.

Performance Objective 1: TMECHS will maintain the number of bullying reports at 0.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Teachers will discuss anti-bullying in all classrooms (during advisory) every nine weeks</p>	1	Department Heads	Copies of PLC minutes which note the anti-bullying discussions during each 9-weeks.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Parent Engagement Leader will conduct a presentation for parents on bullying on the internet & other social media.</p>	1, 6	Parent Engagement Leader	Copies of parent meeting agendas, sign-in sheets, and surveys conducted.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Counselors will post the district approved anti-bullying poster on campus</p>	1	Counselor	Picture of poster on the cafeteria wall.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Classroom Teachers will post, in all classrooms, the campus "Core Values";which addresses respect.</p>	1	Department Heads	Picture of "Core Values" posted in classrooms.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>5) Administration will conduct a campus-wide assembly on bullying (identification, reporting, consequences)</p>	1	Assistant Principal	Copy of master calendar and presentation conducted (i.e. power-point, discussion list).				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>6) Teachers will distribute the EPISD Student-Code-of-Conduct information, the TMECHS student handbook, and the link to the website access of the Code of Conduct.</p>	1	Assistant Principal	Signature sheets reflecting receipt of the information distributed.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>7) Administrators will require a face-to-face administrator, parent, student conference for all situations deemed as bullying related.</p>	1	Assistant Principal	Original parent, student, and administrator signatures will be noted on the bullying referral following the face-to-face conferences.				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 2: El Paso ISD will ensure that our students, employees and our community are provided with a safe, secure and vibrant learning environment.

Performance Objective 2: TMECHS will reduce the number of referrals resulting in ISS, OSS, DAEP recommendations from 24 in 2014-2015 to 12 in 2015-2016..

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Administration will conduct a campus-wide presentation and parent meetings on bullying, cyber bullying, drug/alcohol use and prevention; including disciplinary consequences and methods of reporting its use.</p>	1	Assistant Principal	The number of disciplinary incidents involved with drug/alcohol use will be minimized due to consequence understandings.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) As needed, administration I will require a face-to-face administrator, parent, student conference/transfer reviews for all referrals resulting in ISS, OSS, DAEP consequences.</p>	1, 6	Assistant Principal	Original parent, student, and administrator signatures will be noted on the discipline referrals following the face-to-face conferences.				
<p>Critical Success Factors CSF 6</p> <p>3) Administration will invite the EPISD Police Services to bring the "drug dogs" on campus once each semester.</p>	1	Assistant Principal	Copies of Police Services authorization records provided when the "drug dogs" come on campus will be on file in the administrative offices.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: El Paso ISD will ensure that our students, employees and our community are provided with a safe, secure and vibrant learning environment.

Performance Objective 3: TMECHS will maintain an active Crisis Response Team (CRT).

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Administration will conduct regular CRT meetings.</p>	1	Nurse	The CRT minutes will include topics addressed during the meeting and those to be shared with the faculty during upcoming meetings.				
<p>Critical Success Factors CSF 6</p> <p>2) Assistant Principal will provide CRT updates to all faculty on a quarterly basis.</p>	1	M. Harper CRT members	Faculty meeting agendas, sign-in sheets, and minutes will include a line-item that address crisis response.				
<p>Critical Success Factors CSF 6</p> <p>3) Assistant Principal will conduct mandatory monthly fire and other safety drills.</p>	1	M. Harper	Fire and safety drills will be listed on the campus master calendar and a copy of the report sent to the fire marshal's office will be on file in the assistant principals office.				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 3: El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service orientation in all district operations.












