Vision 2020 Strategic Plan

Ysleta Independent School District
A proud past. A golden future.
District strategic plan
Vision Statement

All students who enroll in our schools will graduate from high school, fluent in two or more languages, prepared and inspired to continue their education in a four year college, university or institution of higher education so that they become successful citizens in their community.

Todos los estudiantes que se inscriben en nuestras escuelas se graduarán de la preparatoria, con fluidez en dos o más idiomas, preparados e inspirados para continuar su educación en un colegio, universidad, o instituto de educación avanzada con el fin de lograr ser ciudadanos exitosos en su comunidad.
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Vision 2020

Ysleta ISD begins a Renaissance with the appointment of a new superintendent, the establishment of a new administration, and the development of a five-year strategic plan to build on the successes of Vision 2020.

During the early planning stages for Vision 2020, the Studer Group met with YISD members – students, staff, parents, community members and leaders, the Board of Trustees, and other YISD stakeholders – spoke out about their expectations of YISD in a wide variety of partner action focus group sessions. They made comments, asked questions, and offered suggestions to articulate clearly what the school system should do to close achievement and equity gaps; and they shared candidly what they expected from the new administration. The themes and priorities that emerged are as follows:

MAJOR THEMES

- Facilities
- School safety and security
- Declining enrollment
- Organizational effectiveness and efficiency
- Equality across school curriculum and professional development

PRIORITIES

- Set the expectation that every student will graduate and be globally competitive
- Transform school facilities into 21st Century learning environments
- Raise the bar and close achievement gaps
- Build positive relationships among students, staff and community
- Invest in the future
- Provide organizational development and professional growth opportunities for all employees

VISION 2020 was shaped by three questions that arose consistently during the planning process. The strategic plan addresses these questions:

1. What do we want to accomplish?

Collectively, we have identified goals in five focus areas:
- GOAL 1 – Student Achievement
- GOAL 2 – Our People
- GOAL 3 – Service Excellence
- GOAL 4 – Finance & Operations
- GOAL 5 – College & Career

2. How will we do it?

The goals will be met by implementing the Strategic Initiatives and Five-Year Key actions.

3. How will we know when we have done it well?

We will monitor progress and manage for results using the progress indicators, performance metrics, and annual targets contained in the plan.

To move the district forward and “confront the brutal fact,” as the author, Jim Collins, of Good To Great (2001) suggests, a series of focus group sessions were held to begin the dialogue. Many of the challenges raised were related to the equitable distribution of resources and equitable access to quality education. Specific equity issues included funding, effective teachers, programs including Dual Language, access to the general curriculum, facility upgrades, and technology for teaching and learning.
Vision 2020

Safety, especially in terms of facility upgrades and fostering positive relationships between and among students, teachers, and administrators, was a pervasive concern. Raising the bar for every student’s academic achievement was discussed often—especially, the collective responsibility for closing achievement gaps among student groups and ensuring that every student is a 21st century learner in a technology-rich, academically challenging, and supportive environment.

Discussions around these key topics created opportunities for members of the YISD community to engage in open and honest discussions about what is needed to provide every student in YISD with optimal teaching and learning. Developing and nurturing a climate of high expectations for the success of every student, allocating funding and other resources equitably, providing equitable teaching and learning opportunities and environments, and developing cultural competence were key topics in all discussions.

The five major themes that emerged during strategic planning discussions form the focus areas of Vision 2020. The themes and priorities inform the strategic initiatives and key actions that will accelerate the district’s progress toward meeting the goals. A robust progress monitoring system will be developed to provide processes for the implementation and evaluating the impact of Vision 2020. Departmental and school plans will be developed or revised to ensure alignment with Vision 2020. Every member of YISD has positive contributions to bring to fruition a world-class school district that prepares all students to be globally competitive.

Ysleta ISD’S Strategic Planning Process

PHASE ONE
Developing Vision 2020 Strategic Framework

• Gathered stakeholder input through the engagement of community, staff, students, and Board of Trustees
• Responded to the Studer Group, the Templeton, Jacob’s Report, the Annual State of the District Address and other reports
• Developed the district’s goals, progress indicators, and strategic initiatives

PHASE TWO
Vision 2020 Five-Year Strategic Plan

• Continued to gather stakeholder input on all parts of the plan
• Defined key actions steps that will be taken to implement strategies
• Aligned resources through the budget process
• Developed and refined progress indicators, performance metrics, and annual targets

PHASE THREE
Implementation, Monitoring, and Evaluation

• Central office and campus staff will determine and share progress toward meeting system goals
• Continuous progress monitoring and periodic program evaluation results will inform discussions with all members of YISD about what is working what is not, and what the next steps should be to ensure that the system meets its goals
• There will be frequent opportunities for ongoing stakeholder input through a variety of forums
District Profile

63 SCHOOLS

7 HIGH SCHOOLS
1 Early College High School
2 International K-8 Schools

11 MIDDLE SCHOOLS
3 Pre-Kindergarten Centers
4 Alternative Schools

35 ELEMENTARY SCHOOLS

81% ECONOMICALLY DISADVANTAGED
12% SPECIAL EDUCATION
8% GIFTED AND TALENTED
25% ENGLISH LEARNERS

8% ENGLISH LEARNERS
25%

STUDENT DEMOGRAPHICS

92.7% HISPANIC
4.6% WHITE
1.6% AFRICAN AMERICAN
0.5% MULTI-CULTURAL
0.2% AMERICAN INDIAN

STUDENT ENROLLMENT
42,500

7,800 employees full- and part-time

21:1 student / teacher ratio elementary schools

24:1 student / teacher ratio secondary schools
Board Goals

**Vision Statement**
All students who enroll in our schools will graduate from high school, fluent in two or more languages, prepared and inspired to continue their education in a four year college, university or institution of higher education so that they become successful citizens in their community.

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**Goal 1: Student Achievement**
Increase student performance in all assessed areas to ensure that all students are provided the opportunity to graduate college and career ready.

**Goal 2: Our People**
Provide services and benefits to attract, retain, and offer growth opportunities for highly qualified staff.

**Goal 3: Service Excellence**
Promote and support active parent and community engagement in the education process to improve student achievement.

**Goal 4: Finance and Operations**
Utilize all district resources effectively and efficiently, and will provide facilities that are safe, well maintained, and provide for the needs of a 21st century learner.

**Goal 5: College and Career**
Provide the necessary resources to ensure that every student will graduate on time, ready, and equipped to enter college, the military, or a “career-ready” job.
Guiding Tenets

The Guiding Tenets support how we interact and work with each other every day.

- Trust that people do the right thing, at the right time, in the right way
- Offer those we serve opportunities to perform at their highest level
- Own our actions as good stewards of resources
- Hold ourselves and others accountable for supporting students and their families
- Make a personal choice to engage with others in a positive way
- Consistently look for better ways to grow and change
- Work toward solutions with a team approach
- Engage in transparent and aligned communication practices for the good of the system
Goal 1: Student Achievement
Goal 1: Student Achievement

2015-2016
- Ysleta Curriculum enhanced for college and career readiness in alignment to literacy framework and dual language model.
- Establish a balanced literacy framework in pre-K through 5th grade that provides an innovative blended approach to literacy.
- Implement a dual language model to support English Language Learners academic progress with focused resources and professional development.
- Streamline a Response to Intervention system that provides proven safety nets to support struggling students in grades pre-K through 8th.
- Provide a comprehensive training model through district and campus leadership teams that incorporate all district initiatives and support academic progress.
- Use Instructional Rounds as the evaluation model for district alignment, leadership professional development and data-based instructional practices with proven results.
- Align the content areas of Math, Science, Social Studies and Writing, English I, II, III to the level of rigor that has been set within the Texas Essential Knowledge and Skills (TEKS).

2016-2017
- Verify effectiveness of Ysleta Curriculum using progress measures and specific data pieces that are specific to academic achievement. Whatever cannot be proven must be revised.
- Verify the effectiveness of the blended balanced literacy framework for elementary campuses and continue to support aligned resources and professional development.
- Verify effectiveness of dual language model using progress measures and specific data pieces that are related to language acquisition and academic achievement.
- Measure and compare the amount of special education referrals due to the improvement of instructional practices and support for identified struggling students. Pilot the e-Rti technology to align with the ESPED systems that are currently in place for special education and ELLs in grades preK-8th.
- Build upon the comprehensive training model based on data and emerging state and federal accountability measures.
- Verify effectiveness of district and campus initiatives through continued Instructional Rounds.

2017-2018
- Provide a viable standards-based curriculum that is comprehensive in addressing the specific needs of Ysleta ISD based on state and federal measures and provides the current and relevant assessment tools and research based instructional practices that support continued academic progress.
- Measure the effectiveness of the blended balanced literacy framework, dual language model and Response to Intervention systems as it pertains to students academic progress in grades 9 to 12.
- Initiate full implementation of Response to Intervention system pre-K-12 and the e-Rti technology for grades pre-K-8.
- Incorporate the appropriate technology and infrastructure for all blended instructional practices aligned to district initiatives with necessary professional development and support.
- Verify effectiveness of district and campus initiatives through continued Instructional Rounds and leadership development.
- Use data to adjust curriculum and instruction for all students.

2018-2019
- Use the viable standards-based curriculum as a roadmap to out-perform state and federal measures and to prepare every student for the college and career of their choice in any global society.
- Enhance the blended literacy framework in grades pre-K through graduation in order to significantly close the academic achievement gap.
- Enhance and verify the effectiveness of the dual language model using progress measures and blended resources that are related to language acquisition and academic achievement in collaboration with current innovative programs and pathways to 21st Century learning.
- Verify and measure the effectiveness of the district response to intervention process as it pertains to students academic progress in grades pre-K to graduation.
- Verify and use various measures of assessment to determine the effectiveness of district and campus initiatives through continued Instructional Rounds and leadership development.
- Use data to adjust curriculum and instruction for all students.

2019-2020
- Showcase the effectiveness of district initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.
- Aggregate data from 2015-2020:
  - 10% increase in the number of students meeting or exceeding standards on state examinations across the content areas.
  - 10% decrease in the achievement gap measurement for all student subgroups.
  - 25% increase of ELLs eligible for state testing in English at fourth grade.
  - 25% increase of all K-2 students identified as Tier 1 using the approved state reading assessment.
Goal 1: Student Achievement

2015-2016
- Math: Create a committee that will create a model research-based framework for teaching Math.
- Science: Align the teaching of Science with a balanced approach of research and laboratory instruction using STEMscopes from Kinder through Biology.
- Social Studies: Social Studies standards will be emphasized in all grades using an interdisciplinary approach to teaching Social Studies integrating reading, writing and multi-cultural components.
- Writing, English I, II, III: Align Reading and Writing standards to support genre-based instruction.
- 21st Century and Innovative Learning: Students in grades 3, 4 and 7 will have their own device through Engage Me Initiative to support teaching and learning in all core content areas.
- Safety: All campuses will have systems in place to promote and address safe and drug free schools and a positive school culture and climate.

2016-2017
- Use data to adjust curriculum and instruction for all students.
- Math: Enforce the Math Framework for grades Kinder through 5th and align instructional practices through high school.
- Science: Enhance the hands-on laboratory settings through technology integration and innovative instructional approaches that can be measured and justified for effectiveness.
- Social Studies: Verify effectiveness of resources and continue support to campuses with alignment of resources and professional development.
- Writing, English I, II, III: Verification of effectiveness of all writing resources will be evaluated through various data sources.
- 21st Century and Innovative Learning: Verification of effectiveness of Engage Me Initiative grades 3, 4 and 7; distribution of devices in grades 4 and 8 to support teaching and learning in all core content areas.
- Safety: Verify effectiveness of systems in place to promote and address safe and drug free schools and a positive school culture and climate.

2017-2018
- Math: Enhance the math framework in alignment to current data trends. Evaluate additional technologies used to support the rigor and innovative practices needed for 21st Century mastery.
- Science: Evaluate and measure academic progress of all students in the area of Science by using available assessment reports such as STEMscopes reports, STAAR scores for 5th and 8th grades, and other assessments aligned to the curriculum.
- Social Studies: Evaluate and measure effectiveness of applicable resources relating to Social Studies concepts to pertain to student's achievement.
- Writing, English I, II, III: Evaluate and measure the effectiveness of all applicable resources relating to writing standards.
- 21st Century and Innovative Learning: Evaluate and measure the effectiveness of Engage Me Initiative in grades 3, 4, 7 and 8; distribution of devices in grades 5 and 6 to support teaching and learning in all core content areas.
- Safety: Evaluate and measure effectiveness of systems in place to promote and address safe and drug free schools and a positive school culture and climate.

2018-2019
- Math: Evaluate the pre-K through high school math instructional practices and evaluate effectiveness on state assessment and federal accountability measures to ensure progress is being made and innovative practices have been effective.
- Science: Enhance and verify the effectiveness of all current practices related to the development of science skills, research, and laboratory instruction. Technology and innovative practices should be measureable and allow for proven effectiveness.
- Social Studies: Enhance and verify the applicable Social Studies resources to ensure progress is being made and innovative practices have been effective.
- Writing, English I, II, III: : Enhance and verify the applicable writing resources to ensure progress is being made and innovative practices have been effective.
- 21st Century and Innovative Learning: Evaluate and verify the applicable Engage Me Initiative device in grades 3-8 to support teaching and learning in all core content areas.
- Safety: Enhance and verify effectiveness of systems in place to promote and address safe and drug free schools and a positive school culture and climate.

2019-2020
- Showcase the effectiveness of district initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.
- Aggregate data from 2015-2020:
  - 10% increase in the number of students meeting or exceeding standards on state examinations across the content areas.
  - 10% decrease in the achievement gap measurement for all student subgroups.
  - 25% increase of ELLs eligible for state testing in English at fourth grade.
  - 25% increase of all K-2 students identified as Tier 1 using the approved state reading assessment.
Goal 1: Student Achievement

Ysleta ISD Curriculum Pre-Kindergarten through High School

Currently, the Ysleta ISD utilizes a curriculum that has been created by the instructional content specialists and is in its fourth year of implementation. This curriculum framework is aligned with all Texas state standards and grade level expectations. Every year since its creation, the Ysleta curriculum is revised by the content area specialists, with teachers providing input into the revisions. YISD curriculum is placed on the YISD platform for accessibility to district teachers and personnel. This summary offers a chronological five-year timeline of how the YISD curriculum will be evaluated and implemented to ensure effectiveness of the rigor and relevance of this standard-based framework. In addition, also outlined are current college and career readiness programs and curriculum and the standards-aligned materials used in the implementation of the curriculum.

