

El Paso Independent School District



Transmountain Early College High School

Accountability Rating: A

2026-2027 Campus Improvement Plan

Board Approval Date:
September 15, 2026

Mission Statement

"Transmountain Early College High School will provide a STEAM-focused curriculum to graduate all students college ready and provide the opportunity to earn an Associate Degree from El Paso Community College within four years."

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

L1 Academic Excellence (Curriculum, Instruction, Assessment)

Summary

Transmountain Early College High School (TMECHS) fosters a strong, inclusive, and college-going culture supported by clearly defined Mission and Vision statements, as well as established Core Values. A campus-wide commitment to safety and well-being is evidenced by an active Emergency Response Team that provides regular training to all staff, ensuring the safety of every stakeholder.

The overall school climate is overwhelmingly positive, as indicated by district-administered surveys distributed to staff, students, and parents at regular intervals. Survey results consistently show high satisfaction with the campus culture and climate, contributing to TMECHS's ability to maintain a safe and supportive learning environment. Stakeholders are actively involved in the decision-making process through multiple avenues, including the Campus Improvement Team (CIT), ECHS Advisory Boards, and regular survey feedback.

TMECHS continues to lead the district in student attendance, maintaining the highest attendance rate for nine consecutive years. This high attendance reflects the strong connection students feel to their campus, a sense of safety, and a culture of respect and engagement.

Campus safety remains a top priority and is reviewed quarterly by the Crisis Response Team. Though the campus is not gated and has multiple access points, the addition of two Campus Patrol officers has addressed safety concerns voiced by parents, students, and staff. Additionally, the district's IT department completed the installation of campus security cameras in spring 2023, which are now fully operational.

Discipline issues at TMECHS are minimal, a result of intentional efforts that include the implementation of Social-Emotional Learning (SEL) lessons and the consistent modeling of core values by faculty and staff. These practices reinforce a positive school culture and contribute to high levels of student engagement and behavior expectations.

While student retention remains high, the few withdrawals experienced are typically due to family relocations or transportation challenges for out-of-district students. Teacher retention is also notably strong, with a 90% retention rate, which supports program continuity and a stable learning environment.

A key element of campus culture at TMECHS is the deliberate effort to create a sense of "family" among faculty and staff. This is nurtured through regular social gatherings every 6–9 weeks, including faculty potlucks where birthdays, personal milestones, and life events are celebrated and acknowledged. This tradition promotes collegiality, cross-department collaboration, and a supportive work environment.

TMECHS faculty and administration work collaboratively to offer monthly extracurricular activities, intramural sports, and community events that further strengthen student engagement and school spirit. These efforts support a vibrant and welcoming campus culture where all students and staff feel valued.

Student Demographics

Category	Subgroup	Count	Percent
Gender	Female	176	51.61
	Male	165	48.39
Ethnicity	Hispanic/Latino	277	81.23%
Race	American Indian/Alaskan Native	0	0.00%
	Asian	9	2.64%

Category	Subgroup	Count	Percent
	Black/ African American	4	1.17%
	Native Hawaiian/ Pacific Islander	0	0.00%
	White	37	10.85%
	Two or More Races	14	4.11%

Student Programs

Program Category	Program Description	Count	Percent
Special Populations	Dyslexia	3	.88%
	Gifted and Talented	94	27.57%
	Regional Day School Program for the Deaf	0	0.00%
	Section 504	23	6.74%
	Special Education (SPED)	11	3.23%
Bilingual/ESL	Emergent Bilingual (EB)	25	7.33%
	Bilingual	0	0.00%
	English as a Second Language (ESL)	18	5.28%
	Alternative Methods for Bilingual Education	0	0.00%
	Alternative Methods for ESL	0	0.00%
Title I Programs	Title I, Part A – Schoolwide Program	341	100.00%
	Targeted Assistance	0	0.00%

Program Category	Program Description	Count	Percent
	Targeted Assistance – Previously Participated	0	0.00%
	Title I Homeless	0	0.00%
	Neglected	0	0.00%

