

Eagle Pass Independent School District

Early Childhood and CCMR Board-Adopted Plans and Goals 2020-2024

Required by House Bill 3
Texas 86th Legislative Session



Approved on May 14, 2020

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Principals

Early Childhood Center	Lety Sandoval
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Kennedy Hall Elementary	Lisa Ruiz
Rosita Valley Literacy Academy	Brenda Pang-Villa
Armando Cerna Elementary	Sandra Lopez
Benavides Heights Elementary	Olivia Garcia
Dena Kelso Graves Elementary	Veronica Soto-Gonzalez
H.B. Gonzalez Elementary	Carmen Garcia
Maude Mae Kirchner Elementary	Rosanna Rios
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Robert E. Lee Elementary	Blanca Muzquiz
Rosita Valley Elementary	Cynthia Guedea
Sam Houston Elementary	Amalia Riojas
San Luis Elementary	Sylvia Saucedo
Seco Mines Elementary	Maribel Martinez
Eagle Pass Junior High School	Mario Escobar
Memorial Junior High School	Jose G. Hernandez
Eagle Pass High School	Luis Huerta
C.C. Winn High School	Jesus Diaz-Wever
DAEP	Clint Wheeler-Director

Background Information



THE OVERARCHING GOAL: 60x30 By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree. The 60x30 goal is essential to the future prosperity of Texas. Without bold action, Texas faces a future of diminished incomes, opportunities, and resources. The 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The first goal in the plan, the 60x30 goal, aims to increase the percentage of 25- to 34-year-olds in Texas who hold a certificate or degree. The goal focuses on 25- to 34-year-olds as an indicator of the economic future of the state and its ability to remain globally competitive. The state's large population makes the Texas economy similar in size to that of many countries. Within this global context, the state has seen a relative decline in educational attainment among this younger population. The 60x30 goal also uses 25- to 34-year-olds as a yardstick to answer the question: How prepared is Texas for the future? Through the focused efforts of industry, government, community organizations, K-12, and institutions of higher education, the state can respond positively to this question and achieve this goal.

TEA's Plan

In keeping alignment with the state's 60x30TX goal, the School Finance Commission recommended establishing a Pre-K through 12th grade goal of at least 60 percent proficiency at TEA's "Meets" standard at two key "checkpoints" along the state's public Pre-K through 12th grade educational continuum:

- I. Sixty percent of all students meeting the state's "**Meets**" standard at third-grade reading and math
- II. Sixty percent of all high school seniors graduating without the need for remediation and achieving (1) an industry-accepted certificate aligned with a living wage job; or (2) enrolling in post-secondary education, or (3) enlisting in the military

Early Literacy Plan

The Early Childhood Literacy Proficiency Plan embraces all efforts to provide optimum opportunities to students in our district to achieve high standards of success in the area of literacy. In accordance with House Bill 3, the plan will incorporate a movement towards the strengthening and fostering of foundational reading skills that are at the center of literacy development. This endeavor must take into account all student populations and special groups that may require special literacy adaptations and accommodations in the learning of reading in the classroom. The plan will take into account all educators as important stakeholders in a unified plan to increase reading proficiency among our children in the district with each constituent playing a valuable role in the success of our students.

The literacy plan will demand a continual review of our foundational instructional programs in Pre-K through 3rd grade and the instructional approaches that are currently in use in our classrooms. A critical part of the plan will involve the analysis of student performance data, monitoring of progress, and the provision of timely interventions and support systems at schools to prevent failure in reading. The integration of effective reading diagnostic instruments will be utilized in order to rely on the most valid and reliable sources of data in making instructional decisions for students. Special emphasis will be placed in the evaluation of current instructional practices and programs that address the essential building blocks of literacy, such as phonemic awareness, phonics, comprehension, fluency, vocabulary, and writing. In accordance with research, these foundation skills continue to be at the forefront of literacy and are considered prerequisites in reaching advanced levels of reading. Improvement in early literacy will require the careful scrutiny of our delivery of instruction in our primary grades, specifically in the areas of phonics instruction, fluency, and the teaching of reading comprehension skills.

In order to efficiently implement a district wide literacy improvement process, the district must plan accordingly and design campus based plans and goals aligned to the overall district expectations. The district plan will provide opportunities for professional growth for all educators in the area literacy development through scheduled Literacy Academies. Each campus will have its own prescriptive plan that will address the unique learning needs of its student demographics. Campus level literacy plans will be implemented, monitored, and evaluated on a periodic basis in order to make needed modifications in specific areas of instruction.