2015-2016

During the 2016 spring semester, the core instructional specialists will revise the Ysleta ISD curriculum with a specific focus on enhancing the framework for college and career readiness in alignment to the literacy framework and the Dual Language Model. Additionally, feedback that is given by YISD teachers will be taken into consideration when making any revisions. As required by state mandates, the Ysleta curriculum will also include the Spanish Language Arts (SLARS) and the English Language Proficiency Standards (ELPS). The revised curriculum will be rolled out in early August to campus instructional teams to show how best practices and resources are aligned to the framework. This information will then be disseminated to campus teachers and personnel during days dedicated to professional development and during teachers' common planning time to align assessments and instruction to the curriculum. Furthermore, principal feedback on having unit assessments 3, 6, 9 will be considered and created for use during the 2015-16 school year. As has been the practice in the past, the curriculum will be accessible to district employees through the YISD platform.

2016-2017

YISD curriculum team, along with campus personnel utilizing Ysleta curriculum will verify the effectiveness of this curriculum, using progress measures and specific data pieces that are specific to academic achievement. Whatever cannot be proven will be revised.

2017-2018

Ysleta will provide a viable standard-based curriculum that is comprehensive in addressing the specific needs of the district based on state and federal measures and provides the current and relevant assessment tools and research-based instructional practices that support continued academic progress.

2018-2019

During this time, YISD will use the viable curriculum as a roadmap to outperform state and federal measures. This curriculum will also prepare every student for the college and career of their choice in any global society.

2019-2020

After year five, YISD will showcase the effectiveness of the district curriculum and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.
Goal 1: Student Achievement

A Balanced Literacy Framework

In order to ensure success for all students in the area of reading and writing, it is essential to provide instructional practices that differentiate to meet the needs of all students. Consequently, all student gaps will be diminished with a framework that provides differentiated instruction and resources aligned to the state standards. Small group instruction is a critical component to the framework, supporting consistent academic growth of all students. Various assessments will be utilized to identify the needs and reading levels of all K-8th grade students. Aligned district-wide assessments will be selected based on the Commissioner's List of Reading Assessments. In addition, specific interventions will be provided through on-line resources, such as Istation and Imagine Learning, as well as teacher-directed skill-based lessons. Pre-K students will utilize CPALLs+ to identify specific student's reading needs and developmental skills needed in this area. Writing will be emphasized in all grade levels with genre-specific pieces collected at each grade level, as defined by student expectations at each grade level. The following summarizes the chronological timeline of the implementation of a balanced literacy framework over the span of five years.

2015-2016

A leveled library bookroom and other instructional resources will be purchased for all Elementary/K-8th campuses in late spring 2015. Professional development will be provided for all K-5th grade teachers during the months of June-August 2015. The training will be specific to the needs of the components of the balanced literacy framework and how the bookroom will be utilized to support small group and differentiated instruction. Teachers who attend this training will be credited for holiday exchange dates, as well as credit for 6-hour GT updates in the area of differentiated instruction. Additionally, all Elementary/K-8th campus instructional coaches, interventionists and campus technology personnel will receive extensive and additional training on balanced literacy components, to include reading and writing, Istation and Imagine Learning during the first week of August as a Trainer-Of-Trainer (TOT) model. This training will be replicated at each of the Elementary/pre-K through 8th campuses to disseminate the key components to their campus during the August professional development week. Throughout the year, campus leadership teams, including campus principals, will get on-site professional development on other key components of the balanced literacy framework. This professional development will be turned around at each of the Elementary/K-8th campuses as a result of this additional training. By the end of the year, campuses will have established a balanced literacy framework in pre-K through 5th grade that provides an innovative blended approach to learning.

2016-2017

Verification of the effectiveness of the blended balanced literacy framework for elementary campuses will be done. In addition to this, there will be a continuation of support provided to campuses with aligned resources and professional development.

2017-2018

At this time, the effectiveness of the blended balanced literacy framework, dual language model and Response to Intervention will be measured as it pertains to students' academic progress.

2018-2019

The blended literacy framework will be enhanced and extended to all grades (Pre-K through graduation) in order to significantly close the academic achievement gap.

2019-2020

After year five, Ysleta ISD will showcase the effectiveness of the district curriculum and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.

THIRD GRADE STAAR READING

Phase in standards

Phase I

Phase II

Phase in standards using 2015 STAAR results
Goal 1: Student Achievement

**Dual Language Model to support English Language Learners**
In previous years, YISD has adopted various models to serve the English Language Learners (ELL). Various data trends were analyzed to determine the best model for the district, including data to suggest the English Language Learners were not making significant progress in their English development. Additionally, the district missed the system safeguards for graduation rates for ELLs and performance rates for ELLs in 8th grade. In order to establish a consistent model that will best serve our ELL Learners, the Dual Language Model will be adopted and implemented beginning in the 2015-16 school year. This model will be consistent across the district, aligned to state standards, based on research and geared toward the success of English Language Learners. It gives power back to the teachers to test students based on their proven ability. It also introduces the English language appropriately and in alignment to state standards. The newly created Academic Language Development section allows for consistency of the academic language support for the native and second language development. The following summarizes the chronological timeline of the implementation of the Dual Language Model over the span of five years.

**2015-2016**
During the fall and spring semester of 2014-2015 school year, campus visits and teacher meetings have occurred to continue to explain the specificity of the new Dual Language Model, including clarifying and misconceptions that campus personnel have had with the model. In addition, detailed explanation of the model has been provided to all campus principals by the Academic Language Program Department (ALPs). Furthermore, the district’s bilingual teachers had Guided Language Acquisition Design (GLAD) professional development which provided an organizational structure for balanced literacy and the performance learning descriptors. Specific and targeted professional development will continue to be offered to any bilingual teacher in grades pre-K through 6 with resources and strategies to implement the new model, beginning in the 2015-2016 school year. Also emphasized in the training will be how the teachers can support the students during the newly created Academic Language Development block through the integration of Social Studies and Reading state standards.

The following table demonstrates the specifics for each content by suggested minutes of instruction:

<table>
<thead>
<tr>
<th></th>
<th>K-1</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th-6th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLAR (SP)</strong></td>
<td>120 min</td>
<td>90 min</td>
<td>60 min</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELAR (EN)</strong></td>
<td>30 min</td>
<td>60 min</td>
<td>120 min</td>
<td>120 min</td>
<td></td>
</tr>
<tr>
<td><strong>Math (SP-EN)</strong></td>
<td>90 min</td>
<td>90 min</td>
<td>90 min</td>
<td>90 min</td>
<td></td>
</tr>
<tr>
<td><strong>Science (EN)</strong></td>
<td>45-60 min</td>
<td>45-60 min</td>
<td>45-60 min</td>
<td>45-60 min</td>
<td>45-60 min</td>
</tr>
<tr>
<td><strong>Social Studies/SLAR (SP)</strong></td>
<td>45-60 min</td>
<td>45-60 min</td>
<td>45-60 min</td>
<td>45-60 min</td>
<td>45-60 min</td>
</tr>
<tr>
<td><strong>Academic Language Development</strong></td>
<td>30-45 minutes (EN)</td>
<td>30-45 minutes (EN and SP)</td>
<td>30-45 minutes (EN and SP)</td>
<td>30-45 minutes (3P)</td>
<td>30-45 minutes (3P)</td>
</tr>
</tbody>
</table>

In addition to this, Istation will be utilized in grade K-2nd as a means of assessing students’ reading levels in both English and Spanish. In grades 3-8, reading levels will be assessed in English. Specific and targeted interventions will be provided for the students, utilizing Istation, Imagine Learning and teacher-directed lessons in small group instruction.

**2016-2017**
In its second year of implementation, the effectiveness of the Dual Language Model will be verified. Various progress measures and specific data pieces that are related to language acquisition and academic achievement will be utilized to analyze the effectiveness of the program.

**2017-2018**
At this time, the effectiveness of the blended balanced literacy framework, Dual Language Model and Response to Intervention systems as it pertains to students’ academic progress in grades 9-12 will be measured.

**2018-2019**
Enhancement and verification of the effectiveness of the Dual Language Model using progress measures and blended resources that are related to language acquisition and academic achievement will be the focus. Furthermore, the model will continue to be enhanced with current innovative programs and pathways to 21st Century learning.

**2019-2020**
After year five, YISD will showcase the effectiveness of the district curriculum and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.
**Goal 1: Student Achievement**

**Response to Intervention**
A major concern for parents as well as teachers is how to help children who experience academic difficulty in school. All parents want to see their child excel, and it can be very frustrating when a child falls behind in learning to read, underperforming in math and other subjects, or having social problems with peers and teachers. Response to Intervention (RtI) is a systemic and proactive approach to providing services and interventions to struggling learners at increasing levels of intensity. RtI allows for early intervention by providing academic and behavioral supports rather than waiting for a child to fail before offering help. The RtI process is also a result of No Child Left Behind (NCLB-2001) and Individuals with Disabilities Act (IDEA-2004), whereby students are given specific academic and/or social interventions early in order to prevent over identification of special education referrals.

A key component of RtI is a universal screener that identifies students, primarily in the areas of reading and math, who are exceeding or meeting standards on grade level, slightly below grade level and those significantly below grade level. In addition to this, skill-based interventions are provided to struggling students either in the form of computer-based and teacher-guided interventions. The following summarizes the chronological timeline of the implementation of the Response to Intervention (RtI) process over the span of five years.

The following pyramid depicts the understanding of tiers as it applies to academic and behavior support:

**Response to Instruction and Intervention**

**Academic and Behavioral**

- **Tier One**
  - Prevention
  - School Wide
  - All Students and Staff
  - Best First Instruction with Universal Access

- **Tier Two**
  - Targeted
  - Additional Time and Intensity

- **Tier Three**
  - Customized

- **Customized**

- **Students that need additional targeted interventions.**

- **All students have access.**
- **Progress monitoring.**
- **Research based.**
- **Collaboration.**
- **High-quality instruction.**

**2015-2016**
During late spring of 2015, a focus group for RtI will be formed consisting of elementary and middle school campus administrators as well as directors from special education, academic language department and curriculum and instruction. A key piece to effective and differentiated instructional practices for Tier I is the balanced literacy framework. The major focus will be to identify district-wide resources and practices that create safety nets for students that are identified through the Reading and Math universal screeners, CPALLs+ (pre-K), Istation (Reading) and Math assessments. Progress monitoring is key. Therefore, Beginning of Year (BOY), Middle of Year, (MOY) and End of Year (EOY) assessments will be used in grades pre-K through 8 to continuously monitor the growth of the students’ Reading and Math skills. Additionally, the results of these assessments will be used to identify at-risk students for documentation progress snapshots. Campus leadership teams, along with special education personnel will be provided the training during leadership and instructional coach training specifically outlining the process, applicable resources, interventions and documentation required. Elementary and Middle School campuses will establish a RtI committee at their campus to consistently meet with their teachers to establish a system of success for their students. An emphasis will also be on providing specific interventions to the ELL population to bridge the academic gap through RtI. With the initial year of implementation of having each 3rd, 4th and 7th grade student with a mobile device, students will also have accessibility at home for Istation and Imagine Learning. As a result, the goal by the end of the year is to streamline a Response to Intervention System that provides proven safety nets to support struggling students in pre-K through 8th grade.

**2016-2017**
In its second year of implementation, the RtI process will be measured by comparing the amount of special education referrals due to the improvement of instructional practices and support for identified struggling students. In its second year of implementation, the technology initiative will allow all students in grades 5 and 8 to have home accessibility to Istation and Imagine Learning. Additionally, selected elementary campuses will pilot the e-RtI technology to align with the eSPED systems that are currently in place for special education and ELLs in grades pre-K through 8.
Goal 1: Student Achievement

Response to Intervention (continued)

2017-2018
At this time full implementation of Response to Intervention will be in place for pre-K through 12, as well as the e-RtI technology for grades K-8. Furthermore, in year three of the technology initiative, students in grades 5 and 6 will have accessibility to computer-based interventions in the area of Reading, Math and Language Acquisition.

2018-2019
In year four of implementation, effectiveness of the district’s Response to Intervention will be measured, as it pertains to students’ academic progress in grades pre-K through graduation.

2019-2020
After year five, YISD will showcase the effectiveness of the district curriculum and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.

SPED performance in Reading
Grades 3-8

ELL performance in Reading
Grades 3-8
Goal 1: Student Achievement

A Comprehensive Training and Professional Development Model through District and Campus Leadership Teams

Creating authentic instructional leaders at each campus is necessary to support an understanding of effective and differentiated instructional practices. These practices are supported by data and intended to build capacity of leadership within the district. In previous years, multiple opportunities for professional development has been provided to teachers in various ways: through summer sessions, afterschool sessions and at their designated campuses. Professional development was conducted at the discretion of district personnel and in isolation. At times, individual consultants were hired by campuses and focused on campus rather than district initiatives. In order to streamline the process, along with creating instructional leaders, professional development and training will be done through the instructional coaching model and the campus leadership teams. The comprehensive model will ensure consistency in professional development that is aligned with student achievement data. Professional development will be provided to campus leadership teams and in many cases be facilitated by District Leadership Teams-Elementary and Secondary Leadership, Academics, including Academic Language and Literacy, Math, Science and Social Studies and Special Education. Campus teams will be given all necessary resources and applicable training material to support their campus teachers and team members to provide for systemic implementation of district-based initiatives. The following summarizes the chronological timeline of the implementation of a comprehensive training and professional development model through District and Campus Leadership Teams over the span of five years.

2015-2016
Elementary campuses will each have two instructional coaches, one that specializes in the areas of Language Arts and Social Studies and the other that specialize in the areas of Math and Science. In addition to this, elementary campuses will continue to have an interventionist who provides services for students requiring Dyslexia services, as well as for any students who are identified through RtI process as needing additional support. Each campus will continue to have a campus technology person who will be also work collaboratively with instructional coaches and interventionists to implement technology initiatives and integrating technology into the curriculum. Principals, assistant principals and coaches will be trained and provided with all necessary resources for district-wide initiatives in all content areas. As a result of this training, the campus instructional team will provide all training to campus personnel during designated staff development days, (week prior to beginning of school, early releases, etc.). Secondary campuses will utilize a minimum of one individual who will serve as an instructional coach and/or lead teacher, who will be given specific training and professional development to support implementation of district-wide initiatives.