Student Indicators

Indicator Category	Description	Count	Percent
	At-Risk	109	31.96%
	Foster Care	0	0.00%
	IEP Continuer	0	0.00%
	Immigrant	0	0.00%
	Intervention Indicator	6	9.60%
	Migrant	2	0.28%
	Military Connected	92	28.25%
	Transfer In Students	58	15.54%
	Unschoolled Asylee/ Refugee	0	0.00%
Economic Disadvantage	Economic Disadvantage Total	195	57.18%
	Free Meals	100	29.33%
	Reduced-Price Meals	1	.29%
	Other Economic Disadvantage	94	27.57%

Strengths

Area of Strength	Description
High Attendance Rate	TMECHS boasts the highest attendance rate in the district at 95.89% for the 2025–26 school year , reflecting a campus environment that is safe, engaging, and supportive of all learners.
Mission, Vision & Core Values	The campus operates under a clearly defined Mission and Vision and a set of Core Values developed and maintained by the SEL/PBIS Committee , reinforcing a shared commitment to student well-being.

Area of Strength	Description
Crisis Response & Safety	TMECHS maintains an active Crisis Response Team that provides regular safety trainings to ensure all staff are prepared to support campus safety.
Positive Climate Survey Results	The 2025–26 Panorama Surveys demonstrate positive feedback from both parents and students, showing ongoing growth in satisfaction and climate perception .
Strong Retention of Staff and Students	TMECHS has a high student and teacher retention rate , with most student withdrawals occurring only due to relocation, first-year opt-outs, or failure to meet early college benchmarks such as ELAR TSI completion.
Postsecondary Partnerships	Partnerships with UTEP and EPCC allow students to engage in research projects, dual credit , and college-level coursework , strengthening college readiness and easing the transition to postsecondary education.
Faculty Engagement in Student Life	Approximately 90% of faculty sponsor extracurricular clubs or student organizations , supporting a vibrant campus life and student-teacher relationships.
Inclusive School Culture	TMECHS fosters a sense of belonging and family , where students and staff feel valued, respected, and connected , reinforcing a strong and inclusive campus culture.

Prioritized Needs Identifying L1 Academic Excellence (Curriculum, Instruction, Assessment) Needs

Prioritized Need	Root Cause
1★ Students need to be recognized for displaying positive and/or successful behaviors such as good attendance, completing assignments on time, academic achievement, self-management and responsible decision-making.	Globally speaking, teenagers are displaying lack of self-confidence, lack of self-worth, lack of self-efficacy, and overall identity crises. Contributing factors include social media, lack of parental involvement, and social isolation during Covid, just to name a few.
2★ Employees need to work over their scheduled 40 hours per week and be paid for overtime.	Due to limited staff and existing staff carrying at least 2 different job titles with requisite job duties and responsibilities, employees must work additional hours to complete all tasks and deadlines.

★ = Priority

L1 Academic Excellence (Student Achievement)

Summary

Curriculum, Instruction, and Assessment

Transmountain Early College High School (TMECHS) follows the EPISD curriculum framework, utilizing **Schoology** and **High-Quality Instructional Materials (HQIM)** to support vertically aligned instruction across grade levels. Dual credit (DC) course standards are embedded in daily lesson plans to meet both EPISD and El Paso Community College (EPCC) instructional expectations.

Teachers participate in **weekly Professional Learning Communities (PLCs)** to engage in peer collaboration, review student data, analyze instructional materials, and refine lesson delivery. PLCs are also used to monitor curriculum pacing, assess student progress, and identify resources that support the EPISD curriculum.

Campus administration conducts **frequent classroom walkthroughs** to ensure instructional fidelity and alignment with EPISD and EPCC expectations. Feedback is promptly provided through Eduphoria, under the T-TESS framework. Instruction at TMECHS is rooted in **standards-based planning, vertical alignment, explicit instruction**, and the integration of **SEL strategies**, contributing to academic performance and a positive learning climate.