Performance Objective 1: TMECHS will be 100% compliant with state and federal guidelines.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Administration will ensure all administrative support personnel attend district PEIMS and financial trainings as scheduled.</p>	1	Principal	PDS transcripts will include training information and audit report feedback will indicate state and federal guidelines are followed.				
<p>Critical Success Factors CSF 6</p> <p>2) Administration will coordinate 9-week PEIMS data reviews with the TMECHS Registrar, TMECHS Attendance/Book Clerk, and TMECHS Asst. Principal</p>	1, 4	Principal	Principal signatures on all submitted PEIMS reports will indicate in data has been reviewed with the employee responsible for the respective PEIMS reporting.				
<p>Critical Success Factors CSF 6</p> <p>3) Administration will coordinate and post, on the TMECHS weekly bulletin, district/state/federal reporting deadline calendar dates.</p>	1	Principal	Reporting dates will be reflected on the campus master calendar.				
<p>Critical Success Factors CSF 3</p> <p>4) Administration will provide support staff over-time to enable all reporting is completed in a timely and accurate manner.</p>	1	Principal	Payroll records, and back-up documents, will include overtime pay for over-time hours worked.				
Funding Sources: 186 High School Allotment - \$1000.00							
<p>Critical Success Factors CSF 3</p> <p>5) Office Staff will keep all documents stored in a key locked bookroom.</p>	1	Secretary to the Principal	Written statement certifying documents are stored in an area with an off-master key.				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>6) School Secretary will conduct financial training with all campus staff during the BOY Faculty Meeting.</p>	1	Secretary to the Principal	Training sign-in sheets will be maintained by the financial clerk and email records will indicate the CAM was emailed to all staff.				
<p>7) Administration will provide Code-of Ethics and district policies associated with ethical behavior and quarterly staff meetings.</p>	1	Principal	Meeting Agenda PPT				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: El Paso ISD will recruit, employ, develop and retain a highly effective and qualified staff that successfully engages all students for success.








Performance Objective 1: TMECHS will engage 100% of its personnel in professional development activities during the 2015-2016 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Department Heads will provide training materials/supplies/reading materials for on-campus professional development.</p>	1	Secretary to the Principal	The campus budget planner will match the checks and balances on purchase orders, warehouse requisitions, and check-book receipts.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) English Department Head will provide on-going training that addresses "Writing across the Curriculum" and EPISD's "Active Learning" model.</p>	1, 4, 10	English Department Head	PLC minutes and faculty meeting agendas will include "Active Learning" and "Writing Across the Curriculum" topics.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Teachers will incorporate the "Rounds" peer-observation model throughout the school year.</p>	1, 2, 4	Department Heads	Logs				
<p>Critical Success Factors CSF 7</p> <p>4) Department Heads will provide TMECHS staff opportunities to attend Local, State and Out of State conferences to support curriculum implementation, ECHS/STEM campus needs, and job skills (to include: substitutes and registration)</p>	1, 4, 10	Department Heads	Travel documents will include the dates of travel, receipts for all expenses, and employee signatures indicating travel was completed.				
Funding Sources: 255 Title II (District) - \$1246.00, 255 Title II (District) - \$19.00, 211 ESEA Title I (Campus) - \$35000.00, 211 ESEA Title I (Campus) - \$1800.00, 211 ESEA Title I (Campus) - \$4000.00, 211 ESEA Title I (Campus) - \$131.00, 211 ESEA Title I (Campus) - \$390.00, 211 ESEA Title I (Campus) - \$28.00							
<p>Critical Success Factors CSF 7</p> <p>5) Administration will encourage teachers to get certified and credentialed in multiple fields and content areas.</p>	1, 4, 5	Principal Assistant Principal	The campus position inventory will show an increase in certifications/credentials for various teachers over the previous year.				
<p>Critical Success Factors CSF 6</p> <p>6) Administration will provide all non-certified staff opportunities to attend staff development trainings offered during campuses faculty meetings and in town which are relevant to their respective jobs</p>	1, 4	Principal	Non-certified staff will be able to verbalize the information shared during faculty meetings attended. Their attendance will also be noted on the sign-in sheets.				
Funding Sources: 186 High School Allotment - \$1000.00							

