



VISION **2025**

THE **ENCORE**

STRATEGIC ACTION PLAN



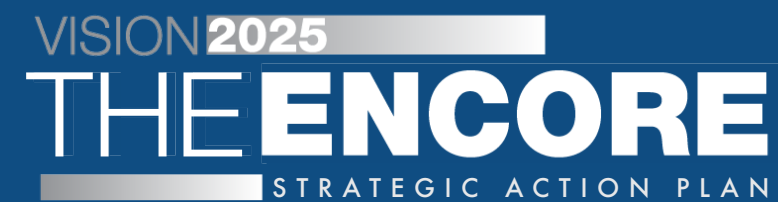


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THE DISTRICT
YSLETA INDEPENDENT SCHOOL DISTRICT

2019-2020 | EXECUTIVE CABINET

THE ENCORE OF EXCELLENCE: HISTORICAL PERSPECTIVE

Under the leadership of Superintendent of Schools Dr. Xavier De La Torre, the Ysleta Independent School District launched a Renaissance of Excellence in 2015 with the implementation of the Vision 2020 Strategic Action Plan. Over the last five years, we have accomplished the boldest strokes of that plan, clearing the path for us to take on new challenges while solidifying academic gains for all students. This is the aim of **Vision 2025: The Encore Strategic Action Plan.**

PHASE I: Developing a Strategic Framework

Ysleta ISD convened several groups of parents, school principals, the Student Advisory Council, and the District Educational Improvement Committee, with representatives from all seven Learning Communities. Each group, led by Dr. De La Torre with assistance from Dr. Lizzy Asbury from Transcend4 Consulting, included a review of Vision 2020 goals and measurable accomplishments, and an update of challenges posed by new state guidelines for early childhood literacy and math, as well as College, Career, and Military Readiness. Stakeholders revealed a desire for the district to avoid complacency, and widely and consistently deliver excellence. This requires Ysleta ISD to hold its course, focus on key goals, and push harder.

PHASE II: Developing a Five-Year Plan

- The Board of Trustees and district administration used the following questions to help shape the goals, strategies, and targets of Vision 2025:
- 1. What do we want to accomplish?** The Board of Trustees identified five-year priority goals that reflect key components of state accountability.
 - 2. How will we accomplish this?** Administration identified ongoing and new strategic initiatives to achieve the Board's priority goals, including incorporation of HB3 requirements.
 - 3. How will we know it has been successfully accomplished?** The Board and administration will monitor results using The District's Scorecard, which includes progress indicators and measurable annual targets.

PHASE III: Implementation, Monitoring, and Evaluation

- Vision 2025 will be implemented over five school years, beginning with 2020-2021. Targets identified in Vision 2025 are objective, informative, and relevant to the Board goals, but also set a higher bar for student performance. Implementation, monitoring, and evaluation will require new approaches by the district, due to a combination of 2019 legislation and a better understanding of how efforts and performance are captured through accountability measures:
- Every year, each campus and the district are assigned an A-F grade based on designated criteria;
 - Teachers and principals are evaluated using standardized systems;
 - Student academic performance is monitored constantly through a variety of data collection;
 - Evaluation will take place by reviewing scorecards for each campus and the district, comparing actual performance to performance targets;
 - Data reflecting campus and student safety will be captured through Anonymous Alerts and student information systems; and
 - Goals regarding Service Excellence, employee engagement, and parent satisfaction are measured through annual surveys conducted by the Studer Group, and direct input from stakeholders who submit surveys on Service Excellence kiosks.



2020-2021 Challenges

The district will implement sweeping reforms passed in House Bill 3 (HB 3) by the 86th Texas Legislature, including adopting plans in early childhood literacy and math, as well as college, career, and military readiness. All plans require specific, quantifiable, annual goals for five years at each campus, which are listed below.

Early Childhood Education Plan

- Annual goals for aggregate student growth on third grade math and reading STAAR;
- Annual targets for students in each group evaluated under closing the gaps domain;
- Targeted professional development for K-3 classroom teachers at campuses the Board has identified as not meeting the plan's goals, and considers the unique needs of students in bilingual education or special language programs (Reading Academies); and
- Annual targets that may be set for students in bilingual or ESL programs.

College, Career, and Military Readiness Plan

- Annual goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain; and
- Annual targets for students in each group evaluated under the closing the gaps domain.

COVID-19 Emergency

The emergence of the COVID-19 virus in spring 2020 had an unprecedented impact on the operation of school districts. Emergency stay-home orders were issued by the government, and as this Strategic Plan is being developed, the situation is still uncertain. As such, this plan is based on assumptions that may change. The Board of Trustees and Superintendent took action to adapt to the COVID-19 emergency and emergency school closures. Virtual learning at home for students began April 6, 2020, and student/family support services (instructional technology, breakfast and lunch meals, counseling, healthcare, and communications) were increased. Where operations could legally and safely continue (e.g., construction projects), they did so under the premise Ysleta ISD would not lose the ability to return to on-site instruction. Fiscal decisions were made with the best information and projections possible, subject to adjustment as needed.