2016-2017
Building upon the comprehensive training model will be emphasized in year two. Teams will build their professional development upon reflection of data that measure both state and federal accountability measures.

2017-2018
In year three of the implementation of the comprehensive training model, the incorporation of appropriate technology and infrastructure for all blended instructional practices aligned to district initiatives will be incorporated into professional development.

2018-2019
During this time, this comprehensive professional development model will be verified using various measures of assessment to determine the effectiveness of district and campus initiatives through continued instructional rounds and leadership development.

2019-2020
After year five, YISD will showcase the effectiveness of the district curriculum and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.
Goal 1: Student Achievement

**Instructional Rounds**
Based upon the effective practice of rounds in the field of medicine, instructional rounds revolve around the idea of the identification of a problem of practice and the power of collaboration of key leaders to provide effective and strategic solutions to address the identified problems. Instructional rounds are also a means of strengthening the knowledge and skills of the campus leadership teams in the area of data and best instructional practices. Individual skills and talents are highlighted in leadership teams as each individual brings their strengths to the table. This process also drives both campus and district professional development. This process of instructional rounds were initiated during the 2014-15 school year and provided insight as to district-wide implementation of initiatives. Data gathered from various assessments also provided identification of a district-wide problem of practice. The data collected indicated that the district’s English Language Learners (ELLs) were performing and achieving at levels of performance much lower than all other learners. Thus, the refined Dual Language Model was established. In addition to this, resources and professional development were identified to address this problem of practice. If used effectively, instructional rounds can be utilized to enhance the instructional foundation and skills required to continue to create authentic instructional leaders. The following summarizes the chronological timeline of the continuation of instructional rounds over the span of five years.

**2015-2016**
In order to continue instructional rounds, a calendar will be developed whereby campus and district instructional teams will meet on a monthly basis at identified campuses. Each month will focus on an identified problem of practice, such as the success of our English Language Learners. Non-judgmental observations will be conducted in classrooms to ensure implementation of district-wide initiatives, student engagement and strategies used to address the problem of practice. The data collected from the classroom visits will be utilized to assist the campus and district personnel on prescriptive and specific professional development and resources needed to support continuous student achievement. Thus, instructional rounds will be used as the evaluation model for district alignment, leadership, professional development and data-based instructional practices with proven results.

**2016-2017**
At this time, the effectiveness of district and campus initiatives will be verified through continued instructional rounds. Data will continue to drive specific professional development to support student achievement.

**2017-2018**
The effectiveness of district and campus initiatives will continue to be verified through instructional rounds and leadership development.

**2018-2019**
The use of various measures of assessment will be used to verify and determine the effectiveness of district and campus initiatives though continued instructional rounds and leadership development.

**2019-2020**
After year five, YISD will showcase the effectiveness of the district curriculum and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.
Goal 1: Student Achievement

Mathematics, Geometry, Algebra I & II, Calculus
In 2013, the Math standards as defined by the Texas Education Agency were revised to include many new concepts, including financial literacy beginning as early as Kindergarten. In addition to this, students are required to solve real-life application problems with complex multi-step thinking. Currently, these standards are outlined in the Ysleta on-line curriculum and many of the elementary campuses have utilized Kim Sutton strategies to support the new Math standards. These strategies have included the use of manipulatives to build upon student’s knowledge of mathematical concepts. Secondary campuses use a wide-variety of resources to teach mathematical concepts, Algebra, Geometry, Algebra II, Pre-Calculus and Calculus. Professional development has been done primarily by the district’s instructional specialists. Currently, many campuses utilize Think Through Math as an on-line intervention resource provided by the state to assist students in grades 3-8 who have difficulty with mathematical concepts. Intervention resources for students in grades K-2 have not been consistently established nor utilized. The following summarizes the chronological timeline of the continuation of best mathematical practices over the span of five years.

2015-2016
During the 2015 spring semester, the math instructional specialists will continue to revise the Ysleta ISD curriculum math standards with a specific focus of enhancing the framework for college and career readiness. Through the comprehensive training professional development model, the district instructional specialists will train campus instructional coaches on best instructional strategies embedding Fundamental 5 and Depth of Knowledge (DOK), with an increased emphasis on multi-step problem-solving. Math academies will be implemented at each elementary campus that will be facilitated by the instructional coaches. The Math standards and aligned strategies will continue to be utilized in elementary to support concrete to abstract thinking. During the fall semester, district personnel will work with elementary assistant principals to evaluate effective math practices, based on data, to develop a math framework to be implemented in the following year. Secondary campuses will continue to utilize a wide-variety of resources to address the math standards that are appropriate for each grade level and specific course. Algebra camps will be offered in the summer to better prepare students for Algebra courses. Furthermore, through the RtI process, a universal math screener will identify students in grades K-8, who are in need of additional support and interventions. Pre-K will use CPALLs+ as the universal screener for math. Through the technology initiative, students in grades 3, 4 and 7 will have access to web-based interventions.

2016-2017
The math framework created by elementary assistant principals will be implemented, with all applicable professional development and resources. Verification of effectiveness of secondary math practices will be evaluated based on various data measures. Revisions to curriculum and resources will be made based on this evaluation. Through the technology initiative, students in grades 6 and 9 will also have access to web-based math interventions and resources.

2017-2018
At this time, the effectiveness of the elementary math framework will be measured as it pertains to students’ academic progress. In addition, the effectiveness of secondary math practices will be evaluated based on various data measures. Through the technology initiative, students in grades 5 and 6 will also have access to web-based math interventions and resources.

2018-2019
Enhancement and verification of the effectiveness of the math framework and practices using progress measures to measure student achievement will be the focus. Furthermore, the framework will continue to be enhanced with current innovative programs and pathways to 21st century learning.

2019-2020
After year five, YISD will showcase the effectiveness of the district curriculum and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.

Percentage of 8th grade students enrolled in Algebra I

- 2015: 18%
- 2016: 20%
- 2017: 22%
- 2018: 24%
- 2019: 26%
- 2020: 28%

Between 2015 and 2020, the percentage of 8th grade students enrolled in Algebra I increased from 18% to 28%.
Goal 1: Student Achievement

**Science, Biology, Chemistry, IPC and Physics**
Currently, the YISD curriculum outlines the state standards in the area of Science, Biology, Chemistry, IPC and Physics. Assessment of the science standards are done in grade 5 and 8, for elementary and middle school students respectively. Biology is an End of Course assessment required for graduation. Performance Level Descriptors have been outlined by the Texas Education Agency (TEA) that are aligned with our new state accountability system. These descriptors describe the fact that the scientific process skills are not assessed in isolation but are incorporated into questions that assess Science, Biology, Chemistry and Physical content. These skills focus on safe, environmentally appropriate, and ethical laboratory and outdoor investigations; using scientific methods and equipment in investigations; and using critical thinking and scientific problem solving to make informed decisions. As a result, 40% of questions that students encounter in the state assessments are a direct correlation to these descriptors and require students to participate in hands-on experiments to correlate with concepts. Currently, all elementary campus are utilizing a TEKS-based resource titled STEMScopes, for their 5th grade students. This resource aligns to K-5 Science standards, as well as the integration of Reading, Writing and Math standards. In addition, these elementary campuses have varied means of addressing the hands-on instruction for science experiments, including experiments within the classroom and a room designated for lab experiments. Secondary campuses currently use a wide variety of resources, including STEMScopes for 8th grade science to address content specific standards, as well as the laboratory investigations. The following summarizes the chronological timeline of the continuation of best science practices over the span of five years.

**2015-2016**
In order to build consistency and alignment for all elementary campuses, STEMScopes will be provided as a primary resource for grades K-8th. In addition, campuses will continue to enhance their resources to integrate with STEMScopes and laboratory experiments. Secondary campuses will also continue to utilize STEMScopes and Laying the Foundation for 8th grade and further embed Fundamental 5 and Depth of Knowledge (DOK), instructional strategies, in correlation with resources to enhance laboratory investigations. Furthermore, the technology initiative will enable students in grades 3, 4 and 7 to further explore web-based Science resources.

**2016-2017**
Verification of the effectiveness of all resources, including STEMScopes will be evaluated. In addition to this, there will be a continuation of support provided to campuses with aligned resources and professional development. Along with students in grades 5 and 8, students in grades 4 and 8 will be able to explore web-based Science resources.

**2017-2018**
At this time, the effectiveness of all applicable resources, relating to Science concepts will be measured as it pertains to students’ academic progress in grades pre-K through 12. All students in grades 3-8 will have access to web-based resources to support their understanding of Science concepts as a result of the technology initiative.

**2018-2019**
Enhancement and verification of all applicable science resources will be measured using various progress measures. Furthermore, the technology initiative will allow all students in grade 3-8 access to web-based resources to support their understanding of Science concepts.

**2019-2020**
After year five, YISD will showcase the effectiveness of the district curriculum and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.
Goal 1: Student Achievement

Social Studies, World Geography, World History, U.S. History
Currently, the YISD curriculum outlines the state standards in the area of Social Studies, World Geography, World History, and U.S. History. Assessment of the Social Studies standards are done in grade 8 at the middle school level. United States History is an End of Course assessment required for graduation. Performance Level Descriptors have been outlined by the Texas Education Agency (TEA) that are aligned with our new state accountability system. These descriptors describe how concepts have to be taught at the highest end of Bloom’s Taxonomy in order for students to receive a rating of Advanced Academic performance. These descriptors describe the fact that the students will apply critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. These skills are embedded in all Social Studies content standards. Currently, campuses utilize a variety of resources to support all social studies concepts in all grades. Several campuses use an interdisciplinary approach to teaching social studies, integrating the Reading, Writing and multi-cultural components. The following summarizes the chronological timeline of the continuation of best Social Studies practices over the span of five years.

2015-2016
Social Studies content standards will be highly emphasized in grades pre-K through 5th, with an interdisciplinary approach to teaching these standards. The purchase of the leveled library will be critical to this approach. With a wide variety of books, focusing on different genres, such as biographies and autobiographies of historical figures, teachers will have these readily available to them at each of their campuses. Books from this leveled library also include many titles that teach multi-cultural themes. This is also crucial for the new Dual Language Model that will be implemented this year. The training of the interdisciplinary disciplinary approach to teaching will be done through the comprehensive training model and through the instructional coaches. Alignment of resources and professional development will also be done with Social Studies concepts embedding Fundamental 5 and Depth of Knowledge (DOK), taught at the middle school and high school. The technology initiative will enable students in grade 3, 4 and 7 to work on research projects, focused on Social Studies and Language Arts concepts.

2016-2017
Verification of the effectiveness of all resources, including the leveled book room will be evaluated. In addition to this, there will be a continuation of support provided to campuses with aligned resources and professional development. Along with students in grades 3, 4 and 7, students in grades 5 and 8 will be able to explore web-based Social Studies resources.

2017-2018
At this time, the effectiveness of all applicable resources relating to Social Studies concepts will be measured as it pertains to students’ academic progress in grades pre-K through 12.

2018-2019
Enhancement and verification of all applicable Social Studies resources will be measured using various progress measures. Furthermore, the technology initiative will allow all students in grade 3-8 access to web-based resources to support their understanding of Social Studies concepts.

2019-2020
After year five, YISD will showcase the effectiveness of the district curriculum and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.
Goal 1: Student Achievement

**Writing, English I, English II and English III**
Currently, the YISD curriculum outlines the state standards in the area of Writing, English I, II and III. These standards are correlated to the reading standards in order to promote genre-based instruction. Assessments of the writing standards are done in grade 4 and 7. English I and II are End of Course assessments required for graduation. Students in grades 4 and 7 are currently assessed on skills that focus on editing and revising and two writing prompts, expository and narrative. Students that are assessed in English I and II are also assessed on skills that focus on editing and revising and short answer responses. In addition to this, English I and English II assess writing prompts, literary, expository and persuasive essays. For all writing prompts, a defined and genre-based rubric is used to assess the different essays. Students then receive a combined score for all components of the STAAR and EOC assessments. Performance Level Descriptors have been outlined by the Texas Education Agency (TEA) that is aligned with our new state accountability system. These descriptors describe how concepts have to be taught at the highest end of Bloom's Taxonomy in order for students to receive a rating of Advanced Academic performance. Currently campuses use a variety of resources to support the writing standards, including Write from the Beginning and Beyond, Write for the Future, Empowering Writers and Six-Trait Writing. Additionally, campuses utilize a variety of resources in support of the grammar and revising skills that are standards that need to be mastered at every grade level. In order to have students performing at advanced levels in all assessed grade levels, it will be necessary to ensure writing is not only correlated to the reading standards but is consistent in all grade levels, beginning with pre-K. It will also be critical to establish an understanding of writing across all content areas. The following summarizes the chronological timeline of the continuation of best writing practices over the span of five years.

**2015-2016**
During the spring semester, revisions to reflect the direct correlation between the reading and the writing standards will be done. This revised curriculum will be presented to the instructional coaches as part of their initial training to ensure that teachers are presented with the understanding of the standards and genre-based instruction. The leveled library will be an instrumental resource to support this understanding. Elementary campuses will also invest in appropriate resources and professional development that best aligns with the standards. Middle school campuses will continue to utilize Write for the Future as their primary source for writing and continue to revise the curriculum to make the correlation between the Reading and the Writing standards. High school will also continue to utilize Write for the Future and embed resources and practices in support of English I, II and III. Best practices will embed Fundamental 5 and Depth of Knowledge (DOK). Through the technology initiative, students in grades 3 and 7 will also have access to web-based Writing interventions and resources.

**2016-2017**
Verification of the effectiveness of all writing resources will be evaluated. In addition to this, there will be a continuation of support provided to campuses with aligned resources and professional development. Along with students in grades 3 and 7, students in grades 4 and 8 will be able to explore web-based writing resources.

**2017-2018**
At this time, the effectiveness of all applicable resources relating to writing standards will be measured as it pertains to students’ academic progress in grades pre-K through 12. All students in grades 3-8 will have access to web-based resources to support their understanding of writing concepts as a result of the technology initiative.

**2018-2019**
Enhancement and verification of all applicable writing resources will be measured using various progress measures. Furthermore, the technology initiative will allow all students in grades 3-8 access to web-based resources to support their understanding of writing concepts.