In alignment with House Bill 5, EPISD emphasizes graduation pathways with endorsements. TMECHS students have historically earned the **Multidisciplinary Endorsement through AP/DC coursework**. The school has since expanded its offerings to include a **fifth year of math and science**, allowing students to graduate with **STEM Math and/or Science Endorsements**. In addition, a partnership with Irvin High School enables TMECHS students to enroll in **JROTC**, making them eligible for the **ROTC Endorsement** after four years of participation. Currently, **12% of the student population is enrolled in JROTC**.

To support effective instruction, the **Campus Improvement Team (CIT)** develops an annual **professional development plan** based on staff needs. All TMECHS teachers complete the **annual 6-hour GT update**, qualifying them to teach Pre-AP, AP, and Dual Credit courses. New teachers are assigned experienced mentors who model instructional expectations and rigor. Faculty hiring is collaborative, with core departments participating in interviews and selection of new team members.

These efforts contribute to the **90% teacher retention rate**, ensuring stability and continuity in academic programming.

Strengths

Curriculum, Instruction, and Assessment

Area	Strength
Lesson Design	Weekly lesson plans embed the use of technology and blended learning activities for both teachers and students.
Professional Collaboration	PLCs meet weekly to review data, plan instruction, and share best practices and active learning strategies .
Instructional Practices	Teachers consistently use Standards-Based Curriculum, Vertical Alignment , and Explicit Instruction across all content areas.
SEL Integration	All teachers embed Social-Emotional Learning (SEL) strategies into daily instruction, improving both student engagement and academic outcomes .

Staff Quality, Recruitment, and Retention

Area	Strength
Advanced Credentials	61% of faculty hold a Master's degree plus 18 graduate hours in their content area.

Area	Strength
Professional Development	100% of staff have received training in ECHS, STEM, technology integration , and EPISD's instructional methodologies and outcomes.
Dual Credit Credentialing	61% of teachers are eligible to teach Dual Credit in their respective subject areas.
G/T Certification	100% of staff are Gifted & Talented certified , ensuring instructional readiness for advanced learners.
Mentorship	All new teachers are assigned a mentor for guidance and onboarding into TMECHS expectations and practices.

Prioritized Needs Identifying L1 Academic Excellence (Student Achievement) Needs	
Prioritized Need	Root Cause
1★ Teachers and students express frustration over the numerous required administered tests as they detract from teaching/learning time. Substitutes must be retained for adequate administration of high-stakes testing.	District benchmarks, Interim EOCs, CBA's, TSI, SAT/PSAT, EOC, AP, mid-term and final exams, etc.. limit the hours of instructional time during the school day.
2★ TMECHS students and teachers need supplemental resources including but not limited to Study Island, KUTA, and Apex to accelerate instruction so that students can attain achievement in higher rigor classes, college prerequisite courses, and to meet the needs of the STAAR 2.0 new question types.	The rigor of an early college high school curriculum demands differentiation, acceleration, and remediation for the widely diverse student population.
3 TMECHS creates its master schedule around that of EPCC fall course offerings and availability. Balancing of class loads can be difficult when EPCC course offerings are not known. TMECHS administration must recreate various teacher schedules as an ongoing process throughout the summer to ensure all students are enrolled in 8 courses during the instructional day.	EPISD requires submission of following year's master schedule prior to release of EPCC's fall schedule of course offerings. Some EPCC classes may not "make" due to low enrollment. EPISD and EPCC scheduling timelines are not aligned.
4★ TMECHS incoming freshman are on different levels academically and as such require summer enrichment curriculum with a focus on passing the Texas Success Initiative (TSIA-2.0).	Our student population is comprised of many different school demographics and students do not always start at TMECHS meeting their grade level academic requirements.