2020-2025 **BOARD GOALS**

OUR FUTURE

GOAL 1

Student performance will be increased in all assessed academic areas to ensure students continuously improve their mastery of the content needed to be successful in ensuing years, culminating in students graduating ready for college, the military, or a career of their choice.

OUR PEOPLE

GOAL 2

Guided by our passion for student success, we are committed to recruiting and hiring the best-qualified employees and empowering them to provide real-world experiences through current and relevant approaches in an environment that supports the physical, emotional and intellectual well-being of all stakeholders.

OUR INVESTMENT

GOAL 3

District resources will be utilized effectively and efficiently to provide facilities that are safe, well maintained, and meet the needs of today's modern learners.



OUR FUTURE

GOAL 1

Student performance will be increased in all assessed academic areas to ensure students continuously improve their mastery of the content needed to be successful in ensuing years, culminating in students graduating ready for college, the military, or a career of their choice.

HOW DO WE ACCOMPLISH BOARD GOAL 1?

We will continue Ysleta ISD’s overall growth in student achievement and increase students’ college, career, and/or military readiness by focusing on thirteen essential areas:

- I. Balanced Literacy Framework

II. Dual Language Model

III. Engage Me! Technology Initiative

IV. Best Reading/Writing Practices

V. Best Mathematics Practices

VI. Best Science Practices

VII. Best Social Studies Practices
- VIII. Social Emotional Learning

IX. Advanced Placement Program

X. Dual Credit/Dual Enrollment

XI. House Bill 5 Endorsements

XII. Industry Certifications

XIII. PSAT/SAT and TSI exams



This framework, which extends from pre-K through high school, aligns all instruction to the Texas Essential Knowledge and Skills (TEKS), the English Language Proficiency Standards (ELPS), and Pre-K Guidelines, with opportunities for targeted interventions to help struggling readers/writers successfully master grade-level skills.

- Students are expected to meet grade-level/content-area standards.
- Students in pre-K through 4th grades focus on foundational skills (reading instruction in decoding, phonics, phonemic awareness, fluency, comprehension); students in grades 5-12 focus on continued development in reading, writing, listening, and speaking skills.
- Vocabulary development is key! All levels focus on vocabulary instruction through access to quality literature; identifying key vocabulary words; word study and guided reading, etc.



- **Continue to implement English Language Arts/Reading (ELAR) K-12 TEKS and Pre-K Guidelines;**
- **Focus on Balanced Literacy Framework with emphasis on word study, reading, and writing over the next three years;**
- **Social Emotional Learning (SEL) and Universal Design for Learning (UDL) approaches will be supported;**
- **Reinforce College, Career, and Military Readiness (CCMR) to create a culture where students view themselves as scholars, professionals, leaders, and achievers; and**
- **Transition into digital portfolios as an option for every student.**

II. DUAL LANGUAGE PROGRAM

GOAL 1

This program is aligned to state standards, research-based, and geared toward the success of English Learners (ELs), and empowers teachers to make decisions based on a student’s proven language ability. This program:

- Introduces English language progressively; allows for Biliteracy Acknowledgement through graduation.
- Allows for academic language support for English Learners (ELs) and Spanish learners in elementary grades.
- Requires ELs in grades K-12 to take the Texas English Language Proficiency Assessment System (TELPAS) until the campus committee determines English-proficiency/meets reclassification criteria.
- Analyzes TELPAS data to strengthen programs.
- Moves EL students into an English as a Second Language (ESL) program if they are: 1) ELs who do not meet reclassification criteria by middle school; 2) secondary ELs who do not meet reclassification criteria; or 3) secondary ELs who are new to the district.

2020-2025 ACTION PLAN

- **Continue to promote the English language acquisition while providing innovative language programs;**
- **Provide research-based support and training to all Dual Language/ESL teachers to ensure high-quality instruction in learning environments that are safe and rich in academic language;**
- **Achieve measurable success by increasing number of ELs who score at “Meets Grade Level” on STAAR/EOC Reading/Language Arts exams; and**
- **Increase number of ELs who make progress on TELPAS annually.**

Ysleta ISD provides 1-to-1 devices for all students in grades 3-10, and grades 11-12 will receive devices over the next two years. Students in pre-K through 2nd grades have 1-to-1 devices at some schools, while others have classroom sets of devices for small-group instruction or learning stations. In addition:

- Teachers receive ongoing training and support in technology integration through the campus Innovative Technology Support (ITS) teacher and the Innovative Learning Department.
- The district’s wireless infrastructure supports student and teacher devices for daily learning.
- Devices are refreshed through sustainable lifecycle; wireless infrastructure upgrades are conducted regularly.

- **We will continue to make a significant investment in student and teacher devices;**
- **ITS teachers will continue serving as coaches for teachers to integrate technology into classrooms;**
- **Innovative Learning Department will find/research/add valuable resources and opportunities in bleeding edge technology (Learning Management System, artificial intelligence, augmented reality, virtual reality); and**
- **We will add more campuses to provide opportunities for personalized learning courses, onboarding and support, resources/best practices for leadership teams and teachers, and site visits to strengthen implementation.**

IV. BEST READING/WRITING PRACTICES

GOAL 1

Our curriculum for English Language Arts/Reading (ELAR) and Writing reflects revised state standards that emphasize the interconnected nature of listening, speaking, reading, writing and thinking. Reading and writing skills must be integrated and consistently taught throughout all grades, as it is critical to establish an understanding of writing across all content areas.