<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>7) Administration will ensure all TMECHS staff have completed the mandatory trainings on Blood borne Pathogens, Sexual Harassment, Student Code of Conduct, Bullying, Fraud & Ethics, and Copyright</p>	1, 4	Principal	Certificates of completion will be filed in the principal's office and PDS transcripts will include the items completed.				
<p align="center">Critical Success Factors CSF 7</p> <p>8) School Secretary will submit, document, and review PDS records to verify staff attendance at required campus/district training sessions.</p>	1, 4	Secretary	Sign-in sheets will be attached to PDS forms submitted for transcribing.				
<p align="center">Critical Success Factors CSF 3</p> <p>9) Administration will be provided with staff development opportunities in the STEM, ECHS, and Core Content areas.</p>	1, 4	Principal	Purchase orders Agendas				
<p align="center">Funding Sources: 186 High School Allotment - \$2754.89, 211 ESEA Title I (Campus) - \$5000.00</p>							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






Goal 4: El Paso ISD will recruit, employ, develop and retain a highly effective and qualified staff that successfully engages all students for success.

Performance Objective 2: TMECHS will involve 100% of its employees in climate building programs.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Teachers will continue on-going employee social events (i.e. monthly potluck luncheons).</p>	1	Secretary to the Principal	Social events will be listed on the campus master calendar and pictures and sign-up sheets will be maintained by the secretary.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: El Paso ISD will recruit, employ, develop and retain a highly effective and qualified staff that successfully engages all students for success.

Performance Objective 3: TMECHS will ensure 100% of its teachers meet "Highly Qualified" standards.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) Administration will verify the "Highly Qualified" status of all potential hires with the Area 2 Personnel Director prior to submitting a recommendation to hire.</p>	1, 3, 5	Principal	"Highly Qualified" reports will show 100% of the staff at TMECHS maintains HQ status.	✓	✓		
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Administration will participate in the EPISD Annual Spring Job Fair to attract "Highly Qualified" teachers.</p>	1, 3, 5	Principal	Folders/documents/resumes from the Job Fair will be filed on the campus.	●	●		
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Administration will provide new campus personnel (with 3 years or less of teaching) with a mentor within the same department.</p>	1, 3, 5	Principal	A listing of mentors/mentees will be provided to all staff in the faculty handouts distributed on the first day on duty for teachers.	✓	✓		
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>4) Administration will ensure all core subjects are taught by Highly Qualified teachers (even when there is a long-term substitute in the assignment).</p>	1, 3, 5	Principal	ALL long-term substitutes will be identified as "Highly Qualified" by the EPISD Human Resources department prior to beginning the substitute assignment.	✓	✓		
<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) Administration will notify parents, in writing, when their child's teacher is not highly qualified or has a substitute for more than 10days</p>	1	Principal	A copy of the parent written notification will be maintained in the campus "Highly Qualified" file in the principal's office	✓	✓		
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: El Paso ISD will maintain positive and productive partnerships with parents and our community to facilitate the success of all students