Texas Reading Academies / Kinder – 3rd

Each teacher and principal will be required to attend a reading academy by the year 2022- 2023. Campus administrators will ensure that all teachers attend professional development opportunities and have a good understanding of reading foundational skills, instructional methods, and assessments. Reading achievement academies will be aligned by our regional service center and a training calendar will be provided to all districts in Texas. More information will be provided by TEA on the number of providers of the academies in the state. The providers may consist of vetted ESC staff, district level staff, and non-profit agencies.

The following are the two types of training implementation models that school districts will need to select from in order to provide quality staff development.

Implementation Options:

- ┆ **Blended Model:** online modules and in person training, delivered by a cohort facilitator, three cohorts of 100 participants, 60 hours of training, requires artifacts to be submitted to demonstrate competency, completed in 11 months
- ┆ **Comprehensive Model:** in person training, delivered by a cohort coach, one cohort of 60 participants at a time, requires artifacts to be submitted to demonstrate competency, completed in 11 months

The academies will focus on specific content related directly to the acquisition of foundational reading skills and the use of diagnostic reading data deriving from assessments and screeners. Educators will be able to gain insight on how to interpret results and how they can be used effectively in making data-based decisions on instruction in reading and meeting the learning needs of students. The content of the Reading Academies will be aligned with the 13 Science of Teaching Reading Competencies.

Adopting a Systematic Phonics Curriculum K-3rd / Direct Instruction

The district may be required to adopt a separate Phonics Curriculum as mandated by the Texas Education Agency or may be allowed to utilize the current phonics program that is currently being implemented. The delivery of instruction in phonics instruction must be direct, systematic, and conducted through a scientifically research-based program. The phonics program must incorporate the foundational essential components of literacy. School districts are to select a phonics curriculum that incorporates a defined and structured scope and sequence and that provides in depth instruction on foundational skills.

These foundational components of reading include the following:

- ┆ Phonemic Awareness
- ┆ Phonics
- ┆ Fluency
- ┆ Vocabulary
- ┆ Reading Comprehension

Goal 1: Third Grade Reading

The percent of 3 rd grade student that score at <u>meets</u> grade level or above on STAAR will increase from 42% to 47% by June of 2024.				
Yearly Target Goals				
2020	2021	2022	2023	2024
43%	44%	45%	46%	47%

Year	District	Hispanic	American Indian	Special Ed Current	Special Ed Former	Enrolled Continuously	Non-continuously enrolled	Economically Disadvantaged	EL Current Monitored
2019	42%	42%	24%	33%	37%	41%	47%	38%	40%
2020	43%	43%	25%	34%	38%	42%	48%	39%	41%
2021	44%	44%	26%	35%	39%	43%	49%	40%	42%
2022	45%	45%	27%	36%	40%	44%	50%	41%	43%
2023	46%	46%	28%	37%	41%	45%	51%	42%	44%
2024	47%	47%	29%	38%	42%	46%	52%	43%	45%

*2019 is the baseline data source

Reading Progress Monitoring

3 rd Grade Reading Diagnostic Screeners / State Assessments	Beginning	Middle	Ending
3 rd Grade: I – Station Indicator of Progress (ISIP) Early Reading	Sept.	Jan.	May
3 rd Grade: Developmental Reading Assessment (DRA)	Sept.	Jan.	May
3 rd Grade: State of Texas Assessment of Academic Readiness / STAAR		STAAR Interim Assessments	May STAAR

Mathematics Plan and Goals

Like the literacy plan, the Mathematics Plan will demand a continual review of our foundational instructional programs in Pre-K through 3rd grade and the instructional approaches that are currently in use in our classrooms. A critical part of the plan will involve the analysis of student performance data, monitoring of progress, and the provision of timely interventions and support systems at schools to prevent failure in mathematics. The integration of effective mathematics diagnostic instruments will be utilized in order to rely on the most valid and reliable sources of data in making instructional decisions for students. Special emphasis will be placed in the evaluation of current instructional practices and programs that address the essential building blocks of mathematics instruction.