★ = Priority

L2 Student Experience (Culture & Climate)

Summary

2025–2026 Student Performance Data Summary

Subject	Approaches (%)	Meets (%)	Masters (%)
English I	99%	89%	41%
English II	97%	95%	20%
Algebra I	100%	77%	51%
Biology	99%	89%	33%
U.S. History	100%	95%	77%

STAAR Performance – All Grades, All Subjects (TAPR)

Performance Level	Percentage
Approaches Grade Level or Above	98%
Meets Grade Level or Above	86%
Masters Grade Level	37%

College, Career, and Military Readiness (CCMR)

Metric	Rate
CCMR – TAPR	100%
CCMR – All Graduates	100%

Graduation Rate – Class of 2024 and 2025

Cohort Graduation Rate	Rate
Class of 2024 (TAPR)	100%

Strengths

TMECHS Accomplishments & Distinctions

Achievement	Details
U.S. News & World Report (2023)	#1 in EPISD and #2 in El Paso Metro Area Scorecard: 98%
Graduation Rate	100% High School Graduation Rate (Consistently Maintained)

Achievement	Details
College, Career, Military Readiness (CCMR)	100% CCMR Rate (Consistently Maintained)
Associate Degrees Earned	91% of graduates earn an Associate Degree from EPCC before high school graduation
Texas Accountability Distinctions (2022)	Earned all 7 out of 7 Distinction Designations
SAT Performance	95% qualified under Texas Accountability System
National Blue Ribbon School	Nationally recognized in 2020 (previous recipient; eligible again in 2025)
Attendance Rate (2024–2025)	96.1% – Highest secondary attendance rate in EPISD

Prioritized Needs Identifying L2 Student Experience (Culture & Climate) Needs	
Prioritized Need	Root Cause
1★ TMECHS students have the opportunity to earn an Associates of Science (AS) degree from EPCC during their four years of high school, yet only approximately 90% complete the AS by the time of high school graduation.	Incoming freshmen students who do not pass the Reading/Writing TSIA-2.0 during Summer Bridge cannot begin taking dual credit courses in the fall semester of 9th grade, resulting in students falling behind cohort with regard to completion of the Associates of Science degree.
2★ TMECHS students consistently perform at 97% or higher on all state EOC assessments during the initial spring administration, however an average of only 30% of all testers score at the Level 3: Master Grade Level.	TMECHS Teachers in tested subjects ensure 100% of their students are prepared to pass their respective EOC, however their is little opportunity during the school day for enrichment in preparing students to pass at Level 3 resulting in a need to provide enrichment on Khan Academy, Study Island, Edgenuity, KUTA, IXL and Web-Assign.
3★ TMECHS students need workbooks and tutoring to pass the AP tests in Psychology, Statistics, Spanish 4 & 5, Human Geography, Computer Science, and English 4.	AP courses are rigorous and the AP exams are challenging. TMECHS students require additional supports to meet with success.

★ = Priority

L3 High Quality Staff (Staff Recruitment, Retention & Prof. Dev)

Summary

Campus Faculty:

TMECHS teachers are highly qualified with 70% of the teachers holding a Master's degree; these teachers are either dual credit credentialed through EPCC or are eligible for credentialing in their respective content fields. 100% of the teachers have attended trainings on ECHS, STEM, whole-child learning (active/blended learning, social/emotional learning) to ensure teachers have the skills and resources necessary to be effective in their current positions. Training in various areas is also a focus in order to ensure TMECHS remains in compliance with TEA's Early College Blueprints. The CIT develops an annual professional development plan to address staff needs. In addition, 100% of the TMECHS faculty obtain their 6 hours Gifted and Talented annual update to ensure eligibility for teaching Pre-AP, AP, or DC courses. All staff support professional development to facilitate retention of exceptional staff. New teachers are assigned a mentor to facilitate teacher growth, abilities, and knowledge. Core departments are involved in the hiring process (interviews & selection) of new teachers/staff in their content areas. TMECHS is retaining 90% of its exceptional staff.