Performance Objective 1: TMECHS will increase the number of hours of parent involvement in all aspects of the campus by 10% (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 during 2014-2015.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Parent Engagement Leader will solicit parent volunteers to assist in the planning, development, and evaluation of the school's Title I program by including a parent volunteer form in all student registration packets.</p>	1, 6	Parent Engagement Leader	The number of parent volunteers will show an increase over the previous year.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Parent Engagement Leaders will engage parent volunteers in all components of the Title I, Part A Schoolwide planning, development and evaluation</p>	1, 6	Parent Engagement Leader	Parent signatures from CIT meetings, Open House, and parent surveys will signify opportunities for input and engagement for the Title I Schoolwide planning and evaluation process.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Parent Engagement Leaders will provide all TMECHS parents a copy of the school's written parent involvement Policy & School-Parent Compact and ask for input.</p>	1, 6	Parent Engagement Leader	Online registration confirmation numbers will be used to verify parent receipt of the written parent involvement policy and school-parent compact.				
<p>Critical Success Factors CSF 6</p> <p>4) Department Heads will obtain 100% faculty/staff participation in the PTSA</p>	1, 10	Principal	The Superintendent's Honor Roll for PTSA staff membership will be received this year.				
<p>5) Parent Engagement Leader will conduct monthly parent meetings which include presentations on academic performance information (i.e. EPISD Curriculum awareness, STAAR updates, College planning, and extra-curricular activities).</p>	1, 6	Parent Engagement Leader	Sign-in sheets, meeting agendas, and parent surveys will be used to verify academic performance information.				
Funding Sources: 211 ESEA Title I (Campus)							
<p>6) Parent Engagement Leader will conduct a parent involvement awareness (hosted by the PTSA and CIT parent leaders) session during a faculty meeting.</p>	1, 6	Parent Engagement Leader	The parent involvement awareness session will be a topic on the October 2014 faculty meeting agenda.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>7) Administration will hold an "Open House" parent meeting that includes information on the TMECHS school-wide program and EPISD curriculum overview</p>	1, 6	Principal	The opening part of the "Open House" scheduled for September 3, 2015 will include information on the school-wide program and EPISD curriculum.				

<p align="center">Critical Success Factors CSF 5</p> <p>8) Administration will engage in hiring a Parent Engagement Leader to support parent involvement activities on the TMECHS campus</p>	1, 6	Principal	The Parent Engagement Leader role will be listed on the campus' Position Inventory.				
<p>9) Office staff will translate parent correspondence and meeting conversations into Spanish (and other languages as needed)</p>	1, 6	Parent Engagement Leader	Copies of translated parent correspondence and the translation machine check-out form will be used to verify communication is provided in both Spanish and English.				
<p align="center">Critical Success Factors CSF 3</p> <p>10) Administration will conduct incoming student recruitment meetings at various times/locations.</p>	1	Principal Assistant Principal	Recruitment posters will list dates/times for recruitment meetings for the 2016-2017 school year.				
<p>11) Parent Engagement Leader will provide training/hire presenter 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)</p>	1, 6	Parent Engagement Leader	Sign-in sheets, meeting agendas, and parent surveys will be used to verify non-academic and college-readiness information.				
Funding Sources: 211 ESEA Title I (Campus) - \$500.00							
<p align="center">Critical Success Factors CSF 5</p> <p>12) Parent Engagement Leader will provide parents with reading materials that support academics and college readiness</p>	1, 6	Parent Engagement Leader	Parents will sign for reading materials provided during parent meetings.				
Funding Sources: 211 ESEA Title I (Campus) - \$300.00							
<p align="center">Critical Success Factors CSF 5</p> <p>13) Parent Engagement Leader will purchase Refreshments and Snacks for parent Meetings</p>	1, 6	Parent Engagement Leader	Copies of disbursement vouchers and/or store receipts for each parent meeting will be maintained by the school secretary.				
Funding Sources: 211 ESEA Title I (Campus) - \$250.00							
<p>14) Parent Engagement Leader will purchase supplies to be used in parent monthly meetings (i.e. paper, pens, pencils, book marks, door prizes, etc.)</p>	1, 6	Parent Engagement Leader	Copies of disbursement vouchers and/or store receipts for each parent meeting will be maintained by the school secretary.				
Funding Sources: 211 ESEA Title I (Campus) - \$250.00							
<p align="center">Critical Success Factors CSF 5</p> <p>15) Office staff will register parents for the Parent Portal prior to registration.</p>	1, 6	Parent Engagement Leader	100% of TMECHS parents will be able to complete the online registration for the 2015-2016 school year.				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 7</p> <p>16) Administration will notify parents of the Parent's Right-to-Know policy as it relates to Teacher and Paraprofessional Qualifications notices through the first school newsletter and at the first monthly parent meeting.</p>	1, 6	Principal	Communication regarding the Parent's Right-to-Know policy will be evident in the first newsletter and on the first parent meeting agenda.				
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 5: El Paso ISD will maintain positive and productive partnerships with parents and our community to facilitate the success of all students