- Campuses use several resources for writing instruction, including Write from the Beginning and Beyond, Write for the Future, Empowering Writers, and English 3D.
- Extra support is given to English Learners and Special Education students to ensure linguistic/cognitive development

Elementary schools

- Implement Writing Workshop and integrate the writing process.
- Use The Science of Teaching Reading through K-3 Reading Academies to develop reading acquisition.
- Emphasize writing instruction in Pre-K based on developmental stages of writing.
- Revise curriculum/provide training to instructional coaches/teachers to build capacity for best ELAR practices.
- Unpack new ELAR Texas Essential Knowledge and Skills (TEKS) through professional development.

Middle schools

- Conduct ongoing training by instructional specialists on the Balanced Literacy Framework, Write from the Beginning and Beyond, and Leveled Libraries.
- Allow teachers to participate in Curriculum Advisory Boards (CAB) to review best reading/writing practices, plan units, develop lessons using a backward design model, review/create assessments, and conceptually understand reading/writing concepts using best practices from various sources.
- Work with cohorts of teachers assigned to the Lead4ward Reading/Writing Academies.

High schools

- Utilize Write for the Future and the Jane Schaffer Writing Project, and embed resources and practices in support of English I, II, and III.

2020-2025 ACTION PLAN

- **K-3 Reading Academies will be implemented for all teachers, administrators, and instructional coaches to support an understanding of the science of teaching reading. Pre-K reading and writing instruction will continue to be aligned with kindergarten readiness;**
- **Continue to invest resources and professional development aligned with 2017 ELAR/SLAR standards (K-8) and 2019 (9-12), while supporting a blended-learning approach. Mastery of standards will be assessed;**
- **Middle schools continue to use Write from the Beginning and Beyond and Lead4ward Reading/Writings, and revise curriculum to correlate reading and writing standards; and**
- **Students in grades 3, 4, and 7 will have access to web-based writing interventions and resources.**

Our curriculum outlines state standards in math, Algebra I, Algebra II, Geometry, and Pre-Calculus. Math assessments are conducted in grades 3-8, while an End Of Course (EOC) exam in Algebra I is required for graduation. Students are also required to solve real-life application problems with complex, multi-step thinking.

- Imagine Math is used not only to help K-8 students who struggle with math, but for those who need more challenging lessons or enrichment.
- K-8 instructional coaches facilitate Professional Learning Communities (PLCs) and lesson planning, while high school math teachers gear instruction toward college, career, or military readiness.
- Middle school teachers in Curriculum Advisory Boards (CAB) review best practices, plan units, develop lessons using a backward design model, and review/create assessments.
- K-12 math instructional specialists work with teachers to create vertical alignment, academic vocabulary, and conceptual understanding of math using best practices from various sources.

- **Schools with pre-K through 8th grade will continue to use Lead4ward strategies to engage students (manipulatives to build knowledge of math concepts, make connections to process standards);**
- **K-12 mathematics use a wide variety of resources to teach mathematical concepts;**
- **Math instructional specialists will continue to revise math curriculum standards to focus on enhancing the framework for college and career readiness;**
- **Instructional specialists will continue to train campus instructional coaches on embedding best practices, with emphasis on multi-step problem-solving;**
- **Early numeracy skills will be taught and assessed in full-day pre-K;**
- **Elementary school math academies will be facilitated by instructional coaches, while math standards/ aligned strategies will be used to support concrete to abstract thinking;**
- **District personnel and leadership will evaluate effective data-based math practices, and document progress to determine academic growth of all students;**
- **Secondary campuses will address math standards for each grade level and/or course; and**
- **Universal math screener will identify K-8 students who need extra support and interventions. Pre-K will use CIRCLE as its universal math screener.**

VI. BEST SCIENCE PRACTICES

GOAL 1

Our curriculum outlines state standards in science, biology, chemistry, IPC, and physics. Science assessments are conducted in grades 5 and 8, and an End Of Course (EOC) exam in Biology is required for graduation. About 40% of state science testing is related to laboratory and outdoor investigations, using scientific methods and equipment in investigations, and using critical-thinking and scientific problem-solving to make informed decisions.

- Instructional specialists revise curriculum and provide professional development for campus instructional coaches and teachers to build capacity for best practices.
- Campuses with students in pre-K through 8th grade use the TEKS-based STEMscopes, which integrates reading, writing, and math in hands-on scientific investigations, rigorous instruction, and critical thinking.
- Middle school teachers on Curriculum Advisory Boards (CAB) review best practices, plan units, develop lessons using a backward design model, and review/create assessments.
- High school science instruction focuses on refining critical thinking skills.