Training in various areas is also a focus in order to ensure TMECHS remains in compliance with state, district, and college requirements. Campus leadership works with faculty in promoting their acquisition of additional graduate-level college hours for dual-credit credentialing or in challenging certification exams. These efforts are designed to increase teachers' ability to teach in multiple content areas and/or teach dual-credit courses.

Strengths

	Strength Area	Details
Certification	100% of teachers are certified in their respective content areas	
Advanced Degrees	70% of staff hold a Master's degree with 18+ credit hours in content areas	
Professional Training	100% of staff trained in ECHS, STEM, SEL, GT, and EPISD learning priorities	
Teacher Retention	90% teacher retention rate in 2025–2026	

Prioritized Needs Identifying L3 High Quality Staff (Staff Recruitment, Retention & Prof. Dev) Needs

Prioritized Need	Root Cause
1 The TMECHS campus needs additional staff to fulfill all required job duties and responsibilities for equitable distribution of required campus responsibilities.	TMECHS faculty and staff must fulfill multiple roles that could lead to a rapid burnout. For example, our CCR Coordinator is also the Student Activities Manager; the attendance clerk is also the book room clerk and main phone line operator. TMECHS has not had a Campus Test Coordinator since the school year (2022-23). TMECHS does not have several positions that other EPISD high schools are given.
2 TMECHS teachers are required to fulfill both district and EPCC staff development hours.	The vast majority of TMECHS teachers teach in multiple content areas or are dual credit credentialed and therefore have numerous course preparations in any given semester.

★ = Priority

L3 High Quality Staff (Perceptions, Facilities, Programs, Technology)

Summary

A. TMECHS parents are actively engaged in their children's education. One hundred percent of our parents have access to the parent portal, which facilitates monitoring grades, attendance, and discipline. TMECHS also maintains a Memorandum of Understanding (MOU) with EPCC, which includes opportunities for students to accelerate learning and for parents to be actively engaged in their children's education. Currently, parents do not serve as volunteers at the campus. With that said, there are limits to what parents can do for the campus during the instructional day (i.e., parents cannot have access to specific student information, that can violate FERPA). We primarily encourage parent participation through volunteering services and campus events (Fall Festival, Athletic Events, Fine Arts Performances, etc.).

We currently have two local community organizations that serve as Partners in Education. However, numerous restaurants (Chick-fil-A, Applebee's, Boss Chicken, Peter Piper Pizza, Chipotle, and Panda Express) have partnered with TMECHS unofficially, allowing student clubs and PTSA to conduct fundraisers on given dates throughout the year.

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

TMECHS builds a master schedule which incorporates daily "Advisory" periods aligned to the course instruction in each student's schedule. Beginning their sophomore year, students begin taking one college course per semester at EPCC-TM Campus, which allows students the opportunity to complete the full Associates degree within the 4 years of high school enrollment. All high school and college courses are taught face-to-face, and all college math and science instructors are employees of EPISD, therefore, they are located on the high school campus. Campus administration ensures yearly budget allocations and a schedule to ensure all core teachers offer tutoring hours outside of the instructional day.

Technology Summary - TMECHS classrooms are equipped with Mimio Boards, projectors, Meeting Owls if needed, district-issued MacBook Air for teachers, and the TI-Inspire calculators in math classrooms. EPISD has implemented the Power Up initiative in which all students are issued MacBook laptops. Teachers utilize the Schoology learning platform for assignments, class expectations, syllabi, resources, and calendars. Some teachers include highlights of what students are doing in class each week. Technology is integrated in all class instruction. Additionally, the WiFi is very inconsistent and unstable. Teachers and students struggle to connect to the WiFi.

TMECHS is located on the EPCC Trans Mountain campus and is comprised of portable classrooms with outdoor walkways. This presents weather-related challenges due to failing HVAC systems for heating and cooling. Another concern is that doors in various portables do not open due to sinking portables and erosion which has worsened over time and requires intervention from EPCC facilities department.