**2019-2020**
After year five, YISD will showcase the effectiveness of the district curriculum and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.
Goal 1: Student Achievement

Engage Me Initiative: 21st Century Learning and Innovative Technology

The digital age is upon us. The students of today are required to be actively involved in their learning with a variation of technology products. This is what is needed in order to be ready for college, future careers and to be successful in other endeavors. Just as the digital age has evolved, so must the way students are exposed to technology and methods in which students are taught to use them as an enhancement to the curriculum. Effective 2012-13, the Texas Education Agency (TEA) set forth the implementation of Texas Essential Knowledge and Skills (TEKS) for technology applications for grades Kindergarten through High School. These technology standards exist for students, teachers and librarians. To summarize these expectations, teachers are required to integrate technology into all core content areas, with students learning a variation of skills, along with creating technology-based products. Currently, the district has campuses with a wide variety of accessibility to technology to support these standards. Some campuses have computer labs for whole group instruction. Others have computers in the classroom for group and individual instruction. While others have a combination of both. In many of the campuses, the infrastructure does not support the updated versions of certain devices nor programs. In order to meet the demands of 21st Century Learning and Innovative technology, it will be necessary to have upgraded infrastructure and devices to fully provide a curriculum that is integrated with the technology standards. The following summarizes the chronological timeline of the implementation of Engage Me Initiative: 21st century learning and innovative technology with students having accessibility to their own devices over the span of five years.

2015-2016
During the spring semester of 2015, the YISD Board of Directors agreed upon a plan that would allow students in grades 3-8 gain accessibility to their own device over a span of five years. During this year, this investment will impact students in grades 3 and 7. Devices will be purchased and distributed to every student in these two grades that are enrolled in Ysleta schools in 2015-2016. The plan will be presented to all campus principals, assistant principals, campus technology personnel, librarians and instructional coaches. Through the comprehensive training and professional development model, campuses will be expected to train campus personnel on how to carry forth the technology plan. CTC, librarians and instructional coaches will be given intense training on how these devices will support the core curriculum, intervention support and innovative products that can be created by the students. In addition to this, the campus leadership team will be required to train teachers, parents and community members on the plan, including key responsibilities, programs and how the devices can be used at home to support projects, interventions, etc. This intense training will be done during the fall semester to allow students the ability to take the device home at the onset of the spring semester.

2016-2017
The effectiveness of the technology plan will be evaluated for the previous year implementation. This evaluative feedback will be used to improve and enhance the continuation of the plan for all students in grades 4 and 8. The feedback will also drive the professional development that will be provided to the campus leadership team.

2017-2018
Effectiveness of the technology plan will be measured and verified. The evaluative feedback will be used to improve and enhance the continuation of the plan for all students in grades 5 and 6. This feedback will once again be used to drive the professional development that will be provided to the campus leadership team.

2018-2019
At this time, the effectiveness of the technology plan will be measured as it pertains to students’ academic progress in grades 3-8.

2019-2020
After year five, YISD will showcase the effectiveness of the district curriculum and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.
Goal 1: Student Achievement

Safe and Drug-Free Schools
Within the last decade, there has been an increased awareness of having safety and preventive measures in place for schools. These preventive measures support campuses in being well-prepared for unpredictable and unforeseen situations that might occur. In addition to this, it is important to not forget that meeting the social and emotional needs of every student plays an instrumental role in them making sound and good decisions for themselves and for others. Thus, the idea that without safe and drug-free schools, learning is hindered comes into play. In order to meet this need, YISD has some systemic processes in place. Currently, there is a district-wide Safety Committee. This committee, which has administrative representation from every campus in the district, meets on a quarterly basis. Each meeting is designed to provide crucial information that pertains to safety measures that are aligned to the Federal Emergency Management Agency (FEMA). Additionally, each campus has completed their own Emergency Operating Plan (EOP), that specifically outlines key personnel, the roles that they play as relating to different incidents, evacuation plan, key locations and specificity on what to do in case of an emergency. The EOP is continuously reviewed and revised at the quarterly district Safety meeting. The district has also designated monthly drills that need to occur and be documented, in addition to monthly fire drills. This documentation is submitted to central office personnel to ensure that this is occurring with fidelity monthly at every campuses. Furthermore, in order to meet the social and emotional aspects for students, all campuses utilize “Rachel's Challenge.” One of the primary goals of Rachel's Challenge is to create safe, connected school environments where learning and teaching are maximized. Based on the writing of Rachel Scott, the first victim of the Columbine tragedy in 1999, Rachel's Challenge provides a continual improvement process designed for schools designed to awaken the learner in every child. It motivates and equips students to start and sustain kindness and compassion that transforms schools and communities. Campus counselors provide the necessary information to their campus staff. The following summarizes the chronological timeline of the continuation of best practices to promote safe and drug-free campuses over the span of five years.

2015-2016
In order to continue with safe and drug-free schools, YISD will continue with the district-wide Safety committee. This committee will continue to reinforce safety measures and procedures that are aligned to those of FEMA. Each campus will also continue to have designated safety committees, whereby they will review their EOP’s and continuously review monthly safety procedures and drills. In order to meet the social and emotional needs for the students, all campuses will continue with providing support through Rachel's Challenge.

2016-2017
Verification of the effectiveness of safety measures, relating to both preventive measures and practice in place and social support systems for the students will be evaluated. The information gathered from various data sources will support adjustments made for the following year.

2017-2018
At this time, the effectiveness of all applicable resources, relating to safety measures will be measured as it pertains to students’ academic and social progress in grades pre-K through 12.

2018-2019
Enhancement and verification of all applicable safety resources, measures and practices will be measured using various progress measures.

2019-2020
After year five, YISD will showcase the effectiveness of the district curriculum and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.
Goal 2: Our People

2015-2016

• Increase the mean on the district Employee Engagement Survey by reviewing and verifying current policies and practices and the affect personnel.

• Create and initiate a three year professional development plan that is reflective of the current academic data trends, aligned to district/campus initiatives in support of the progress of all students as measured through state and federal accountability and performance standards.

• Seek, evaluate and endorse a comprehensive benefits plan to support the health and well being of all employees and align hiring process and recruitment to current data based needs of the district.

2016-2017

• Target specific areas of improvement based on employee engagement survey and develop a comprehensive plan to meet the specific patterned needs of district personnel.

• Initiate year 1 of the professional development plan and evaluate effectiveness in relation to participation results and overall impact on performance standards.

• Initiate and verify effectiveness of comprehensive benefits plan and use a comprehensive evaluation system that allows for professional growth and evidenced based results related to each specific job description and responsibilities.

2017-2018

• Conduct a three year review to evaluate current mean of employee engagement survey and adjust accordingly based on actions and results.

• Verify and align year 2 of professional development plan to ensure a positive impact on performance standards for personnel and students.

• Verify effectiveness of comprehensive benefits plan and review current trends in order to initiate wellness and health programs that would benefit the district. Use summative results of evaluation system and compare by feeder pattern, grade levels and current data trends to make appropriate staffing adjustments.

2018-2019

• Review specific actions taken as part of the year 3 review and target specific areas of improvement based on employee engagement survey.

• Evaluate overall effectiveness of professional development plan and adjust accordingly in alignment to current data trends and state and federal performance and accountability standards.

• Review general health and well being of all personnel and improve health and wellness efforts. Review staffing guidelines and funding and align accordingly with current data trends and specific district needs.

• Review the increase in mean on the district Employee Engagement Survey and support any specific areas of concern that have not been addressed.

• Review state and federal accountability and performance standards and refine a comprehensive professional development plan that is aligned to high levels of academic achievement for all students.

• Initiate and verify effectiveness of comprehensive benefits plan. Conduct a five year review of staffing, current enrollment and specific needs of the district in order to plan accordingly for the next five years.

2019-2020

• Review general health and well being of all personnel and improve health and wellness efforts. Review staffing guidelines and funding and align accordingly with current data trends and specific district needs.
Goal 2: Our People

Employee Engagement Survey
The Employment Engagement Survey is a survey to be utilized by the District to survey all employees. This survey will allow the leadership to examine the engagement of all employees and provide the information needed to ensure that Ysleta ISD is providing the best place to work through effective and engaging leadership. The main purpose of the survey is to evaluate how well the immediate supervisor provides a work environment that allows employees to perform at a high level. It was developed based on the Effective Based Leadership framework created and provided by the StuderGroup. Effective Based Leadership ensures leaders have the skills to drive improvements in a prompt and consistent manner. As the District surveys the employees semi-annually, the information gathered will allow the organization to create a system of aligned goals and absolute accountability that ensures people will execute well and improve and reach the goals set. As a result, the leaders will be able to quickly identify the tools and the tactics that most impact their desired outcomes. A District employee retention committee will be formed consisting of associate superintendents, directors and principals. This committee will review the overall District data from the employee engagement surveys and based on the data gathered, will create an action plan with tools and tactics for leaders to access. The committee will also create a five year timeline for the roll-out of the survey and set goals for each year along with progress monitoring summaries based on the data. The following summarizes the chronological timeline of the implementation of the Employee Engagement Survey and the process roll-out over the span of five years.

2015-2016
A District employee retention committee will be formed consisting of associate superintendents, directors and principals in late summer of 2015 to begin planning the roll-out timeline for the Employee Engagement Survey. In order to gather the preliminary information on the perceptions of employees of their successful engagement and involvement in decisions, resources, time and feedback provided by their leader; the first survey will be conducted in mid-year November-December of 2015. This first survey will allow the District to gauge where it stands and preliminarily gather the information needed to determine the baselines for the near future action plan to be created. The second survey of the school year will be conducted in late March-April 2016. This second administration will provide the additional information needed and/or the confirmation of the perceptions of employees from the first survey to create the summative of the status of the engagement of employees. The data will be provided to all supervisors once it has been compiled and summarized by the StuderGroup. With the information gathered and the consultation of the StuderGroup, the employee retention committee will create a plan of action in May 2016 to provide support, tools and tactics to ensure leaders are providing the best place to work and enabling employees to work at their highest level. At the principals retreat, the plan of action will be presented.

2016-2017
In the second year, the plan of action will have been introduced to all supervisors and implemented in the Fall of 2016. The tools and tactics will be made available to leaders to assist them in improving or maintaining favorable perceptions from the employees. The first survey of the year will be conducted in November-December 2016. Associate superintendents of schools will progress monitor the individual campus leaders data. Feedback to individual supervisors will be provided once the data has been compiled and summarized. Adjustments to the District action plan may need to be noted. After the second administration in March-April 2017, the committee will reconvene in May 2017 and discuss the progress of the second year implementation of the tools and tactics. The committee will also consult with the StuderGroup for suggestions using the Evidence Based Leadership to modify and adjust the action plan. They will make adjustments and modifications if needed for the third year. At the principals retreat, the results of the plan of action and any modifications to the plan will be presented. The overall average goal for the District in the third year is 4 to 4.1. Recognition for success in employee engagement to individual leaders will also be presented.

Employee Engagement Survey

<table>
<thead>
<tr>
<th>Choose the response that best describes your experience.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Mixed Feelings</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>1. My principal/supervisor provides me good processes and resources to do my job.</td>
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<td>2. My principal/supervisor provides feedback on my strengths as an employee.</td>
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<td>3. Principal/supervisor led staff meetings make efficient use of time and are productive.</td>
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<td>5. My principal/supervisor demonstrates a genuine concern for my welfare.</td>
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<td>7. My principal/supervisor consults me on the decisions that affect my job.</td>
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<td>9. My principal/supervisor provides the support needed to accomplish my work objectives.</td>
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<td>10. My principal/supervisor provides feedback concerning areas for improving my performance.</td>
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<td>11. The superintendent manages district finances effectively.</td>
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<td>12. The superintendent uses a variety of methods to promote effective communication throughout the district.</td>
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<td>13. The superintendent makes decisions that are in the best interest of the school district.</td>
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<tr>
<td>14. If given a choice, I would recommend that a parent select this district for his or her child.</td>
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</tbody>
</table>
Employee Engagement Survey (continued)

2017-2018
In the third year, the adjustments or modifications to the plan of action will be implemented. The District tools and tactics are made available. The first survey of the year will be conducted in November-December 2017. Associate superintendents of schools will progress monitor the individual campus leaders data. Feedback to individual supervisors will be provided once the data has been compiled and summarized. In addition, adjustments to the District action plan may need to be noted. After the second administration in March-April 2018, the committee will reconvene in May 2018 and discuss the progress of the third year implementation of the tools and tactics. The committee will also consult with the StuderGroup for suggestions using the Evidence Based Leadership to modify and adjust the action plan. They will make adjustments and modifications if needed for the fourth year. At the principals retreat, the results of the District plan of action and any modifications to the plan will be presented. The goal for the fourth year is an overall average of 4.3 or above. Recognition for success in employee engagement to individual leaders will also be presented.

2018-2019
In the fourth year, any adjustments or modifications to the plan of action will be implemented in order to reach the 4.3 or above average. The new or modified tools and tactics are made available. The first survey of the year will be conducted in November-December 2018. Associate superintendents of schools will progress monitor the individual campus leaders data. Feedback to individual supervisors will be provided once the data has been compiled and summarized. After the second administration in March-April 2019, the committee will reconvene in May 2019 and discuss the progress of the fourth year implementation of any new tools and tactics. In May 2019, the retention committee will come together to evaluate the four years of data and the overall progress of the District leaders. The committee will develop a presentation for the board of trustees to showcase the results of the survey.

2019-2020
After year five, YISD will showcase the effectiveness of the District employee engagement survey, district curriculum and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.
Goal 2: Our People

Three Year Systemic Professional Development Plan
In order to meet the specific needs for students, teachers and leaders of the district, it is important to use data from various sources and district goals to provide focused professional development. In the past several years, YISD campuses have designated their own professional development needs and provided trainings based on their individual needs. District personnel has supported a variety of trainings to teachers, support personnel and administrators during the summer, half-day staff development days and after school. Due to the variation in training, programs and resources, there has been a lack of consistency in program development and a systemic manner of conducting professional development. The following summarizes the chronological timeline of the implementation of a systemic professional development plan.