2020-2025 ACTION PLAN

- **STEMscopes will be the primary science resource for pre-K through 8th grade to build consistency and alignment for all elementary campuses; secondary campuses will also continue to use STEMscopes;**
- **Schools will continue enhancing resources to integrate with STEMscopes and laboratory experiments; and**
- **Teachers will further embed the Depth of Knowledge framework and instructional strategies to enhance laboratory investigations.**

VII. BEST SOCIAL STUDIES PRACTICES

GOAL 1

Our curriculum outlines state standards in Social Studies, World Geography, World History, and U.S. History. Social studies assessments are conducted in eighth grade, and an End Of Course (EOC) exam in U.S. History is required for graduation. Students must be able to apply critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources.

- Numerous campuses use an interdisciplinary approach to teach social studies that integrates reading, writing, and multicultural components.
- Elementary schools are expected to conduct Performance-Based Assessments in the fall and the spring.
- Instructional specialists revise curriculum and provide professional development for campus instructional coaches and teachers to build capacity for best practices in social studies.
- Middle-school teachers on Curriculum Advisory Boards review best practices, plan units, develop lessons using a backward design model, and review/create assessments.
- K-12 instructional specialists work with teachers to build foundation of Historical Literacy through vertical alignment, academic vocabulary, and processing skills; and use best practices from various sources.

2020-2025 ACTION PLAN

- **Social studies standards will be emphasized in pre-K through 5th grade through an interdisciplinary approach;**
- **Leveled libraries books will cover multicultural themes;**
- **Instructional coaches will receive training on the interdisciplinary approach to teach social studies; and**
- **Alignment of resources and professional development will be done with social studies concepts, embedding best practices used at middle schools/high schools.**

VIII. SOCIAL EMOTIONAL LEARNING

GOAL 1

Continuous research in neuroscience has found links between Social Emotional Learning (SEL), academic performance, and healthy student development. To ensure students can build positive relationships that foster academic learning for all, we must teach and promote social emotional skills for success in school, work, and life.

- District administrators, instructional specialists, and teachers receive training to increase understanding of the Collaborative for Academic Social and Emotional Learning (CASEL) framework and SEL fundamentals.
- Instruction is aligned with the CASEL framework to provide skills within the five SEL core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Research- and evidence-based SEL explicit curriculum is utilized from pre-K through high school.

2020-2025 ACTION PLAN

- **Continue training and aligning resources for campus SEL teams to address areas of need;**
- **SEL explicit curriculum/integration into academic areas will continue to be measured for the five core competencies;**
- **Establish SEL committee to review and select a districtwide curriculum;**
- **Data will be utilized to assist campus faculty with identifying areas of strengths/need;**
- **Data will support campus stakeholders in providing student intervention aligned with specific SEL indicators;**
- **Ongoing training will be provided to stakeholders to continue educating the “whole child”; and**
- **The effectiveness of the SEL curriculum will be showcased through data that relates to academics, behavior, and attendance.**

The Advanced Placement (AP) program enables willing and academically prepared students to pursue college-level studies – with the opportunity to earn college credit, advanced placement, or both – while still in high school.

- The AP program is the primary method we provide students with advanced college-level preparation and instruction.
- AP courses are open to all students where offered, and taught by highly qualified teachers who adhere to the College Board’s guidelines.
- Students who perform well on AP exams are eligible to receive college credit and/or advanced standing at thousands of colleges and universities worldwide.
- AP exams are administered each year in May; they not only represent the culmination of college-level work in a given subject in a high-school setting, but also test students’ ability to perform at a college level.

- **YISD will continue to work with teachers to refine AP curriculum using College Board AP resources;**
- **Professional Development will be provided to all pre-AP and AP teachers during the summer and throughout the year; and**
- **Teachers will be provided with opportunities to align curriculum to ensure continuity of skills that students need to be successful on AP exams.**

X. DUAL CREDIT/DUAL ENROLLMENT PROGRAMS

GOAL 1

Dual Credit and Dual Enrollment courses are offered at each high school to provide opportunities for students to earn college credit while in high school.

Dual Credit courses:

- Offered in high schools through accredited institution of higher education.
- Teachers are credentialed through a college/university, and use a college syllabus.
- Grades are averaged into the high school grade-point average (GPA), and count toward high school graduation.

Dual Enrollment courses:

- Taught by high-school teachers in conjunction with UT Austin professors.
- Students earn high school credit and have the option to accept the college credit once it is earned.

2020-2025 ACTION PLAN

- We will continue providing free college courses for students via online, face-to-face, and/or at the El Paso Community Campus;
- We will continue providing professional learning opportunities through THE MASTERS program to increase the number of middle/high school teachers certified to teach Dual Credit in English, math, science, and social studies; THE MASTERS participants now serve as face-to-face Dual Credit teachers;
- We will continue increasing the number of teachers who are able to offer On Ramps courses; and
- On-Ramps courses will continue to be offered to any high school student as appropriate.

House Bill 5 (HB5), passed by the Texas Legislature in 2013, restructured state graduation requirements to a 22-credit Foundation High School Program that allows students to earn endorsements in five areas – STEM, Business & Industry, Public Service, Arts & Humanities, and Multidisciplinary Studies – by completing four additional credits.