Performance Objective 2: TMECHS will increase the number of active Partners-in Education to 5 by the end of 2015-2016.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Staff Mebers will invite at least 2 new organizations to become campus Partners-in Education during the Fall 2015 semester.</p>	1, 2, 10	Principal	PIE applications will be obtained from at least 2 new Partners during the year.				
<p>Critical Success Factors CSF 5</p> <p>2) Staff Members will invite potential Partners-in-Education to a TMECHS information session: and invite them to serve on the TMECHS STEM or ECHS Boards, TMECHS CIT, and/or become Partners-in-Education for 2015-2016.</p>	1, 2	Principal	Participation on the STEM and ECHS Advisory Boards, the CIT committee, and as Partners-in-Education will increase over the previous year.				
<p>3) Teacher will host an End-of-Year Reception for all campus partners</p>	1	Department Heads	Pictures of the Reception will be available on the school website.				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

State Compensatory

Budget for Transmountain Early College High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
11.6117	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$10,200.00
6100 Subtotal:		\$10,200.00
6300 Supplies and Services		
11.6321	6321 Textbooks	\$1,000.00
11.6329	6329 Reading Materials	\$4,000.00
11.6395	6395 Supplies, DP Operations - Locally Defined	\$16,070.00
11.6395	6399 General Supplies	\$7,000.00
6300 Subtotal:		\$28,070.00

Title I

Schoolwide Program Plan

Transmountain Early College High School's (TMECHS) Program is developed through a planning process that begins with a Comprehensive Needs Assessment (CNA). The campus' CNA assists the staff with prioritizing areas of focus, frequency of evaluation, and the integration of the various schoolwide program components. Academic performance for all students is analyzed on an on-going basis, with a microscopic lens on the various student groups: all students, economically disadvantaged, ethnic subgroups (White, Hispanic, African American, Asian/Pacific Islander, Other), students with special needs (Limited English Proficient, homeless, migrant, disabilities). Data is reviewed by whole school, as well as, individual student. This analysis helps the campus identify the priority areas to address for the new year.

Various steps are used throughout the process: 1. Training the Campus Improvement Team (CIT), 2. reviewing the campus mission/vision/values, 3. creating a school profile, 4. gathering data information from various sources, 5. analyzing the data, and 6. obtaining feedback from all campus stakeholders on data shared.

Throughout the process, campus administrators, teachers, support staff, and community members identify both campuswide and individual student strengths, campus needs, and interventions available. Current interventions and program strategies are reviewed for effectiveness and modifications are made as needed. This process facilitates program development, implementation, and evaluation; provides structure in the plan's development; and leads to a unified understanding of campus school improvement needs.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

This year's CNA identified specific areas that needed to improve in order for the school to continue meeting the needs of our students and to maintain an outstanding level of performance. Data provided from the CNA drove the objectives of the Schoolwide Plan. The program's evaluation measured the level of success the campus has achieved in meeting the needs of its students and the goals of the plan.

The annual schoolwide planning process contains several steps throughout the year. At the end of last year, campus stakeholders collected and analyzed data to identify priority campus needs. The CIT reflected on the data and clarified the analysis process used. Using the outcomes of the data analysis, the CIT developed the plan to address the identified needs. Focusing on the requirements of Title I is one of the main priorities of the annual CNA development. It enables the campus to stay focused on student achievement strategies and ensures alignment with district initiatives, college level standards, and Early College High School (ECHS) and Science, Technology, Engineering, and Math (STEM) indicators.

The Schoolwide Plan addresses and includes all of the components outlined in federal law. The remaining components are also used in the

development of a successful schoolwide program.

2: Schoolwide Reform Strategies

The objectives and instructional strategies noted in the plan are designed to improve student performance and to maintain a level of performance that meets the current accountability standards. TMECHS has a history of "Met Standard" student performance and the schoolwide reform strategies that are being implemented are expected to raise the level of rigor in the classroom even further, while, at the same time, providing needed interventions for identified students.