Strengths

Strengths:

1. TMECHS faculty are adept at redirecting and overcoming technology issues. TMECHS teachers will always find a work around the technology failures.
2. TMECHS faculty have become well-versed in trouble shooting and supporting each other in regard to technology issues.
3. TMECHS has a strong partnership with EPCC and UTEP which have been developed over several years. TMECHS students have their own new student orientation days and one-on-one assistance with EPCC and UTEP advisors and personnel.
4. A strategic Master Schedule and strong counseling staff facilitate over 90% of TMECHS seniors graduating with a full Associates of Science through EPCC.
5. TMECHS is recognized annually as a top high school in the El Paso community and is considered a high performing campus by US News and World Report.

6. TMECHS has earned an "A" on the TEA School Report Card consistently for the past 9 years.

7. Between 35-50% of incoming freshmen are either students returning to EPISD from charter, private, or home schooling, or they are students residing outside of EPISD boundaries.

Prioritized Needs Identifying L3 High Quality Staff (Perceptions, Facilities, Programs, Technology) Needs

Prioritized Need	Root Cause
1 TMECHS needs a new computer lab in the GO Center. Outdated computers are becoming obsolete.	TMECHS computer lab in the GO Center is not supported by the CTE department. The IMacs in the computer lab do not support multiple applications for high stakes testing such as the Texas Secure Browser for STAAR EOC testing or the Blue Book Application for PSAT Testing.
2★ TMECHS recruitment of freshman for the 2025-26 cohort resulted in 93 students committing to TMECHS by the New Student Orientation date. TMECHS has the ability to enroll up to 125 incoming freshman, so we continue recruitment efforts throughout spring and summer each year.	Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.
3 TMECHS classrooms need current technology with supporting devices (i.e., network switches, charging towers, printers) to maintain basic instructional needs of the teachers and students. Classrooms also need additional outlets/built-in power strips installed.	Technology hardware and software are not capable of full functionality and integration of college and high school content expectations. EPISD currently blocks needed applications necessary for dual credit and AP instruction. Classrooms are not equipped with proficient technology connections. Several classrooms have only one or two functioning outlets.,

★ = Priority

L4 Culture of Accountability (Parent & Community Engagement)

Summary

At TMECHS, parent and community engagement is a cornerstone of student success. Over 100% of our parents actively use the Parent Portal, enabling them to monitor their child's grades, attendance, and discipline in real-time. The registrar's office provides continuous support to increase parent access and proficiency with the portal.

Parents are regularly engaged on campus through scheduled meetings, school events, and the Remind system, which allows direct communication between faculty and families about assignments, opportunities, and upcoming events. Academic support events—such as FAFSA Night and Senior Parent Night—further encourage parental involvement.

TMECHS actively includes parents in decision-making processes. We encourage participation in the PTSA and the Campus Improvement Team (CIT), and welcome ongoing feedback and suggestions for academic, physical, and social improvements to the school. The level of community involvement is high: most students participate in at least two campus clubs, and the majority of faculty are PTSA members and club sponsors.

The school also reaches out to the broader community by inviting middle school families to major campus events, including the Fall Festival, fine arts showcases, and intramural sports. Parents benefit from regular on-campus meetings that provide guidance on student wellness, enrollment, financial aid, and university preparation.

Monthly parent workshops focus on college and career readiness, financial aid assistance, showcasing student work, and addressing family concerns. Many workshops provide one-on-one support tailored to individual needs. Led by our Parent Engagement Liaison, these events are evaluated to ensure effectiveness and alignment with our strategic priority of increased transparency and support for families.

Communication for all events is distributed via Blackboard Messaging, the ThrillShare Rooms, the TMECHS website, and bilingual flyers in English and Spanish to support our diverse community. In the 2025–26 school year, EPISD implemented three district-wide parent surveys—administered at the beginning, middle, and end of the year. The Hanover Survey collects feedback from staff and parents, while the Panorama Survey gathers student perspectives. The insights from these surveys are used to guide campus decisions and initiatives.