- By ninth grade, students give written indication of the endorsement they intend to earn.
- Students earn endorsements by successfully completing
 - 1) Curriculum requirements for the endorsement;
 - 2) Four credits in mathematics;
 - 3) Four credits in science; and
 - 4) Two additional elective credits.
- The district has defined advanced courses and determined a coherent sequence of courses for an endorsement area, provided that prerequisites are followed.

- The Curriculum and Instruction departments will continue collaborating to align current program models –Dual Language, Gifted & Talented, STEM, Career & Technical Education, general core content programs – to HB5 requirements;
- We will continue utilizing instructional practices that are research-based, and also allow for evaluation to be tracked and effectiveness to be proven; and
- Using college/career readiness standards and high school graduation requirements, programs will be adjusted to meet the needs of today’s students and strive for higher levels of academic success.

XII. INDUSTRY CERTIFICATIONS

GOAL 1

Through a variety of highly-specialized courses, we offer opportunities for students to earn industry certifications that are aligned with the needs of the workforce. Industry certifications not only increase job prospects and marketability, but also opportunities for postsecondary education. Under the state’s new A-F Accountability System, CTE student certifications may account for 40% of the College, Career and Military Readiness indicator.

- Students may earn industry certifications/college credit through programs and courses offered through the Career and Technical Education (CTE) Department.
- High-school students are encouraged to focus elective credits on robust, career-aligned learning pathways.
- CTE courses/programs are aligned to industry certifications and business standards.
- CTE instructors and administrators ensure students are prepared for the workforce and/or have the necessary skills to pursue postsecondary/career preparation programs.

2020-2025 ACTION PLAN

- Annual CTE training will be provided to increase student achievement through industry trends, certifications, and program-specific initiatives;
- We will support CTE faculty and administrators to meet student needs and offer industry certifications;
- All CTE students will have the opportunity to take credentialing exams;
- CTE will increase the number of students earning certifications by 2% every year;
- We will continue offering online and face-to face certification exams; and
- Advisory board meetings with representatives from industry, workforce, and Institutions of Higher Education will continue to be held twice a year to request input and guidance.

We require students to take the Scholastic Aptitude Test (SAT) and the Texas Success Initiative Assessment (TSIA), as well as complete a minimum of one application to a postsecondary institution, per Policy EIF (LOCAL). Most colleges/universities require the SAT exam as part of the admissions process; therefore, students take the SAT in their junior year and have several opportunities to complete the TSIA throughout high school.

- Students have the opportunity to participate in the School Day SAT in March of their junior year.
- Students may also take the PSAT 8/9 in eighth grade, and the PSAT in 10th grade, to help refine the skills they need to be successful on the SAT in their junior year.
- Students can also participate in TSIA camps for help in completing Apply Texas applications, and focus on the skills they need to earn placement scores that allow them to take Dual Credit classes.

- All high school sophomores will continue taking the PSAT, and all eighth-graders will take the PSAT 8/9;
- All high school juniors will continue taking the SAT in March;
- Teachers will help students prepare for the SAT by using their PSAT scores, Khan Academy, and other resources;
- TEA training will be provided to district instructional specialists that outlines the new format of the TSI; and
- Teachers will continue to receive training in these areas to better help students prepare.

OUR FUTURE

GOAL 1

HOW WILL WE KNOW WE HAVE ACCOMPLISHED BOARD GOAL 1?

We will continue to use The District’s Scorecard, which outlines 21 measurable targets that are reviewed every year to determine student academic growth, achievement, and postsecondary readiness under Board Goal 1. Vision 2025 targets aim to move student performance on state testing from “Approaches Grade Level” to the higher-performing “Meets Grade Level” or “Masters Grade Level.” We will also promote postsecondary readiness at all high schools through career pathways, PSAT/SAT exams, TSIA preparation, Dual Credit, On-Ramps courses, Early College High Schools, and AP courses.

Proposed Targets		Indicator	2019 Baseline	2025 Target
1.1	The district and all campuses will be rated "C" or better (if applicable) in state accountability.	All Campuses and District	No	Yes
1.2	Increase the percent of EL students rated Meets Grade Level in English Language Arts/Reading on STAAR/EOC exams.	EL Students	25.6%	30%
1.3	Increase the percent of SPED students rated Meets Grade Level in English Language Arts/Reading on STAAR/EOC exams.	SPED Students	25.4%	30%
1.4	Increase the percent of EL students making progress toward English proficiency as measured by TELPAS.	EL Students	28.6%	33%
1.5	Increase the percent of third-grade students rated Meets Grade Level on STAAR exams.	Reading Ready	47.1%	55%
		Math	55.4%	65%
		Reading	82.3%	90%
		Math	84.9%	90%
1.5B	Increase the percent of kindergarten students identified ready for reading and math, as measured by the Texas Kindergarten Entry Assessment (TX-KEA) composite measures.	Reading Ready	TBD	TBD
		Math	TBD	TBD
1.5C	Increase the percent of students in grades 1-3 who show growth in reading competency during school year, as measured by Istation assessments.	Reading	85%	90%
1.6	Increase the percent of seventh-grade students rated Meets Grade Level in English Language.	Reading	44.4%	50%