2015-2016
In year one of the development of a three year systemic professional development plan, all professional development will be designed and aligned to the district’s goals and to the specific needs of the students based on various data sources. Professional development will focus on decreasing the achievement gap for all students and respective sub-groups. In addition to this, the focus will also be to increase advanced academic performance levels for all students in all contents and state-mandated assessments. Through the comprehensive training and professional development model through district and campus leadership teams, instructional coaches and campus leaders will be provided training on balanced literacy, response to intervention, dual language and best practices in all content areas. Furthermore, concepts from the Fundamental Five and the Depths of Knowledge (DOK) will also be embedded into all professional development in an effort to increase advanced academic performance level for all students in all contents. These campus leadership teams will then be required to provide professional development to all campus teachers and personnel. Instructional rounds will be used as a means of ensuring the consistency of the professional development and the alignment to district goals is being implemented. The data compiled from the instructional rounds will be used to drive the district’s professional development plan for year two.

2016-2017
Data gathered from various sources will be utilized in year two of the systemic professional development plan, inclusive of data gathered from year one instructional rounds. Professional development will continue to enhance knowledge on balanced literacy, response to intervention, dual language and best practices in all content areas. Additionally, campus leadership teams will continue to provide training for their respective campus personnel. Instructional rounds will also continue as a means of monitoring the continuation of district initiatives and will drive professional development needs for year three.

2017-2018
At this time, data from various sources will again be analyzed to determine the effectiveness of the systemic professional development plan. Data gathered from instructional rounds will be utilized to enhance and revise the plan for year three. Professional development will be designed to meet these recommendations and the specific needs as identified by a variety of data sources.

2018-2019
During this time, this comprehensive professional development model will be verified using various measures of assessment to determine the effectiveness of district and campus initiatives through continued instructional rounds and leadership development.

2019-2020
After year five, YISD will showcase the effectiveness of the district’s professional development plan and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.
Goal 2: Our People

Comprehensive Employee Benefits Plan
The Ysleta Independent School District values the wellness of its full-time employees as well as their dependents, and ensures they are offered quality benefits at an affordable cost. Employees may select one of four medical plans or choose to enroll in a “special package” option which is intended for those who have health insurance elsewhere (i.e. TriCare). In order to keep the monthly deductions for medical coverage reasonably priced, the district currently contributes $450 to the district’s health fund for each full-time employee, including those who select the “special package” alternative. Besides medical benefits, all full time employees who are enrolled in one of the four medical plans receive $25,000 term life insurance policy at no cost to them. Spouses and children who are covered by one of the medical plans also receive a $10,000 and $5,000 life insurance respectively. Through our third party administrator, HealthSCOPE Benefits, all employees who are on plans I-IV and their covered dependents have the ability to visit the Ysleta Wellness Clinic for acute care, at no cost. In addition, the district offers a number of optional insurances at very reasonable rates. Such insurances are the Hartford Disability, Superior Vision, MetLife Dental and Voya Life Insurance.

2015-2016
During the 2015-2016 school year, YISD will continue to provide employees with a comprehensive health plan. As a result of the Health Benefits RFP process, which was initiated in the spring of 2015, the YISD Board of Trustees will select a third party administrator or a full insurance carrier which will go into effect in January 2016. Given their unwavering support as well as concern for the welfare of district employees and their dependents, board members will select a provider that delivers: quality medical care at the best possible value, benefits that are competitive and assist in attracting and maintaining outstanding employees, as well as improves and maintains productivity and positive morale. Employees may need to re-enroll or will have the opportunity to change their benefits during the October Open Enrollment Period. Employees doing so will be pleased to find a new state of the art as well as a friendly on-line enrollment system that will be provided to YISD through the new partnership with TCG Group Holdings, the district’s current supplemental insurance third party administrator. Employees will encounter a user friendly system that provides benefit descriptions and selections in multi-languages. In addition, TCG representatives will be present during enrollment sessions to assist employee benefits staff as well as district employees. It should be noted that it is important to continue the practice of informing the board of trustees on the financial status of the health fund through monthly summaries as well as through quarterly reports that are made at the board of trustees’ workshops.

During the 2015-2016 school year there will be a greater stress placed on physical and mental wellness. Employees will receive regular notices and flyers regarding healthy eating and exercising. Emails will remind employees of the district’s Lifestyle Advantage Program which reimburses employees for consistent attendance at a registered fitness centers. Periodic reminders regarding free personal counseling services provided by Choice Consultants will also be sent to employees.

2016-2017
During the late spring and summer of 2016, the Employee Benefits Department along with the district’s insurance consultant will evaluate the medical plan usage trends to determine if any increases in district and/ or employee contributions are required for the 2016-2017 school year. If significant increases are merited, possible adjustments in the four plans may be necessary. Various options will be presented and discussed with the superintendent who will make recommendations to the board of trustees. During this period, a review of the different supplemental insurances (disability, life, vision and dental) available through Region IV ESC-TCPN Cooperative will be made. The purpose will be to determine if any provide employees with similar or enhanced benefits at a better value. In addition, through TCG a review of additional supplemental insurances (i.e. cancer and accident) offered through the TCPN Cooperative will be conducted. This will be completed in order to determine if they any should be offered to employees during “open enrollment”. Recommendations will be made to superintendent to consider. During this year an emphasis on good physical and mental health will continue to be made.
Goal 2: Our People

Comprehensive Employee Benefits Plan (continued)

2017-2018
As with the previous school year, during the summer of 2017 the Employee Benefits Department along with the district’s insurance consultant will evaluate the medical plan usage trends to determine what if any increases in district and employee contributions are required for 2018. If significant increases are merited in order to maintain the financial integrity of the health fund, possible adjustments in the four plans may be necessary. Various options will be presented and discussed with the superintendent who will make recommendations to the board of trustees. During the 2017–2018 school year, a comprehensive review of the services provided by either the contracted medical third party administrator or the full insurance carrier will be performed to determine if a two year extension should be offered. Competitive salaries, sound benefits, as well as a positive working environment are key in attracting and maintaining a quality workforce. Therefore, prior to making any recommendations to the superintendent, feedback from employees regarding the health benefit services they are receiving will be sought. One source from where input will be requested is from the Insurance Oversight Committee (IOC). The IOC membership is composed of a representative from each campus and representatives from central services departments. Through reviewing performance data as well as input from employees, a recommendation to the superintendent of schools could be made not to extend the contract/agreement. In addition, during the 2017-2018 school year there will be continued emphasis on healthy eating practices and physical fitness.

2018-2019
Given the historical patterns, a two year contract/agreement extension will probably be offered. During the 2018-2019 school year, a review of certain activities/services will be conducted to determine if they continue to meet the needs of employees. Services to be reviewed will be: the YISD Wellness Clinic, the YISD Health Fairs and the Lifestyle Advantage Program. Each area will undergo an evaluation to determine if employees continue to utilize and reflect a significant level of interest in each of the services that will be under review. Given the finding, discussions may be held with the full insurance carrier or the third party administrator to restructure such services or perhaps even to redirect their funding to other areas. Any changes will be presented to the superintendent for consideration.

2019-2020
In January 2020, planning will begin for a Response for Proposal (RFP) for services relating to health benefits. Those involved in the preparations will be the coordinator of employee benefits, the district’s insurance consultant and the director of purchasing. Part of the process will include the creation of a timeline which will identify dates of significant events and activities. The first event which should occur during the board of trustees’ February workshop, is to make a presentation to the board that clearly outlines the RFP process. Presenters need to ensure that questions and concerns are thoroughly answered and addressed. The results of the meeting along with direction from the superintendent will determine the course as to whether proposals from full insurance carriers or third party administrators or both will be sought. Given the time lapse since the prior Health Benefits RFP which took place in 2015, it is essential that the RFP seeks the latest trends in benefits. The timeline should also reflect that all required RFP activities and event be completed so that a recommendation is made to board of trustees at its June meeting. The selected full insurance carrier or the third party administrator adopted, along with new plans and rates will become effective on January 1, 2021.

After year five, YISD will showcase the effectiveness of the District employee engagement survey, district curriculum and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.
Ysleta Independent School District
A proud past. A golden future.
Goal 3: Service Excellence
Goal 3: Service Excellence

2015-2016
- Create a comprehensive plan to increase parent satisfaction that includes an evaluation piece to ensure effectiveness.
- Initiate collaborative efforts among district departments that are aligned to district academic initiatives. (ESL and technology parent classes, family literacy nights, etc.)
- Create a district wide Customer Service Plan that promotes the 4 Pillars of Customer Service: Personalization, Competency, Convenience, and Proactivity in order to improve customer service to the entire community.
- Create a district wide newsletter that showcases academic progress, cultural arts events, DEIC updates, bond progress, and any other current and relevant events and indicators of academic progress.

2016-2017
- Review effectiveness of parent satisfaction plan and increase the amount of parent programs and information sessions that are aligned to current district initiatives and goals.
- Review and evaluate the District Improvement Plan (DIP) to ensure that campuses and departments are working together and funding initiatives appropriately in order to best meet the needs of all students.
- Through the comprehensive Customer Service Plan, review and evaluate results based on community, student and personnel feedback.
- Ensure that district-wide communication is accurate and disseminated appropriately through multiple means and is reflective of current activities and events aligned to district initiatives.

2017-2018
- Review effectiveness of parent satisfaction plan and increase the amount of parent programs and information sessions that are aligned to current district initiatives and goals.
- Review trends in research-based practices and state and federal performance measures that naturally allow for the collaboration of departments and campuses in order to increase the amount of true to life and innovative experiences in the classroom.
- Through the comprehensive Customer Service Plan, review and evaluate results based on community, student and personnel feedback.
- Ensure that district-wide communication is accurate and disseminated appropriately through multiple means and is reflective of current activities and events aligned to district initiatives.

2018-2019
- Improve on the current practices and communication as it pertains to parent partnerships in all campuses and across the district through the use of a district committee.
- Evaluate current collaborative practices with surveys, focus groups and needs assessments in order to prove effectiveness and improve customer service across the district.
- Review the results of year three of the 4 Pillar customer service plan and assure that the district wide initiative is present in all YISD business.
- Create kiosks and other parent/teacher centers across the district in order to have information readily available to the entire YISD community.

2019-2020
- Continue to improve and take corrective action as necessary to improve parent satisfaction with measured results.
- Continue to take corrective action as necessary to ensure effective and efficient collaboration among departments that are specifically aligned to district initiatives and customer support.
- Continue to take corrective action to ensure effectiveness of 4 Pillar customer service plan.
- Continue to take corrective action and adjust accordingly to ensure transparency and communication to parents, community members and district stakeholders and employees.
Goal 3: Service Excellence

Ysleta ISD Parent Involvement Program
Ysleta ISD is dedicated to provide a quality education for every student. The district will develop and maintain partnerships with parents/caregivers, patrons and community members by involving stakeholders in all aspects of local, state and federal programs offered in Ysleta schools. The district believes that establishing and maintaining open lines of communication with parents will expand and enhance learning opportunities and create the best learning environment for every child. The Ysleta ISD shall foster and support active parent involvement programs and will improve service excellence with the following strategies:

2015-2016
All campuses identify a current employee and assign them the additional duty of parent liaison. Their primary responsibility, in this regard, would include the dissemination of information pertinent to parents and community members as well as the coordination of parental involvement activities on the campus.

During the school year, all parent and/or CIS (Communities in Schools) liaisons will provide at least two classes/workshops per month for parents. These presentations will cover topics ranging from best parental practices, access to Title 1 programs, student achievement strategies and campus involvement opportunities. All parent and/or CIS liaisons will work in collaboration with campus administration as well as the educational campus improvement council (CEIC) to increase opportunities for parental involvement throughout the course of the school year. They will meet monthly with campus administration to expand these programs as well as report on the development of these opportunities.

2016-2017
In order to increase parental involvement and create accountability within the use of parent liaisons, the district will create part-time, paid positions for a parent and/or CIS liaisons funded with Title I money for all high school campuses. They will replace the current non-paid liaisons. Although these positions will be housed at the high schools, they will be responsible for coordinating with the non-paid liaisons in their respective learning community. They will be trained on the most current parent involvement best practices.

2017-2018
In order to create accountability within the use of parent and/or CIS liaisons, the district will create part-time, paid positions for a parent liaison funded with Title I money for all middle school campuses. These positions will work in line with the high school liaisons and the non-paid elementary liaisons.

2018-2019
In order to create accountability within the use of parent and/or CIS liaisons, the district will create part-time, paid positions for a parent liaison funded with Title I money for 1st half of all elementary campuses.

2019-2020
In order to create accountability within the use of parent and/or CIS liaisons, the district will create part-time, paid positions for a parent liaison funded with Title I money for 2nd half of all elementary campuses. This will bring the district into full compliance with the goal of creating accountability and increasing parental involvement.
Goal 3: Service Excellence

Ysleta ISD Volunteer Program
Ysleta ISD is committed to providing a well-rounded education to all students in collaboration with parents and community members. The district believes that working hand in hand with parents and community members is an integral part to the communal aspect of public education. Therefore, the district will provide multiple opportunities for parents and community members to volunteer in our campuses to achieve this goal. The opportunities will range from working with campuses on special events, participation in the PTA, PTO or other booster programs, chaperoning on field trips and monitoring activities on the playground. They can participate in classroom enrichment activities, assist the campus with clerical duties, provide child care during parent meetings or serving as crossing guards, mentors or tutors.

2015-2016
Currently there are 4,400 volunteers that provide services throughout the district. The district will continue to provide opportunities for service for these volunteers once they have been approved through the volunteer application process. Each campus has a non-paid volunteer coordinator. Many campuses use a parent volunteer to take care of these duties or assign them to a YISD campus employee. In either case, this is a non-paid position.

Throughout the course of the year all volunteer hours will be tracked by the campus volunteer coordinator. These hours will be utilized to demonstrate the financial burden absorbed by the volunteers and will be honored at the annual Volunteer Appreciation Luncheon. All volunteers will receive an orientation and will be provided with volunteer opportunities throughout the year.

It should be noted that the Ysleta ISD would have a very difficult time in maintaining current programs and functions without the assistance of the volunteers.

2016-2017
The Ysleta ISD is committed to growing the volunteer program by 1%, from 4,400 to 4,444 over the course of this year. Each campus will provide at least 2 volunteer opportunities per month.

2017-2018
The Ysleta ISD is committed to growing the volunteer program by 1%, from 4,444 to 4,488 over the course of this year. Each campus will provide at least 2 volunteer opportunities per month.

2018-2019
The Ysleta ISD is committed to growing the volunteer program by 1%, from 4,488 to 4,532 over the course of this year. Each campus will provide at least 3 volunteer opportunities per month.