TMECHS students attend classes at both EPCC and UTEP, making our school the only stand-alone Early College High School located directly on the EPCC campus within the district. Our strong partnerships with EPCC and UTEP provide unique opportunities for students. Seniors who complete their associate degree at EPCC by December can attend UTEP during the spring semester—with scholarship support—for up to 9 additional credit hours toward their bachelor's degree.

Additionally, TMECHS has established an ECHS Advisory Board to expand summer opportunities for students, such as participation in programs like the BUILDing Scholars Program, further strengthening college readiness and success.

Strengths

TMECHS has identified the following strengths in fostering strong family and community engagement:

- 1. Universal Parent Access to EPISD Parent Portal**

100% of our parents are enrolled in and actively use the EPISD Parent Portal, which allows real-time monitoring of student grades, attendance, and discipline.

- 2. Strong Partnership with EPCC**

TMECHS maintains a Memorandum of Understanding (MOU) with El Paso Community College (EPCC), providing students with opportunities to accelerate their learning. This partnership also supports parental involvement in research and educational activities alongside their children.

- 3. Consistent Parent Engagement**

Parent meetings and school-related activities are held at least twice a month, ensuring ongoing communication and collaboration between families and the school.

4. University Partnerships and Research Opportunities

TMECHS students benefit from partnerships with multiple universities, giving them access to enriching research experiences in their areas of academic and career interest.

Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement) Needs

Prioritized Need	Root Cause
1 TMECHS experiences low parent attendance at campus meetings, and PTSA parent membership is low.	TMECHS attendance zone is non-existent as it serves students living throughout the city. Some parents do not have transportation, some work in the evenings, and some have other obligations that preclude their attendance.
2 TMECHS has a few official Partners-In-Education: Western Playland, Peter Piper Pizza, and Ft Bliss	Partnership requirements are strict and companies can only partner with so many schools, making options limited. Some businesses are reluctant to complete the district's required PIE paperwork.
3 ECHS Advisory Board has experienced a flux in membership as well as infrequency in well-attended meetings.	Schedules of the key members (EPCC and EPISD officials) on the ECHS Advisory Board often conflict, making consistently attended meetings challenging.

★ = Priority

L5 Global Skills (Demographics)

Summary

Transmountain Early College High School (TMECHS) is located in one of the largest urban border cities along the Texas-Mexico border: El Paso, Texas. The community encompasses a diverse population that comes from Texas, Mexico, and Fort Bliss. The region serves predominately minority populations with high rates of poverty and low rates of post-secondary education and job skills.

TMECHS currently services a student population that is representative of the demographics of the community consisting of 82% Hispanic, 11% White, 2% African American, 2% Asian and 3% two (or more races) students in its student body. TMECHS students are recruited from 15 EPISD PK-8 and middle schools, as well as private and charter schools across El Paso County. Additionally, as an open enrollment district, TMECHS proudly serves a student population of 11% residing outside of EPISD attendance zone. TMECHS currently has 26 Emerging Bilingual students (7%), 8 Special Education students (2%), and 28 504 (IDEA) students (7.8%). Out of the 356 students, 185 are female and 171 are male.

TMECHS is a Title I Schoolwide campus with 59.55% economically disadvantaged students. There is also a 33% At-Risk student population and a 28% Gifted and Talented population.

Strengths

1. 99% of Economically Disadvantaged students "Met Standard" on EOC exams for 2025
2. 100% of TMECHS's At-Risk and Economically Disadvantaged students graduated under the Texas Foundation Plan with two or more endorsements.
3. 100% of TMECHS Students falling under the IDEA (Individuals with Disability Educational Act) graduate under the Texas Foundation Plan with endorsements in multi-disciplinary studies, AP/DC and STEM.
4. TMECHS boasts a 100% graduation rate and a 100% College, Career, and Military Readiness score for its graduates.
5. TMECHS earned the Gold Ribbon award from Texas Children At Risk in 2023. Children At Risk celebrates schools that rise beyond expectations and excel academically. Gold Ribbon Schools are high-poverty, high-performing schools. In order to qualify, as a Gold Ribbon School, 75% or more of a campus' students must be classified as low-income, and the school must receive an A or B grade in annual school rankings.