Proposed Targets		Indicator	2019 Baseline	2025 Target
1.7	Increase the percent of eighth-grade students rated Meets Grade Level on STAAR exams.	Reading	47.0%	55%
		Math	52.7%	60%
		Social Studies	32.7%	40%
1.8	Enroll at least 30% of eighth-grade students in Algebra I.	All Students	27.8%	30%
1.9	Maintain at least 90% of eighth-grade students with a rating of Meets Grade Level on Algebra I.	All Students	91.9%	90%
1.10	Increase the percent of students rated Meets Grade Level on Algebra 1 EOC.	All Students	84.4%	90%
1.11	Increase the percent of students rated Meets Grade Level on STAAR/EOC in any subject.	STAAR	47.4%	55%
		EOC	65.1%	70%
1.12	Increase the percent of students rated Masters Grade Level on STAAR/EOC in any subject.	STAAR	21.6%	30%
		EOC	26.4%	30%
1.13	Increase the percent of students achieving growth as measured on STAAR/EOC.	ELA-R	68.5%	75%
		Math	72.7%	80%
1.14	Increase the percent of students achieving growth in third grade, as measured by the change in domain 1 performance.	Domain 1 Score	51.8%	55%
1.15	Increase the graduation rate.	4-Year Rate	91.0%	93.0%
		5-Year Rate	92.4%	93.0%
		6-Year Rate	92.5%	93.0%
1.16	Increase the percent of graduates who meet college readiness criteria through TSI, SAT, or college preparation courses.	Reading	55.0%	65.0%
		Math	33.0%	45.0%
1.17	Maintain at least 30% of graduates who earn college credits while in high school through Advanced Placement, Dual Credit, or On Ramps courses.	Graduates	29.5%	30.0%
1.18	Maintain at least 10% of graduates who earn an industry-based certification.	Graduates	2.0%	10.0%
1.19	Consistent with outcomes-based measures of Early College High School blueprint, maintain at least 30% of Early College High School graduates earning postsecondary degrees.	Graduates	64.0%	30.0%
1.20	Increase the percent of SPED students who earn an advanced degree plan upon graduation.	SPED Students	1.0%	3.0%
1.21	Increase the percent of graduates considered college-, career-, or military-ready, as defined by state accountability.	Graduates	61.0%	70.0%



OUR PEOPLE

GOAL 2

Guided by our passion for student success, we are committed to recruiting and hiring the best-qualified employees and empowering them to provide real-world experiences through current and relevant approaches in an environment that supports the physical, emotional and intellectual well-being of all stakeholders.

HOW DO WE ACCOMPLISH BOARD GOAL 2?

We will continue Ysleta ISD’s commitment to employee excellence by focusing on four essential areas:

-
- I. Employee Satisfaction

II. Employee Engagement Survey

III. District Services Survey

IV. Parent Satisfaction



We are committed to ensuring all employees succeed in their relative positions. We are committed to recruiting, hiring, and retaining the most qualified employees, and empowering them to reach their full potential. We value the wellness of employees and their dependents, and offer high-quality benefits at an affordable cost.

- We promote a positive working environment that rewards and recognizes employees for their commitment to all stakeholders.
- We positively coach employees in the skills necessary to advance and improve in their area of expertise
- Employees have the ability to choose from four medical plans, as well as a “special package” for those with health insurance elsewhere, with the district’s contribution exceeding \$500 per month per employee.
- Employees receive a no-cost \$25,000 term life insurance policy, and covered spouses/children receive a \$10,000 and \$5,000 life insurance, respectively.
- Employees with the “special package” receive a \$50,000 term life insurance policy.



- **Entry level educator salary will remain in the top 20% of all comparable districts in Region 19;**
- **The number of district-level grievances will remain below 0.05% of the total staff population;**
- **Quarterly reports on the health fund’s financial status will be provided to Trustees at board workshops; and**
- **We will continue to evaluate medical plan usage trends to determine if district and/or employee contribution increases will be necessary in 2022 and beyond.**

II. EMPLOYEE ENGAGEMENT SURVEY

GOAL 2

We value the input of all stakeholders, including employees, in our efforts to provide a safe and nurturing environment for all. This survey allows employees to evaluate their immediate supervisors and how well they facilitate a positive work environment that motivates employees to perform at their highest potential.

- Employee Engagement Survey is conducted annually.
- Survey results help district leadership create a system of aligned goals and absolute accountability, while enabling leaders to quickly identify effective tools and tactics.

2020-2025 ACTION PLAN

- Increase or maintain a score of 4.0 out of a possible 5.0 in satisfaction in the Employee Engagement Survey.

III. DISTRICT SUPPORT SERVICES SURVEY

GOAL 2

This survey allows for district department and school leaders to evaluate the efficiency and effectiveness of district services. The main purpose is to allow employees to rate support services provided by district departments in the following areas: accuracy of services provided, the use of a positive attitude, efficiency, and timeliness.

- Survey will continue to be conducted annually.
- Results will continue to assist leadership in improving district support services provided to all stakeholders.