TMECHS is part of the Educate Texas/Texas Education Agency collaboration that uses rubrics in analyzing ECHS and STEM effectiveness. The self-analysis and outside agency feedback is based on scientific research and was used as a strong determining factor in which strategies would be used at our school.

3: Instruction by highly qualified professional teachers

All TMECHS teachers have met the "highly qualified" standards. In addition, 88% of our staff hold Master's degrees and are able to teach Dual Credit courses. The content knowledge each teacher has enabled the instructional strategies to focus on differentiation and lesson delivery. The strategies noted in the plan focus on methods of expanding methods and techniques across departments and across disciplines. For further details on how teaching and learning is impacted by having highly qualified professional teachers, please refer to the CNA.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Each need and program identified in the CNA has been utilized as the basis for the development of this year's TMECHS Staff Development Plan. Since TMECHS is an early college high school which focuses on STEM endorsements, teacher/principal campus trainings focus on the indicators embedded within those state rubrics, as well as, on the district initiative and higher education components. Last spring, the CIT used staff feedback to outline the development plan for the year (i.e. Gifted and Talented updates, Problem-based learning, Technology Integration). Local, State, and sometimes National trainings are attended to ensure our staff stays current with standards that will enhance our students' performance and enable them to transition to the work or post-secondary education setting of their choice.

TMECHS believes ALL employees and parent/community members have a direct impact on student success; so training opportunities are also provided to the school's support staff and to other stakeholders as well. The plan's professional development focus is located in the body of the plan, under the objective relevant to the respective audience.

The budget allocations for professional development is accessible at the end of the plan under the Funding Summary. It is important to note that supplemental training funds are sometimes donated to the campus by outside agencies as well.

5: Strategies to attract highly qualified teachers

TMECHS did not have teacher turn-over this year, however, it did anticipate the need for long-term substitutes. Since most of our teaching staff must be Gifted & Talented certified (due to Pre-AP classes), credentialed for dual credit (due to college coursework), and assigned multiple subjects (due to campus size), TMECHS uses a strategic plan for recruiting and maintaining highly qualified teachers. The strategies outlined in the improvement plan focus on mentoring, hiring, and supporting certification needs of the staff.

6: Strategies to increase parental involvement

We know that parental Involvement is directly proportioned to student success. Therefore, communicating with parents and encouraging their participation in the school processes is a major area of focus for the new year. At the beginning of last year, parental involvement had declined on our campus--from parent/teacher conferences to attendance at Parent-Teacher-Student-Association (PTSA) functions. In analyzing the data, we determined that more parent communication and awareness training opportunities needed to occur. Therefore, the strategies outlined in our plan address the required Title I components for parent engagement, but also address the areas that dropped in our previous school year (i.e. PTSA membership and general meeting attendance).

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

TMECHS does not have a pre-school program that transitions from early childhood to elementary school. It does, however, have students transitioning from middle school to a combined high school/college setting, transitioning from high school to a post-secondary setting, sometimes transitioning to a DAEP program. Therefore, the plan incorporates transition activities which address the needs of these groups of students.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

TMECHS teachers receive assessment data from various sources. In addition to using the Eduphoria system to retrieve STAAR EOC assessment scores, teachers receive Texas Success Initiative (TSI) data, PSAT/SAT/ACT data, grade distribution reports, teacher and district developed formal assessments, and other forms of data from private/charter/homeschool students attended prior to joining our student body. Data is also collected through informal student observations, "rounds" peer observations, and administrative walk-through feedback. Teachers utilize each of these data sources to make informed decisions related to teaching & learning during PLC meetings and individually. The teacher representatives on the campus improvement team also assist with making decisions/recommendations associated with the overall school instructional program. The schoolwide program provides professional development that increases teacher understanding in how to use assessment results to improve instruction.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

TMECHS uses assessment data to make timely, informed decisions regarding interventions for students who need additional learning time to meet standards. The strategies included in the plan are directly aligned with those decisions and include various opportunities for students to obtain additional supports. Activities are offered before school, during the school day, and after school. Funding has been provided to support the additional assistance students may require. The total budget for support services may be found in the plan Funding Summary.