2019-2020
The Ysleta ISD is committed to growing the volunteer program by 1%, from 4,532 to 4,576 over the course of this year. Each campus will provide at least 3 volunteer opportunities per month.
Goal 3: Service Excellence

Ysleta ISD Parent Communication

Ysleta ISD is committed to providing excellent positive and consistent communication with its parents, volunteers and community members. In its ongoing efforts to enhance and improve communication with these very important group of stakeholders, the parent involvement coordinator disseminates information through a variety of sources. These include the annual Volunteer Handbook, the bi-monthly Parent Connection newsletter, bi-monthly meetings with the volunteer coordinators, the annual Regional Parent Conference, and the annual Volunteer Appreciation Luncheon. The district utilizes various avenues of communication, to include, social media (Facebook, Twitter, and YouTube), bi-monthly electronic newsletter, and the website. The campuses also provide means for parents to stay informed with their child’s progress. Campuses host quarterly parent-teacher conferences. Every teacher has at least one conference period in their schedule to provide parents an opportunity to meet their child’s teacher. Teachers are encouraged to make phone calls and/or send written notices to establish and maintain an open line of communication with the parents.

2015-2016

Ysleta ISD is exploring new ways of communicating with parents. These include an expansion of our presence on Facebook and Twitter, our mobile application for iPhone and Android devices as well as other social websites.

The superintendent’s office holds monthly meetings for parents to express their concerns. The Parent Advisory Council (PAC), is an opportunity for parents to meet with the superintendent and express concerns or get information.

The superintendent hosts community meetings throughout the course of the year in order to keep parents and community members aware of district and learning community needs. Many campuses also hold neighborhood community meetings throughout the course of the year to disseminate information.

2016-2017

In an effort to increase parental communication, we will recruit more parents to use Power Parent by 2% from 11,866 to 12,103. All elementary campuses will host at least one neighborhood community coffee by the end of the year.

2017-2018

In an effort to increase parental communication, we will recruit more parents to use Power Parent by 2% from 12,103 to 12,345. All elementary and middle school campuses will host at least one neighborhood community coffee by the end of the year.

2018-2019

In an effort to increase parental communication, we will recruit more parents to use Power Parent by 1% from 12,345 to 12,468. All elementary, middle and high school campuses will host at least one neighborhood community coffee by the end of the year.

2019-2020

In an effort to increase parental communication, we will recruit more parents to use Power Parent by 1% from 12,468 to 12,592. All elementary, middle and high school campuses will host at least two neighborhood community coffees by the end of the year.
Goal 3: Service Excellence

Promoting a Positive Culture for Students, Parents, and Community Service

Promoting a positive and conducive culture for learning is key for all stakeholders—students, parents, and community members. YISD has various means at the district level to support this culture. Recognition for student achievement is done in many ways, including but not limited to scholarly recognitions, showcases, Advanced Placement and AVID ceremonies. Parents are an integral part of this process and are included to participate in many of the events that focus on student recognition, as well as learning opportunities that benefit their professional growth. Community members are included in many of the aspects of student recognition, parental engagement and support for the various campuses within the district. In addition to this, teachers and key personnel are also recognized for exemplary efforts in a variety of ways. This type of positive culture is promoted in various ways at each of the YISD campuses. Many campuses recognize the efforts of their students, parents, teachers and community in a variety of ways: nine week awards for both academic and attendance, student/teacher of the month, etc. Academic nights also provide a means to support parents in their understanding of different contents, technology, ESL, etc... Furthermore, the community is provided opportunities to provide input in the decision-making process as a part of the campus improvement team. Many campuses also utilize such things as Coffee with the Principal to invite the community and parents to share in informal conversations with both the parents and the community. The Ysleta ISD shall foster and continue to support and promote a positive culture for all stakeholders and will improve service excellence with the following strategies:

2015-2016

YISD will continue to provide a multitude of opportunities at the district and campus level to promote and enhance a positive culture for students, parents, teachers and community members. An array of recognitions will support academic, social and attendance achievements. Academic nights will continue to be offered to enhance knowledge of all core content areas to parents, students and to the community. Through the Engage Me initiative, parents will also be provided training on how to best utilize instructional programs on devices that will be used for 3rd and 8th grade students. Campus leadership teams will also continue to offer a variety of meetings in an informal setting to illicit input from the parents and the community members.

2016-2017

YISD will continue to provide a multiple of opportunities at the district and campus level to promote and enhance a positive culture for students, parents, teachers and community members.

2017-2018

Promoting a positive culture will continue to be enhanced through a variety of means for all stakeholders.

2018-2019

Verification of the effectiveness of the various means that promote a positive school culture will be done at this time. These various opportunities will continue to be enhanced to support a positive culture at both the district and campus level.

2019-2020

At this time, YISD will continue to take corrective action and adjust accordingly to ensure transparency and communication to parents, community members and district stakeholders and employees.

Campus Educational Instructional Committee (CEIC) will also provide a means to obtain teacher input into making sound instructional decisions.
Goal 4: Finance and Operations

- Promote and support an optimal learning environment with equitable facilities and schools through the passage of a bond.
- Implement a District Needs Assessment in order to analyze district and campus data to determine the appropriate and effective use of non-discretionary monies, including federal and state categorical monies that are dedicated to personnel.
- Create performance measures as part of a Quality Review Process used to evaluate the efficiency of each investment as related to the bond and in alignment to district goals and initiatives.

2015-2016
- Use external and internal services to ensure the fidelity and intention of bond funds in accordance to determined guidelines and specific time frames.
- Use the districts annual comparability report of campus personnel funded through state compensatory education or federal funds to ensure fiscal compliance and to adjust accordingly in alignment with district needs.
- Use the established performance measure to evaluate the return on investment (ROI) as part of the Quality Review Process.

2016-2017
- Use external and internal services to ensure the fidelity and intention of bond funds in accordance to determined guidelines and specific time frames.
- Use the districts annual comparability report of campus personnel funded through state compensatory education or federal funds to ensure fiscal compliance and to adjust accordingly in alignment with district needs.
- Use the established performance measure to evaluate the return on investment (ROI) as part of the Quality Review Process.

2017-2018
- Conduct a year 3 review of the current trends and usage of non-discretionary monies and federal and state categorical monies in order to account and justify for personnel.
- Use the established performance measure to evaluate the return on investment (ROI) as part of the Quality Review Process.
- Use external and internal services to ensure the fidelity and intention of bond funds in accordance to determined guidelines and specific time frames.

2018-2019
- Conduct a year 3 review of the current trends and usage of non-discretionary monies and federal and state categorical monies in order to account and justify for personnel.
- Use the established performance measure to evaluate the return on investment (ROI).
- Use external and internal services to ensure the fidelity and intention of bond funds in accordance to determined guidelines and specific time frames.

2019-2020
- Review data and reports to determine effectiveness of bond funds and to report completion of all intended projects to the Board of Trustees.
- Analyze campus data to determine the appropriate and effective use of non-discretionary monies, including federal and state categorical monies that are dedicated to personnel.
- Review data and performance measures in order to determine current and possible investments.
Facilities Master Plan

The Ysleta ISD is committed to providing every child in the district with high quality, well-rounded education that meets the needs of the whole child. School buildings and campuses should be attractive, engaging, safe and well-equipped to support 21st century learning skills, such as collaboration, digital literacy, critical thinking and problem solving. Quality facilities give teachers and students opportunities to teach, learn and interact in innovative and collaborative ways, resulting in more productive and rewarding educational experience.

The Facility Master Plan provides a path forward for addressing Ysleta ISD facility needs, and insures that discussions regarding facilities are aligned with district priorities and reflect an efficient and effective application of resources.

In the spring of 2014 the Board of Trustees and the Superintendent of Schools initiated an inquiry in order to evaluate the current physical and demographic state of the district. Two outside companies, the Jacobs Group and Templeton Demographics, were contracted to complete separate studies.

Templeton Demographics Study

Templeton Demographics provided a presentation to the Board of Trustees in July of 2014. They presented data gathered on campus enrollment versus utilization over ten years. Their findings included:

- Ysleta ISD has lost 1,529 students from 2008-2014
- Approximately 4,000 YISD students live outside district boundaries
- A ten (10) year forecast shows that the YISD enrollment will continue to drop slightly below 43,000
- Enrollment versus capacity may create possible utilization opportunities.
- Ysleta ISD can expect a decrease of approximately 251 students during the next 5 years
- 7 of 22 elementary schools south of IH10 appear to be operating at less than 50% capacity

Current Enrollment vs. Capacity

Elementary School Utilization

<table>
<thead>
<tr>
<th>LEARNING COMMUNITY</th>
<th>Elementary Capacity</th>
<th>Elementary Enrollment</th>
<th>Percent Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bel Air Learning Community</td>
<td>5,368</td>
<td>3,014</td>
<td>56.1%</td>
</tr>
<tr>
<td>Del Valle Learning Community</td>
<td>5,280</td>
<td>2,793</td>
<td>52.9%</td>
</tr>
<tr>
<td>Eastwood Learning Community</td>
<td>5,126</td>
<td>3,866</td>
<td>75.4%</td>
</tr>
<tr>
<td>Hanks Learning Community</td>
<td>5,280</td>
<td>3,405</td>
<td>64.5%</td>
</tr>
<tr>
<td>Parkland Learning Community</td>
<td>3,982</td>
<td>2,806</td>
<td>70.5%</td>
</tr>
<tr>
<td>Riverside Learning Community</td>
<td>4,928</td>
<td>2,577</td>
<td>52.3%</td>
</tr>
<tr>
<td>Ysleta Learning Community</td>
<td>4,114</td>
<td>3,056</td>
<td>74.3%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>34,078</strong></td>
<td><strong>21,517</strong></td>
<td><strong>63.1%</strong></td>
</tr>
</tbody>
</table>

Middle School Utilization

<table>
<thead>
<tr>
<th>LEARNING COMMUNITY</th>
<th>Middle School Capacity</th>
<th>Middle School Enrollment</th>
<th>Percent Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bel Air Learning Community</td>
<td>1,672</td>
<td>832</td>
<td>49.8%</td>
</tr>
<tr>
<td>Del Valle Learning Community</td>
<td>2,112</td>
<td>1,370</td>
<td>64.9%</td>
</tr>
<tr>
<td>Eastwood Learning Community</td>
<td>1,562</td>
<td>997</td>
<td>63.8%</td>
</tr>
<tr>
<td>Hanks Learning Community</td>
<td>1,716</td>
<td>1,232</td>
<td>71.8%</td>
</tr>
<tr>
<td>Parkland Learning Community</td>
<td>1,405</td>
<td>1,201</td>
<td>84.0%</td>
</tr>
<tr>
<td>Riverside Learning Community</td>
<td>1,056</td>
<td>609</td>
<td>57.7%</td>
</tr>
<tr>
<td>Ysleta Learning Community</td>
<td>1,628</td>
<td>1,169</td>
<td>71.8%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>11,176</strong></td>
<td><strong>7,410</strong></td>
<td><strong>66.3%</strong></td>
</tr>
</tbody>
</table>
Current Enrollment vs. Capacity (Continued)

High School Utilization

<table>
<thead>
<tr>
<th>LEARNING COMMUNITY</th>
<th>High School Capacity</th>
<th>High School Enrollment</th>
<th>Percent Utilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bel Air Learning Community</td>
<td>2,838</td>
<td>2,071</td>
<td>73.0%</td>
</tr>
<tr>
<td>Del Valle Learning Community</td>
<td>2,574</td>
<td>1,843</td>
<td>71.6%</td>
</tr>
<tr>
<td>Eastwood Learning Community</td>
<td>2,266</td>
<td>2,275</td>
<td>100.4%</td>
</tr>
<tr>
<td>Hanks Learning Community</td>
<td>2,596</td>
<td>1,840</td>
<td>70.9%</td>
</tr>
<tr>
<td>Parkland Learning Community</td>
<td>2,068</td>
<td>1,323</td>
<td>64.0%</td>
</tr>
<tr>
<td>Riverside Learning Community</td>
<td>2,640</td>
<td>1,211</td>
<td>45.9%</td>
</tr>
<tr>
<td>Ysleta Learning Community</td>
<td>2,244</td>
<td>1,409</td>
<td>62.8%</td>
</tr>
<tr>
<td>Totals</td>
<td>17,226</td>
<td>11,972</td>
<td>69.5%</td>
</tr>
</tbody>
</table>

Due to the decline in enrollment in certain parts of the district possible utilization opportunities exist such as the consolidation of schools.

Findings: Jacobs Study I
In July 2014 the Jacob Group presented their findings to the Board. They found that 70% of our building were older than 25 years old.

Jacobs reported that the buildings were typically in good condition for schools of their age, however, many systems were at or near the end of their expected useful life. They recommended a significant near-term capital investment.

YISD Assessment Findings

Facility Condition Index (FCI)
The Facility Condition Index is a widely used indicator that provides a relative scale of the overall condition of a given facility. The Index is derived by dividing the total repair cost, including education adequacy and site related repairs, by the total replacement costs for the set of facilities.

\[
FCI = \frac{\text{Cost of repairs}}{\text{current replacement value}}
\]

A campus level FCI encompasses the sight and the combination of all structures belonging to that campus. Industry standards state that an FCI over 65% represent the point were facilities should be considered for replacement. This value typically indicates the point were further expenditures on a building offer little return when compared to the potential cost when replacing that facility. Other factors such as historical significance, community sentiment, and perhaps school performance will create additional replacement consideration.
Goal 4: Finance and Operations

5-Yr Facility Campus Condition Index

Findings: Jacobs Study II
The Board of Trustee in-depth assessment was necessary and extended the Jacobs contract in order to provide a deeper analysis. The Jacobs II assessments provided the Board the following recommendation in January 2015:

• YISD could operate with one less Learning Community
• YISD operates approximately fourteen (14) more schools than needed.
• Costs of operating underutilized schools is approximately $14 million per year
• YISD needs to invest in its schools
• Age and condition of some schools suggest replacement

Bond
Ysleta ISD is at a crossroads in its history. Facilities are in need of a fiscal commitment for general repairs, renovation and enhancement to include upgrades to heating, ventilation and air-conditioning systems in order to provide optimal conditions for teaching and learning. Rather than settle for a reactive program of maintenance and repairs, it is recommended that the Board of Trustees take bold steps to chart a course for Ysleta’s renaissance. Decisions made will set the stage for the rebranding and marketing of the new Ysleta ISD – focused on excellence and 21st century equity for all students. As advocates for the students that attend our schools, we believe that they should have the same experiences as other children in the El Paso region.