2020-2025 ACTION PLAN

- Increase or maintain a score of 4.0 out of a possible 5.0 in satisfaction with District Support Services to schools, as measured by the DSS survey.

By establishing and maintaining open lines of communication with parents, we will expand and enhance learning opportunities, and create the best learning environment for our students.

- We develop and maintain partnerships with parents/caregivers, patrons, and community members by involving stakeholders in local, state and federal programs offered in all schools.

- Increase or maintain a score of 4.0 out of a possible 5.0 in parent satisfaction, as measured by the Parent Satisfaction Survey.

HOW WILL WE KNOW WE HAVE ACCOMPLISHED BOARD GOAL 2?

We will use The District's Scorecard, which outlines five measurable targets reviewed every year to determine stakeholder satisfaction under Board Goal 2. We will also continue to implement Service Excellence throughout the district.

Proposed Targets	Indicator	2019 Baseline	2025 Target
2.1 Increase or maintain a score of 4.0 out of a possible 5.0 in satisfaction as measured in the Employee Engagement Survey.	Survey Score	4.00	4.00
2.2 Increase or maintain a score of 4.0 out of a possible 5.0 in satisfaction with District Support Services to schools, as measured by the DSS survey.	Survey Score	4.43	4.00
2.3 Increase or maintain a score of 4.0 out of a possible 5.0 in parent satisfaction, as measured in the Parent Satisfaction Survey.	Survey Score	4.38	4.00
2.4 The number of district-level employee grievances will remain below 0.5% of total staff population.	District Level Grievances	Y	Y
2.5 Entry-level educator salary and benefits will be within the top-five highest among Region 19 districts.	Salary	Y	Y



OUR INVESTMENT

GOAL 3

District resources will be utilized effectively and efficiently to provide facilities that are safe, well maintained, and meet the needs of today's modern learners.

HOW DO WE ACCOMPLISH BOARD GOAL 3?

We will continue to responsibly and conservatively manage Ysleta ISD's financial resources, bond projects, and the utilization and improvement of facilities and learning environments by focusing on three essential areas:

- I. Fiscal Resilience
- II. Facilities Master Plan
- III. 2019 Bond Program

Integrating risk assessment in fiscal planning and budgeting frameworks in advance helps make school districts more financially resilient. When faced with the unknown, school districts have the capacity to determine their experience if they have consistently evaluated and quantified future expenditures, and exercised sound fiscal planning. This creates conditions that support fiscal resilience.

- We have maintained a "Superior" rating on FIRST (Financial Integrity Rating System of Texas) for 14 consecutive years.
- Employee costs are regularly monitored to support right-sized staffing levels.
- Enrollment and projected revenues are used to create and adjust annual budgets.
- Spending thresholds and financial transactions are continuously monitored for accuracy.

- **We will model good financial stewardship of the district's assets and earn a FIRST rating high enough to allow the district to continue to operate efficiently;**
- **We will monitor all other components of FIRST ratings to maximize performance and related score;**
- **We will comply with all federal, state, and local requirements to ensure an unmodified audit opinion, and make timely payments to employees, vendors, and federal and state agencies;**
- **Sixty days of operating expenses will be maintained in the Unassigned Fund Balance by preparing the budget in a timely and accurate fashion to ensure the fund balance does not fall below this threshold;**
- **Budget and actual revenues and expenses will be monitored throughout the year, and recommendations for adjustments will be made as needed; and**
- **Staffing levels will be right-sized, allowing for careful management of employee costs that represent more than 80% of the annual operating budget.**

II. FACILITIES MASTER PLAN

GOAL 3

We are committed to providing every student with a high-quality, well-rounded education that meets the needs of the whole child. To do this, school buildings and campuses should be attractive, engaging, safe, and well-equipped to support skills needed by today's modern learners. Quality facilities provide opportunities to teach, learn, and interact through innovation and collaboration, resulting in productive and rewarding educational experiences.

- The district's Facilities Master Plan provides a path to address facility needs and ensure discussions regarding facilities reflect an effective use of resources that are aligned with district priorities.
- VLK Architects completed an updated facility assessment in 2018 to reflect completed Bond 2015 projects
- 2018 VLK Architects Long Range Facility Plan found: 72% of buildings were more than 25 years old; buildings were typically in good condition given the age of the schools, but many systems were at or near the end of their expected useful life; enrollment is likely continue to decline; issues must be addressed at 16 campuses that operate at less than 50% of capacity.
- The facility assessment identified challenges in these areas: building conditions, education suitability, utilization (capacity and enrollment), competition, and a constrained financial environment.
- The Facilities Master Plan is a living document; any updates represent a "snapshot in time" based on the latest information available, and are subject to change as needed. This plan is not a binding legal commitment by the district to any specific project or recommendation.