10: Coordination and integration of federal, state and local services and programs

Historically, TMECHS has a diverse student population. Therefore, to meet the varied needs reflected on the campus, TMECHS conducts outreach strategies. In addition, many of our students require the services of multiple agencies/programs in order to meet the "met standard" or "advanced standard" of performance on assessments or to meet the financial responsibilities associated with advancing beyond the high school setting. Therefore, through careful planning and coordination, TMECHS integrates federal, state and local services/programs in order to maximize student achievement and opportunities.

2015-2016 Campus Improvement Team

Committee Role	Name	Position
Administrator	Dr. Blanca Garcia	Principal
Business Representative	Kathy Gonzalez	Sam's
Business Representative	David Ornelas	El Paso Water Utilities
Classroom Teacher	Francesca Alonso	Social Studies Teacher/Department Head
Classroom Teacher	Ramon Arambula	Fine Arts Teacher
Classroom Teacher	Edgar Bridges	Science Teacher
Classroom Teacher	Mario Guzman	Math Teacher/Department Head
Classroom Teacher	Maria Imai	Spanish and French Teacher
Classroom Teacher	Mary Mata-Castillo	English Teacher/Department Head
Classroom Teacher	Toby Vance	Social Studies Teacher
Classroom Teacher	Carlos Votta	Spanish Teacher
Community Representative	Kathleen Devaney	EPCC Instructor
Community Representative	Raquel Samaniego	EPCC Lab Coordinator
District-level Professional	Karen Taylor	EPISD Grants Coordinator
Non-Certified Representative	Yvonne Castillo	Secretary to the Principal
Parent	Alex Delgado	TMECHS Parent
Parent	Elva Rueda	TMECHS Parent
Student	Stormy Rhodes	TMECHS Student
Student	Ariana Valdez	TMECHS Student

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	List of requested classroom materials from departments chairs, EPISD facilitators, TEKS, Released STAAR exams.	185.11.6399.015.30.000.015	\$7,000.00
1	1	2	Textbooks	11.6321	\$1,000.00
1	1	2	Reading Materials	11.6329	\$4,000.00
1	1	2	Technology Equipment	11.6395	\$0.00
1	2	5	Grade distributions, Student failure report, Teacher tutors, EPISD instructional calendar	185.11.6141.015.30.100.015	\$218.00
1	2	5	Grade distributions, Student failure report, Teacher tutors, EPISD instructional calendar	185.11.6148.015.30.100.015	\$83.00
1	2	5	Teacher Tutors	185.11.6117.015.30.100.015	\$15,000.00
Sub-Total					\$27,301.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Textbooks	11.6321	\$12,000.00
1	1	2	Instructional supplies and materials	11.6399	\$23,751.00
1	1	2	Reading Materials	11.6329	\$4,000.00
1	1	2	Contracted Services-Study Island	11.6299	\$10,600.00
1	1	2	Equipment < 5,000	11.6396	\$12,000.00
1	1	2	Music Instruments	11.6398	\$0.00
1	1	2	Reading Materials-Professional Development	13.6329	\$1,000.00
1	1	5	Annual Biochemical Conference for Minority Students	11.6499	\$1,800.00
1	1	7	Entrance Fees and Buses	11.6499	\$1,800.00
1	2	4	Testing Materials	11.6339	\$700.00
4	1	4	Travel-Instructional (Out of Town)	13.6411	\$35,000.00
4	1	4	Registration Fees	13.6499	\$1,800.00