Goal 2: Third Grade Mathematics

The percent of 3 rd grade student that score at <u>meets</u> grade level or above on STAAR will increase from 47% to 57% by June of 2024.				
Yearly Target Goals				
2020	2021	2022	2023	2024
49%	51%	53%	55%	57%

Year	District	Hispanic	American Indian	Special Ed Current	Special Ed Former	Enrolled Continuously	Non-Cont. Enrolled	Economically Disadvantaged	EL Current Monitored
2019	47%	47%	24%	30%	52%	47%	45%	45%	47%
2020	49%	49%	26%	32%	54%	49%	47%	47%	49%
2021	51%	51%	28%	34%	56%	51%	49%	49%	51%
2022	53%	53%	30%	36%	58%	53%	51%	51%	53%
2023	55%	55%	32%	38%	60%	55%	53%	53%	55%
2024	57%	57%	34%	40%	62%	57%	55%	55%	57%

Mathematics Progress Monitoring

3 rd Grade Mathematics Screeners / State Assessments	Beginning	Middle	Ending
3 rd Grade: Imagine Math	Sept.	Jan.	May
3 rd Grade: Unit Assessments	Sept.	Jan.	May
3 rd Grade: State of Texas Assessment of Academic Readiness / STAAR		STAAR Interim Assessments	May STAAR

College, Career, and Military Readiness (CCMR) Plan and Goals

Whether the students decide to pursue a future in academia-post secondary education, the workforce, or the military, the Eagle Pass Independent School District will be there every step of the way to assist the students. The District will implement its College, Career, and Military Readiness plan and objectives to its greatest extent.

The Eagle Pass Independent School district will monitor each high school student's progress in the CCMR continuum. Student college readiness will be monitored using TSIA, ACT, SAT, A/P, and IB assessment data. Some students will opt for a career option. To that end, the high school campuses will assist the students as they take Career and Technical Education course pathways. The goal for CTE students is to obtain an Industry-Based Certification (IBC). For those students who opt to enlist in our armed forces, the district will provide opportunities for them to take the ASVAB.

The combined efforts of campus administration, counseling personnel, teachers, students, and the overall education community will ensure the success of the CCMR programs.

Goal 3: College, Career, and Military Readiness

The percent of graduates who meet the CCMR criteria will increase from 50% to 56% by June of 2024.				
Yearly Target Goals				
2020	2021	2022	2023	2024
52%	53%	54%	55%	56%

Year	All Students	Hispanic	Special Ed Current	Enrolled Continuously	Non-continuously enrolled	Economically Disadvantaged	EL Current Monitored
2020	52%	52%	40%	52%	40%	52%	50%
2021	53%	53%	42%	53%	41%	53%	51%
2022	54%	54%	43%	54%	42%	54%	52%
2023	55%	55%	44%	55%	43%	55%	53%
2024	56%	56%	45%	56%	44%	56%	54%

CCMR Progress Monitoring

Student	ID	Grad	CCMR	TSIA	ACT	ACT	CP	CP	SAT	SAT	Math	ELA	AP/IB	Dual	CTE	Level I	Assoc	OnRamps	IEP	Adv	Armed
		Status			M	ELA	M	En	M	ELA	Dual	Course		Course	IBC	Level II	Deg			Grad	Forces
														Credits		Cert				Plan	Sped
1		Y	1	-	Y	Y	-		N	N	N	N	N	N	N		N	-	-	-	N
2		Y	1	-	N	N	-		Y	Y	N	N	N	N	N		N	-	-	-	N
3		Y	1	-	-	N	-		N	N	N	N	N	N	N		N	-	-	-	Y
4		Y	1	Y	N	N	-		N	N	Y	N	N	N	N		N	-	-	-	N
5		Y	1	Y	N	N	-		N	N	N	Y	N	N	N		N	-	-	-	N
6		Y	1	-	Y	N	-		N	Y	N	N	-	-	N		N	-	-	-	N
7		Y	1	-	-	-	-		-	-	-	-	-	-	Y		N	-	-	-	N
8		Y	0		N	Y			N	N				N	N		N	-	-	-	N
9		Y	0		N	N	N		N	N	N	N	N	N	N	-	N	-	-	-	N
10		Y	1		N	N	N		N	N	N	N	N	N	N	N	N	Y	-	-	N
11		Y	1	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	-	-	Y

CP-College Prep Course
 OnRamps-UT Austin Course
 TSIA-Texas Success Initiative Assessment (Required for Dual Credit)