2020-2025 ACTION PLAN

- **Facility utilizations will be evaluated to maximize efficient operation and recommend consolidation of underutilized campuses;**
- **A deferred maintenance and equipment replacement plan will be developed, and a funding strategy will be recommended to the Board of Trustees;**
- **We will promote and support an optimal learning environment with equitable facilities and schools through the Bond 2019 program; and**
- **We will review data and performance measures to determine current and possible investments.**

Although Bond 2015 addressed several facility issues, our district still faces numerous challenges: school buildings/facilities that are outdated and lack refrigerated air-conditioning; new educational philosophies continue to emerge and require different types of learning spaces; and increased competition for students from charter schools and other local open-enrollment districts.

- Voters approved a \$425 million facilities bond in November 2019 to address our most pressing facility needs.
- Bond 2019 lifecycle work will fund athletic enhancements, rebuilding of schools in very poor condition, consolidation of underutilized campuses, and selected system upgrades.
- School design will accommodate for flexible spaces that allow for collaborative, interdisciplinary, and project-driven learning, equipped with upgraded technology for research, analysis, and communication.
- Many facility needs will continue to remain unaddressed – proposed upgrades, new school construction to replace aging campuses, and fine-arts investments – due to financial limitations of the approved amount of Bond 2019.

- **Optimal learning environments will be promoted and supported through equitable facilities and schools;**
- **Performance measures will be created to evaluate the efficiency of each bond-related investment and its alignment with district goals and initiatives;**
- **External and internal services will be utilized to ensure the fidelity and intention of bond funds, in accordance with determined guidelines and specific time frames;**
- **Data and reports will be reviewed to determine effectiveness of bond funds; completion of all intended bond projects will be reported to the Board of Trustees;**
- **Data and performance measures will be reviewed to determine current and possible investments; and**
- **Established performance measures will be used to evaluate Return on Investment (ROI) as part of the Quality Review Process.**

OUR INVESTMENT

GOAL 3

HOW WILL WE KNOW WE HAVE ACCOMPLISHED BOARD GOAL 3?

We will use The District’s Scorecard, which outlines 17 measurable targets reviewed every year to determine the efficiency of district resources and facilities under Board Goal 3. We will also aggressively and strategically implement the 2019 Bond projects, in keeping with our commitment that they be completed on time, within budget, of high-quality, and – where possible – designed and/or constructed by local firms and businesses.

Proposed Targets	Indicator	2019 Baseline	2025 Target
3.1 Earn a financial rating high enough to allow the district to operate efficiently and model good stewardship of taxpayer dollars.			Y
3.2 Unassigned fund balance covers at least 60 days of the next year’s operating budget.			Y
3.3 Award all design and CMAR contracts by 2020.	Percent Awarded		100%
3.4 Upgrade HVAC by 2021 on time and within budget.	Lancaster ES On Time		Y
	Lancaster ES Within Budget		Y

Proposed Targets	Indicator	2019 Baseline	2025 Target
3.5 Complete baseball and softball turf installation by 2021 on time and within budget.	Del Valle HS On Time		Y
	Del Valle HS Within Budget		Y
	JM Hanks HS On Time		Y
	JM Hanks HS Within Budget		Y
	Riverside HS On Time		Y
	Riverside HS Within Budget		Y
	Ysleta HS On Time		Y
	Ysleta HS Within Budget		Y
3.6 Complete baseball and softball turf installation by 2021 on time and within budget.	Parkland HS On Time		Y
	Parkland HS Within Budget		Y
3.7 Complete four refrigerated air conversions by 2022 on time and within budget.	Completed On Time		4
	Completed Within Budget		4
3.8 Complete renovations by 2022 on time and within budget.	Capistrano ES On Time		Y
	Capistrano ES Within Budget		Y
3.9 Complete new buildings by 2023 on time and within budget.	Hanks MS On Time		Y
	Hanks MS Within Budget		Y
	Dolphin Terrace ES On Time		Y
	Dolphin Terrace ES Within Budget		Y
	Riverside ES On Time		Y
	Riverside ES Within Budget		Y
	Scotsdale ES On Time		Y
	Scotsdale ES Within Budget		Y

Proposed Targets		Indicator	2019 Baseline	2025 Target
3.10	Complete three refrigerated air conversions by 2023 on time and within budget.	Completed On Time		3
		Completed Within Budget		3
3.11	Complete renovations by 2023 on time and within budget.	Bel Air HS On Time		Y
		Bel Air HS Within Budget		Y
3.12	Complete baseball and softball turf installation by 2023 on time and within budget.	Bel Air HS On Time		Y
		Bel Air HS Within Budget		Y
		Eastwood HS On Time		Y
		Eastwood HS Within Budget		Y
3.13	Complete four refrigerated air conversions by 2023 on time and within budget.	Completed On Time		4
		Completed Within Budget		4
3.14	Complete six lifecycle projects by 2024 on time and within budget.	Completed On Time		6
		Completed Within Budget		6
3.15	Complete renovations by 2024 on time and within budget.	Riverside CTE On Time		Y
		Riverside CTE Within Budget		Y
3.16	Complete six lifecycle projects by 2025 on time and within budget.	Completed On Time		6
		Completed Within Budget		6
3.17	Provide quarterly progress reports to the Board of Trustees.	Quarterly Reports		4



VISION **2025**

THE ENCORE

STRATEGIC ACTION PLAN