4	1	4	Substitutes	11.6112	\$4,000.00
4	1	4	Benefits	11.6142	\$131.00
4	1	4	Benefits-TRA	11.6146	\$390.00
4	1	4	Benefits-TRS Surcharge	11.6148	\$28.00
4	1	9	Travel for Professional Development	23.6411	\$5,000.00
5	1	5			\$0.00
5	1	11		211.61.6291.015.24.870.015	\$500.00
5	1	12	Reading Materials	61.6329	\$300.00
5	1	13	Refreshments	11.6499	\$250.00
5	1	14	Supplies and Materials	61.6399	\$250.00
Sub-Total					\$115,300.00

255 Title II (District)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4	Workshop/seminar fliers, Meeting notices, Educate Texas, School calendar	255.11.6112.015.24.000.015	\$1,246.00
4	1	4	Workshop/seminar fliers, Meeting notices, Educate Texas, School calendar	255.11.6141.015.24.000.015	\$19.00
Sub-Total					\$1,265.00

186 High School Allotment

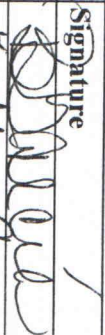




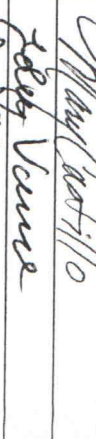






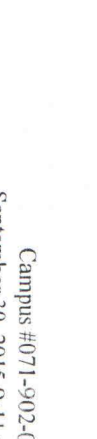





Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	List of requested classroom materials from department chairs, EPISD facilitators, TEKS, Released STAAR exams. Equipment quotes	186.11.6399.015.31.100.015	\$31,075.70
1	1	2	District bids for copiers, number of copies made each month	186.11.6269.015.31.100.015	\$11,000.00
1	1	2	List of requested classroom materials from department chairs, EPISD facilitators, TEKS, Released STAAR exams. Equipment quotes	186.11.6321.015.31.100.015	\$2,500.00
1	1	2	List of requested classroom materials from department chairs, EPISD facilitators, TEKS, Released STAAR exams. Equipment quotes	186.11.6396.015.31.100.015	\$4,244.30

1	1	7	Entrance Fees and Buses	11.6499	\$2,000.00
1	1	8	TMECHS Budget Planner	186.23.6399.015.31.100.015	\$6,000.00
1	1	8	TMECHS Budget Planner	186.31.6399.015.31.100.015	\$700.00
1	1	8	TMECHS Budget Planner	186.33.6399.015.31.100.015	\$1,200.00
1	1	8	TMECHS Budget Planner	186.51.6399.015.31.100.015	\$0.00
1	1	8		186.23.6395.015.31.100.015	\$245.11
1	1	10	Awards and Acknowledgements	11.6499	\$3,500.00
1	6	1	EPCC and UTEP partners, Guest speakers, buses, TSI resources, supplies	186.11.6117.015.31.100.015	\$23,500.00
3	1	4	TMECHS budget planner, Employee over-time requests	186.23.6121.015.31.000.015	\$1,000.00
4	1	6	Workshop flyers, Employee request for training	186.23.6499.015.31.100.015	\$1,000.00
4	1	9	Budget planner, Campus master calendar	186.23.6411.015.31.100.015	\$2,754.89
Sub-Total					\$90,720.00
Grand Total					\$234,586.00

Addendums

2015-2016 Campus Improvement Team

Meeting Date: September 30, 2015

Committee Role	Name	Position	Signature
Administrator	Dr. Blanca Garcia	Principal	
Business Representative	Kathy Gonzalez	Sam's	
Business Representative	David Ornelas	El Paso Water Utilities	
Classroom Teacher	Francesca Alonso	Social Studies Teacher/Department Head	
Classroom Teacher	Ramon Arambula	Fine Arts Teacher	
Classroom Teacher	Edgar Bridges	Science Teacher	
Classroom Teacher	Mario Guzman	Math Teacher/Department Head	
Classroom Teacher	Maria Imai	Spanish and French Teacher	
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Parent	Elva Rueda	TMECHS Parent	
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Student	Ariana Valdez	TMECHS Student	