An investment in our facilities would provide dividends to the children of today and future generations to come by preparing them to become competitive in a global economy. The administration will use the data provided by the Templeton and Jacobs groups as well as gathering input from our stakeholders in making a final recommendation to the Board of Trustees. In alignment to our commitment to transparency, this information will be shared through a variety of multi-media formats as well as community forums and will be available on the Ysleta ISD homepage.

Below is a synopsis of research that has been done regarding the effect of school facilities on students, staff and the community.

• Students in substandard school buildings perform at lower levels than students in newer facilities
• Students in deteriorating school buildings score between five (5) and eleven (11) percentile points lower on standardized achievement tests than their counterparts in newer, modern schools, after controlling for income level (Filardo et al., 2011; Hatfield, 2011; Cash & Twiford, 2010; Wilson, 2008; Earthman, 2004; U.S. Department of Education, 2000)
• Students in non-air conditioned buildings have been found to perform three (3) to twelve (12) percentage points lower on measures of academic achievement than their counterparts in air conditioned buildings (Earthman, 2004)
• Student attitudes and morale are affected by deteriorating school buildings. Research suggests that the greatest improvements in attitudes were in their feelings of safety and pride.

• Teacher satisfaction, morale, and personal safety are impacted by their learning environment. Studies suggest that if the facility issues are serious, it may result in higher absenteeism, reduced effort, and job satisfaction. Further, quality teachers are attracted to and remain longer at higher quality school facilities. (U.S. Department of Education, 2000).

2015 -2020
Based on the Jacobs and Templeton studies as well as input from the staff, community and the Facility Assessment Committee the Administration is recommending:

• Close Robert F Kennedy Pre-K Center and redirect those students to LeBarron Park Elementary School.
• Consolidating:
  • Ascarate and Cedar Grove Elementary Schools
  • South Loop and Capistrano Elementary Schools
  • Thomas Manor and Cadwallader Elementary Schools
  • Camino Real and Valley View Middle Schools
  • Hillcrest and Ranchland Hills Middle Schools
  • Indian Ridge and Desert View Middle Schools

Build five new campuses that have outlived their expected useful life.
  • Mission Valley Elementary School
  • Thomas Manor Elementary School
  • Bel Air Middle School
  • Del Vale Middle School
  • Eastwood High School

The Administration further recommends that the Board consider asking the community through the election process to support a ballot measure to finance the extensive and necessary projects that all the districts’ aging facilities require. In addition replace those campuses identified by the Jacobs studies and the FAC that are in need of replacement.
Goal 4: Finance and Operations

Non-Discretionary Monies
A large percentage of Ysleta ISD campuses have state and federal funded teachers and support staff in comparison to surrounding Region XIX school districts. Campus classroom student loads are typically much lower than state recommended standards for classroom size. Student-teacher ratios are occasionally found to be as low as 10 to 1. As a result, district funds designated to campus staff hamper the district level instructional initiative process due to targeting funding channeled at the campus level.

The district’s process of embedding federally funded teachers at the campus has resulted in the loss of adequate funding for district-wide instructional initiatives. The number of positions funded through these funding sources will require a yearly assessment as to whether the normal attrition process will release federal funding while maintaining compliance as they pertain to state and federal guidance.

Ysleta ISD will implement a District Needs Assessment in order to analyze campus data to determine the appropriate and effective use of non-discretionary monies, including federal and state categorical monies that are dedicated to personnel creating compliance questions. The District and Campus Needs Assessment will be reflected on both the District and Campus Improvement Plan respectively. This summary offers a chronological five year timeline of how the District Needs Assessment will be evaluated and implemented to ensure the appropriate and effective use of non-discretionary monies.

2015-2016
Through attrition and reassignment, campus personnel that are funded by state and federal monies will be reclassified under local monies. Reclassification of personnel will allow for an increased budget in federal supplemental funds, at both the campus and district level. State and federal funding will be used to support both campus and district instructional initiatives that support student achievement. Thus, the expenditures of these funds will be in compliance with state and federal guidelines. These expenditures will be reflected in both the District and Campus Improvement Plans.

2016-2017
YISD will use the district’s annual comparability report of campus personnel funded through state compensatory education or federal funds to ensure fiscal compliance and to adjust accordingly in alignment with district needs. Based on gradually increasing student/teacher ratio standards, we will continue the attrition of staff.

2017-2018
At this time, a year 3 review will be conducted of the current trends and usage of non-discretionary monies and federal and state categorical monies in order to account and justify for personnel. If we have seen consolidation of campuses, this should add to efficiency in meeting student/teacher ratio goals.

2018-2019
YISD will use the district’s annual comparability report of campus personnel funded through state compensatory education or federal funds to ensure fiscal compliance and to adjust accordingly in alignment with district needs.

2019-2020
At this time, campus data will be analyzed to determine the appropriate and effective use of non-discretionary monies, including federal and state categorical monies that are dedicated to personnel.
Goal 4: Finance and Operations

Return on Investment Quality Review Process
In order to utilize district funds to optimal efficiency, a systematic review and evaluation of programs shall be ongoing. Based on the availability of funds, as well as critical need, we will establish a priority list for review. The Finance Division in conjunction with Academic and AREA (Assessment, Research, Evaluation and Accountability) staff will determine valid benchmarks relevant to each program under review. Subsequently, Finance Division personnel will determine a unit cost (usually per student), against which the comparative costs and benefits can be used to determine the best course of action in terms of retention versus discontinuance of individual programs.

An integral part of this review will involve the overriding regulations dictating the appropriateness of specific expenditures and determining availability of funds to accomplish each specific program, project and goal. A myriad of state and federal regulations guide the expenditures of categorical program funds, such as Compensatory Education funds, or ESEA (Title program) funds.

The Finance Division in collaboration with the Division of Academics and AREA shall develop a process that will annually evaluate and determine the effectiveness of major district initiatives. In order to maximize the district’s investment, the yearly evaluation will be based on students’ and staffs’ performance and growth, in alignment with the district’s goal.

2015-2016
Academics, in terms of campus administration and central support personnel will be asked to determine specific programs they feel are most likely to fail the scrutiny of review. Concurrently, the finance division will conduct a cost review of those programs deemed to be most costly, both in general and specifically by cost per unit. Once a unit cost is established, it will fall to the academics and AREA participants to determine some relevant gradient of value against which to weigh those costs. Where relevant, competing programs can be compared using these measures. The more subjective (and more difficult) evaluations will involve individual programs with no comparable alternative available or in use.

2016-2017
Based on those programs evaluated in year one, and the perceived success of the process, we will continue the process of review, working our way down the priority list established in year one.

2017-2018
At this time a review of progress to date will be done, to determine both the effectiveness of the analysis to date, and the merit of continuing the process. Assuming both of these lead to positive responses, we will determine which remaining programs we have yet to review.

2018-2019
Since it will have been 3 years since the inception of the review process, it will be appropriate to go back to the results of year 1, to determine whether a fresh review of the programs done in that first year might be in order.

2019-2020
At this point, we will take a look at how the overall efforts over the past years have gone, and what tangible benefits we see from the effort. At this time, it might be appropriate to retool or refine the process, based on perceived results.
Goal 5: College and Career

2015-2016
- Increase the number of certified teachers that are able to teach dual credit courses by working in collaboration with universities within and outside our region.
- Evaluate the current instructional practices of Advanced Placement (AP) courses in order to create a strategic plan that allows for more students to score a 3 or higher.
- Introduce and use resources such as Lead4ward that support data analysis and strategic intervention plans for students in order to increase the amount of students performing at the Advanced Level.
- Evaluate current Personal Graduation Plans and courses of study in order to provide individualized instructional learning plans that meet the specific needs of students that are not projected to meet graduation requirements within a four year period of time once they enter high school.
- Create a strategic plan that allows for all sophomores and junior students to take the PSAT. All juniors will take the ACT.
- Implement instructional practices and align current program models to meet the requirements of HBS.

2016-2017
- Continue to recruit and support teachers participating in the Masters Program that allows for dual credit certification in order to increase the number of teachers certified to teach dual credit courses.
- Support Advanced Placement teachers through accredited programs such as the Masters Program, Depth of Knowledge training and Fundamental 5 training; and continue to provide instructional resources that are aligned to the rigor and relevance of AP courses such as Advanced Placement Summer Institutes.
- Verify and measure the effectiveness of student intervention plans such as Personal Graduation Plans (PGPs).
- Evaluate and ensure alignment of current graduation plans with state compliance to SB 149 and college and career readiness.
- Verify and evaluate effectiveness of campus Go Centers and student achievement on PSAT/SAT/ACT exams.
- Verify and ensure ELL, SPED, GT and ALL student subgroups are benefitting from instructional programs that are aligned to research-based and data proven approaches geared towards academic achievement and progress.

2017-2018
- Evaluate the effectiveness of the Masters Program for teachers that attained dual credit certification and increase the number of teachers participating in the program.
- Verify and evaluate the effectiveness of Advanced Placement teachers and courses through data and instructional support.
- Verify and measure the effectiveness of student intervention plans such as Personal Graduation Plans (PGPs).
- Evaluate and ensure alignment of current graduation plans with state compliance to SB 149 and college and career readiness and verify that instructional programs and strategies are in direct correlation to academic achievement.
- Verify and evaluate effectiveness of campus Go Centers and student achievement on PSAT/SAT/ACT exams.
- Evaluate current instructional programs by using data and progress measures to ensure alignment to college and career readiness and high levels of academic achievement as measured by state and federal accountability and performance standards.

2018-2019
- Evaluate the effectiveness of the Masters Program for teachers that attained dual credit certification and increase the number of teachers participating in the program.
- Verify and evaluate the effectiveness of Advanced Placement teachers and courses through data and instructional support.
- Conduct long-term analysis of student progress and attainment of Advanced levels of performance and evaluate instructional programs and strategies used to attain results.
- Evaluate and ensure alignment of current graduation plans with state compliance to SB 149 and college and career readiness.
- Verify and ensure ELL, SPED, GT and ALL Student subgroups are benefitting from instructional programs that are aligned to research-based and data proven approaches geared towards academic achievement and progress.
- Showcase teachers and students that are participating and graduating with dual credit by proving effectiveness and increased participation.

2019-2020
- Showcase specific data related to the increase in students participating in Advanced Placement courses and successfully completing the exams with scores that project college readiness.
- Showcase current and projected data that accounts for an increase in the amount of students at all grade levels and content areas reaching advanced academic levels of performance.
- Effectiveness of changes and compliance to graduation plans will be evident in state and federal accountability reports.
- Effectiveness of Go Center and student achievement on PSAT/SAT/ACT exams will be evident in state and federal accountability reports.
- Showcase effectiveness of instructional programs that are aligned to HBS using data and evidence of progress as measured and aligned to state and federal accountability and performance standards.
Goal 5: College and Career

**Dual Credit**
In order to ensure the success of Dual Credit, it is essential to increase the number of dual credit courses offered at each high school campus for increased opportunities for students to gain college credit while in high school. Dual Credit courses offered at YISD high schools allow students to earn both high school and college credit for the course they take in the Dual Credit Program. Courses are those taken by a student through an accredited community college or university through a dual credit program approved by the Texas Higher Education Coordinating Board. Teachers are credentialed through the college or university system and use the college syllabus. Courses taken under this option may count towards high school graduation, and the grade is averaged into the high school Grade Point Average (GPA.) Students applying the course towards the Distinguished Level of Achievement Program advanced measures must earn a 3.0 GPA or better. The following summarizes the chronological timeline of the implementation of THE MASTERS program over the span of five years.

**2015-2016**
YISD will provide quality professional learning opportunities through THE MASTERS Program Initiative to all YISD middle and high school teachers to be certified to teach Dual Credit and Advanced Placement® (AP) courses in the four core content areas: English, Math, Science, and Social Studies. THE MASTERS program provides a unique opportunity for participating teachers to pursue a master’s degree at the University of Texas at El Paso and have YISD cover nearly all of their college expenses and fees. Through THE MASTERS program, teachers will gain practical and pedagogical content knowledge for the purpose of providing the best education for our students, specifically in the Dual Credit and AP® programs. The Master of Education and Curriculum Instruction degree is specifically designed to fulfill the necessary credit hours for dual-credit certification. The degree consists of a total of 36 hours or 12 courses at the graduate level of study: 15 hours-pedagogical study at the graduate level; 18 hours-core content course at the graduate level; 6 hours-elective pedagogical study at the graduate level. THE MASTERS program includes payment for nearly all college expenses including tuition, fees, and rental of textbooks.

**2016-2017**
Verification of the effectiveness of THE MASTERS program will be done. In addition to this, there will be a continuation of recruitment for teachers in the areas of English, Social Studies, Science, and Math.

**2017-2018**
At this time, the effectiveness of THE MASTERS program will be measured as it pertains to students taking and completing dual credit courses in high school.

**2018-2019**
THE MASTERS program will be enhanced and extended in order to ensure that all high schools have an increase of dual credit courses that are offered at each high school.

**2019-2020**
After year five, YISD will showcase the effectiveness of the district curriculum and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.

**Dual Credit Student Participation**

<table>
<thead>
<tr>
<th>Year</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>989</td>
</tr>
<tr>
<td>2015-16</td>
<td>1,009</td>
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<tr>
<td>2016-17</td>
<td>1,029</td>
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<tr>
<td>2017-18</td>
<td>1,049</td>
</tr>
<tr>
<td>2018-19</td>
<td>1,069</td>
</tr>
<tr>
<td>2019-20</td>
<td>1,089</td>
</tr>
</tbody>
</table>
**Goal 5: College and Career**

**Advanced Placement**
The Advanced Placement ® (AP) Program provides motivated high school students with the opportunity to take college-level courses and earn college credit while they are still in high school. The AP Program is the primary method of providing students with advanced college-level preparation and instruction, and is open to all students where courses are offered. Pre-AP/AP classes are offered beginning in middle school and courses are offered across multiple subject areas covering the breadth of information, skills, and assignments found in the corresponding college course. The AP courses are taught by highly qualified high school teachers, according to the College Board’s guidelines and incorporate differentiated strategies to meet the diverse needs of the highly capable student willing to accept the challenge of a rigorous curriculum. The goal of the AP Program is to prepare students for college success while reducing college costs and time to obtain a degree. Students who perform well can receive course credit and/or advanced standing at thousands of universities worldwide. The AP Examinations are administered each year in May, represent the culmination of college-level work in a given discipline in a secondary school setting, and test students’ ability to perform at a college level. The following summarizes the chronological timeline of implementation of Advanced Placement Program over the span of five years.

**2015-2016**
THE MASTERS program provides a unique opportunity for participating teachers to pursue a master’s degree at the University of Texas at El Paso and have YISD cover nearly all of their college expenses and fees. Through THE MASTERS program, teachers will gain practical and pedagogical content knowledge for the purpose of providing the best education for our students, specifically in the Dual Credit and AP® programs. In addition, teacher effectiveness will be enhanced through the implementation of Depth of Knowledge (DOK) and The Fundamental 5. In addition, there will be a continuation of support provided to campuses with aligned resources and professional development.

**2016-2017**
Verification of the effectiveness of the AP Program will be done. In addition to this, there will be a continuation of support provided to campuses with aligned resources and professional development.

**2017-2018**
At this time, the effectiveness of the teacher effectiveness will be evaluated through the implementation of Depth of Knowledge (DOK) and The Fundamental 5 as it pertains to students’ academic progress in grades 9-12.

**2018-2019**
Enhancement and verification of all applicable resources and the AP Program will be measured using various progress measures.

**2019-2020**
After year five, YISD will showcase the effectiveness of the district curriculum and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Participation Number of students</td>
<td>4,257</td>
<td>4,342</td>
<td>4,427</td>
<td>4,512</td>
<td>4,597</td>
<td>4,682</td>
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<tr>
<td>Performance 3 or above</td>
<td>30%</td>
<td>32%</td>
<td>34%</td>
<td>36%</td>
<td>38%</td>
<td>40%</td>
</tr>
</tbody>
</table>
Goal 5: College and Career

Achieving Advance Level-STAAR and End-of-Course
The State of Texas Assessment of Academic Readiness (STAAR) End of Course measures the degree to which students learned the content and skills required to be taught from the Texas Essential Knowledge and Skills (TEKS) through three levels of academic performance: Level III- Advanced Academic Performance; Level II- Satisfactory Academic Performance; Level I- Unsatisfactory Academic Performance. Advanced Academic Performance indicates that students are well prepared for the next grade level or course. They demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts. Students in this category have a high likelihood of success in the next grade level or course with little or no academic intervention. The recommended scale score standard for Level III: Advanced Academic Performance varies for each STAAR assessment. The following summarizes the chronological timeline of implementation of the strategies to increase the number of students achieving advanced academic performance over the span of five years.

2015-2016
Data desegregation processes will be provided to instructional coaches at the elementary and middle school campuses throughout the year. Coaches will replicate the process at their respective campuses as a means to identify content gaps and instructional needs based on district-wide assessments such as CPALLs+, Istation, Imagine Learning and curriculum unit assessments. Professional development will focus on differentiated instruction and the process standards assessed across the content areas to target student needs. In addition, teacher pedagogical effectiveness and students’ critical thinking skills will be enhanced through the implementation of Depth of Knowledge (DOK) and Fundamental 5.

2016-2017
The effectiveness of the strategies to increased Advanced Academic Performance will be verified and measured. Continued support and professional development will focus on district-wide needs as evidenced through various data sources. The alignment of research-based strategies and instructional resources will continue to support high levels of academic progress.

Advanced Academic Performance

<table>
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<tr>
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<tr>
<td>Advanced STAAR</td>
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</tr>
<tr>
<td>Advanced EOC</td>
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</tr>
<tr>
<td></td>
<td>8%</td>
<td>9%</td>
<td>10%</td>
<td>11%</td>
<td>12%</td>
<td>13%</td>
</tr>
</tbody>
</table>

2017-2018
At this time, verification of strategy effectiveness will be conducted. Continued alignment of research-based strategies, instructional resources and professional development will serve to increase the percentage of students achieving Advanced Academic Performance.

2018-2019
Analysis of long-term data for students performing at Level III: Advanced Academic Performance will be analyzed to determine district priorities, continue the alignment of instructional resources and determine professional development in order to continue to increase the percentage of students that are college and career ready.

2019-2020
After year five, YISD will showcase the effectiveness of the district curriculum and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.
Goal 5: College and Career

Graduation Plan
To receive a high school diploma, a student must complete the requirements for graduation as required by Texas law. In addition, a student must complete certain courses and certain college preparation activities as required by the district. A student can receive only one diploma (with the exception of College Board Advanced Placement and Dual Credit, no substitutions are allowed). Students who entered high school before the 2014-2015 school year must successfully complete a state-approved program of study from the Minimum High School Program, Recommended High School Program, or Distinguished Achievement Program, and they must meet the passing standard in all subject areas of the exit-level TAKS test (2014 graduates) or STAAR exams (2015, 2016, and 2017 graduates). Effective with this year’s graduating 12th grade class, Senate Bill 149 made immediate and significant changes to the state’s assessment graduation requirements (SB 149 has revised the graduation requirements for students enrolled in 11th and 12th grade when a student has failed the EOC assessment graduation requirements for no more than two courses). A student may receive a Texas high school diploma if the student has qualified to graduate by means of an individual graduation committee (IGC). SB 149 also allows a student who did not pass Algebra I and/or English II EOC a second time to use the Texas Success Initiative (TSI) assessment to meet the EOC requirements for the corresponding course. Students who enter high school beginning in the 2014-2015 school year and thereafter must successfully complete the new House Bill 5 state-approved program of study from the Foundation High School Program, curriculum requirements for at least one Endorsement, and meet the passing standard in all subject areas of the STAAR exams. YISD affords all students the opportunity to graduate under the Distinguished Level of Achievement Diploma. The following summarizes the chronological timeline of implementation of the Graduation Plan over the span of five years.

2015-2016
Verification of the effectiveness of all graduation requirements will be evaluated. In addition to this, there will be a continuation of support provided to campuses with aligned resources and professional development.

2016-2017
Verification of the effectiveness of all applicable resources that support the graduation requirements will be done. In addition to this, there will be a continuation of support provided to campuses with aligned resources and professional development.

2017-2018
Enhancement and verification of all applicable resources that support graduation requirements will be measured using various progress measures.

2018-2019
Enhancement and verification of all applicable resources that support graduation requirements will be measured using various progress measures.

2019-2020
After year five, YISD will showcase the effectiveness of the district curriculum and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.
Goal 5: College and Career

**SAT and ACT**
Each student must take the Scholastic Aptitude Test (SAT) or the American College Testing (ACT) Assessment Test and complete a minimum of one application to a postsecondary institution as stated in Policy EIF (LOCAL). Colleges and universities require one or both entrance examinations as part of the admissions process therefore, it is recommended that students plan to take one or both exams during their junior year. This will meet early admissions deadlines to colleges in the fall of the senior year, allowing for senior retakes if it is necessary to improve scores. Students may obtain registration materials from the campus Go Center or their counselor. Each student must take the Preliminary Scholastic Aptitude Test (PSAT) no later than the October test date of his or her junior year. If a transfer student enrolls in the district after the October PSAT test date of his or her junior year and has not already taken the PSAT, the PSAT requirement may be waived on the recommendation of the counselor and/or the principal. The following summarizes the chronological timeline of the SAT and ACT over the span of five years.

**2015-2016**
In October the Ysleta ISD sophomores and juniors will take the PSAT. The ACT will be administered in March to all juniors. Ysleta ISD offers college preparation courses during each semester during the school year. Students in 7th grade who scored at or above the 95th percentile on the 6th grade STAAR are invited to take the SAT or ACT by Duke Tip 7th grade talent search.

**2016-2017**
Verification of the effectiveness of the ACT and PSAT preparation courses will be done. Each high school will identify and target the top 5% of students who took the PSAT as sophomores. This group of students will be given the opportunity to retake the PSAT in October of their junior year. In addition to this, there will be a continuation of student college preparation support through the campus Go Center or counselor.

**2017-2018**
Verification of the effectiveness of the ACT and PSAT preparation courses will be done. Each high school will identify and target the top 5% of students who took the PSAT as sophomores. This group of students will be given the opportunity to retake the PSAT in October of their junior year. In addition to this, there will be a continuation of student college preparation support through the campus Go Center or counselor.

**2018-2019**
The PSAT and ACT preparation courses will be enhanced and extended in order to ensure that all high schools have increased scores on the above assessments and college admission.

**2019-2020**
After year five, YISD will showcase the effectiveness of the district curriculum and initiatives through investments in students, teachers, administrators and resources using state and federal progress measures and specific data related to academic success of all students.

**Young Women's Leadership Academy**

**2016-2017**
Reconstitute Cadwallader Elementary School as the site of the new Young Women's Leadership Academy, a single-gender, college preparatory school for girls in grades six through twelve.

Redirect sixth grade students from Cadwallader Elementary School to Riverside Middle School. All other grades will attend Thomas Manor Elementary School, Constance Hulbert Elementary School, or W Ramona Elementary School.
Goal 5: College and Career

House Bill 5 (HB 5)

House Bill 5 (HB 5), passed by the Texas Legislature in 2013, made substantial changes to the state's curriculum and graduation requirements, assessment program, and accountability system.

HB 5 restructured the state’s graduation requirements, moving from the “4x4” graduation plan to a 22-credit Foundation High School Program that allows students to earn endorsements in specific areas of study by completing four additional credits. The endorsements include STEM; business & industry; public service; arts & humanities; and multidisciplinary studies.

Beginning in the 2014-2015 school year, a school district must ensure that each student, on entering ninth grade, indicates in writing an endorsement that the student intends to earn. A student may earn an endorsement by successfully completing: curriculum requirements for the endorsement; four credits in mathematics; four credits in science; and two additional elective credits.

Each school district must make available to high school students courses that allow a student to complete the curriculum requirements for at least one endorsement. A school district that offers only one endorsement curriculum must offer the multidisciplinary studies endorsement curriculum. A school district defines advanced courses and determines a coherent sequence of courses for an endorsement area, provided that prerequisites are followed. A course completed as part of the set of four courses needed to satisfy an endorsement requirement may also satisfy a requirement under the foundation high school program, including an elective requirement.

2015-2016

YISD curriculum and instruction departments will work in collaboration to align current program models such as dual language, gifted and talented, STEM, career and technical education and general core content programs to current House Bill 5 requirements. Instructional practices must be research-based and allow for evaluation that can be tracked and proven. Using the college and career readiness standards and high school graduation requirements, programs will be aligned to meet the current 21st Century needs to students and strive for progress towards high levels of academic success.

2016-2017

Using state and federal accountability requirements specific to subgroups of ELL, SPED, GT and ALL Students, this academic school year will focus on verification that students represented in the subgroups are benefitting from any instructional enhancements and/or program changes and that the achievement gap between such groups is decreasing.

2017-2018

Evaluate current instructional programs by using all available progress measures. State and federal accountability measures will be mirrored in the evaluation process in order to ensure alignment to college and career readiness and high levels of academic achievement.

2018-2019

Verify and ensure ELL, SPED, GT and All Student subgroups are benefitting from instructional programs that are aligned to research-based and data proven academic achievement and progress standards.

2019-2020

After year five, YISD will showcase the effectiveness of instructional programs that are aligned to HB5 using data and evidence of progress as measured and aligned to state and federal accountability and performance standards.
## Vision 2020 Scorecard

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The district and all campuses at “met expectations” standard</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Increase the number of ELL students meeting or exceeding standard in English/Language Arts Reading by 10%</td>
<td>61%</td>
<td>63%</td>
</tr>
<tr>
<td>Increase the number of SPED students meeting or exceeding standards in English/Language Arts Reading by 10%</td>
<td>58%</td>
<td>60%</td>
</tr>
<tr>
<td>Increase the percentage of ELL students eligible for state testing in English at 4th grade by 10%</td>
<td>28%</td>
<td>30%</td>
</tr>
<tr>
<td>Increase the number of 3rd grade students meeting or exceeding standard in Reading/Language Arts by 10%</td>
<td>83%</td>
<td>85%</td>
</tr>
<tr>
<td>Increase the number of 5th grade students meeting or exceeding standard in Mathematics by 10%</td>
<td>84%</td>
<td>*TBD</td>
</tr>
<tr>
<td>Increase the number of 8th grade students enrolled in Algebra 1</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td>Increase the mean on the district employee engagement survey</td>
<td>N/A</td>
<td>*TBD</td>
</tr>
<tr>
<td>Increase Satisfaction with District Services to Schools</td>
<td>N/A</td>
<td>*TBD</td>
</tr>
<tr>
<td>Increase Parent Satisfaction</td>
<td>N/A</td>
<td>*TBD</td>
</tr>
<tr>
<td>Passing the bond</td>
<td>No</td>
<td>YES</td>
</tr>
<tr>
<td>ROI by Initiative (based on budget approval and determined each year)</td>
<td>REFER TO GOAL 4 ROI SCORECARD</td>
<td></td>
</tr>
<tr>
<td>Increase the number of students who enrolled in dual credit courses by 10%</td>
<td>989</td>
<td>1,009</td>
</tr>
<tr>
<td>Increase the number of students enrolled in AP courses earning a 3 or better on AP exams by 10%</td>
<td>$4,257 30%</td>
<td>$4,342 32%</td>
</tr>
<tr>
<td>Increase the number of students performing at the advanced level on STAAR by 5% in all tested areas</td>
<td>13% (3rd–8th)</td>
<td>14% (3rd–8th)</td>
</tr>
<tr>
<td>Increase the number of students performing at the advanced level on EOC by 5% in all tested areas</td>
<td>8% (9th–12th)</td>
<td>9% (9th–12th)</td>
</tr>
</tbody>
</table>

*Data will be updated yearly based on phased-in state standards.
STAAR/EOC Phase in Data 2014-2015

**Percent of Students Meeting Each Standard**

*2015 STAAR 3-8*

*2014 STAAR EOC*
### Return on Investment Scorecard

<table>
<thead>
<tr>
<th>Program(s)</th>
<th>Goal(s)</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>Comments</th>
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<tbody>
<tr>
<td>ROI</td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
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<td>Imagine Learning</td>
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<td>Istation</td>
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<td>Reasoning Minds</td>
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<tr>
<td>Fundamental 5</td>
<td>1,2,5</td>
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<tr>
<td>1:1 Engage Me</td>
<td>1,2,5</td>
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<td>Laying the Foundation</td>
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<td>Stemscopes</td>
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<tr>
<td>Write from the Beginning</td>
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<tr>
<td>Depth of Knowledge</td>
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</tbody>
</table>