Prioritized Needs Identifying L5 Global Skills (Demographics) Needs

Prioritized Need	Root Cause
1★ The population at TMECHS encompasses the full spectrum of socioeconomic and educational backgrounds as TMECHS accepts, enrolls, and educates students from all parts of the city. This results in varying degrees of ability levels, educational preparedness, and college readiness in our students.	TMECHS students represent all neighborhoods within El Paso and the surrounding area and there is a noticeable gap in reading levels and overall foundation in a variety of content areas resulting in a need to address these deficiencies with intervention reading classes, Saturday Camps (content specific camps for struggling students), and readily available tutoring sessions.
2★ TMECHS incoming freshman are on different levels academically and as such require summer enrichment curriculum with a focus on passing the Texas Success Initiative (TSIA-2.0).	Our student population is comprised of many different school demographics and students do not always start at TMECHS meeting their grade level academic requirements.

★ = Priority



Priority Problem Statements

Prioritized Need

Root Cause

1
★

TMECHS students have the opportunity to earn an Associates of Science (AS) degree from EPCC during their four years of high school, yet only approximately 90% complete the AS by the time of high school graduation.

Incoming freshmen students who do not pass the Reading/Writing TSIA-2.0 during Summer Bridge cannot begin taking dual credit courses in the fall semester of 9th grade, resulting in students falling behind cohort with regard to completion of the Associates of Science degree.

2
★

TMECHS students consistently perform at 97% or higher on all state EOC assessments during the initial spring administration, however an average of only 30% of all testers score at the Level 3: Master Grade Level.

TMECHS Teachers in tested subjects ensure 100% of their students are prepared to pass their respective EOC, however there is little opportunity during the school day for enrichment in preparing students to pass at Level 3 resulting in a need to provide enrichment on Khan Academy, Study Island, Edgenuity, KUTA, IXL and Web-Assign.

3
★

Teachers and students express frustration over the numerous required administered tests as they detract from teaching/learning time. Substitutes must be retained for adequate administration of high-stakes testing.

District benchmarks, Interim EOCs, CBA's, TSI, SAT/PSAT, EOC, AP, mid-term and final exams, etc.. limit the hours of instructional time during the school day.

4
★

Students need to be recognized for displaying positive and/or successful behaviors such as good attendance, completing assignments on time, academic achievement, self-management and responsible decision-making.

Globally speaking, teenagers are displaying lack of self-confidence, lack of self-worth, lack of self-efficacy, and overall identity crises. Contributing factors include social media, lack of parental involvement, and social isolation during Covid, just to name a few.

5
★

TMECHS recruitment of freshman for the 2025-26 cohort resulted in 93 students committing to TMECHS by the New Student Orientation date. TMECHS has the ability to enroll up to 125 incoming freshman, so we continue recruitment efforts throughout spring and summer each year.

Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

6★

Employees need to work over their scheduled 40 hours per week and be paid for overtime.

Due to limited staff and existing staff carrying at least 2 different job titles with requisite job duties and responsibilities, employees must work additional hours to complete all tasks and deadlines.

7★

TMECHS students and teachers need supplemental resources including but not limited to Study Island, KUTA, and Apex to accelerate instruction so that students can attain achievement in higher rigor classes, college prerequisite courses, and to meet the needs of the STAAR 2.0 new question types.

The rigor of an early college high school curriculum demands differentiation, acceleration, and remediation for the widely diverse student population.

8★

TMECHS students need workbooks and tutoring to pass the AP tests in Psychology, Statistics, Spanish 4 & 5, Human Geography, Computer Science, and English 4.

AP courses are rigorous and the AP exams are challenging. TMECHS students require additional supports to meet with success.

9★

TMECHS incoming freshman are on different levels academically and as such require summer enrichment curriculum with a focus on passing the Texas Success Initiative (TSIA-2.0).

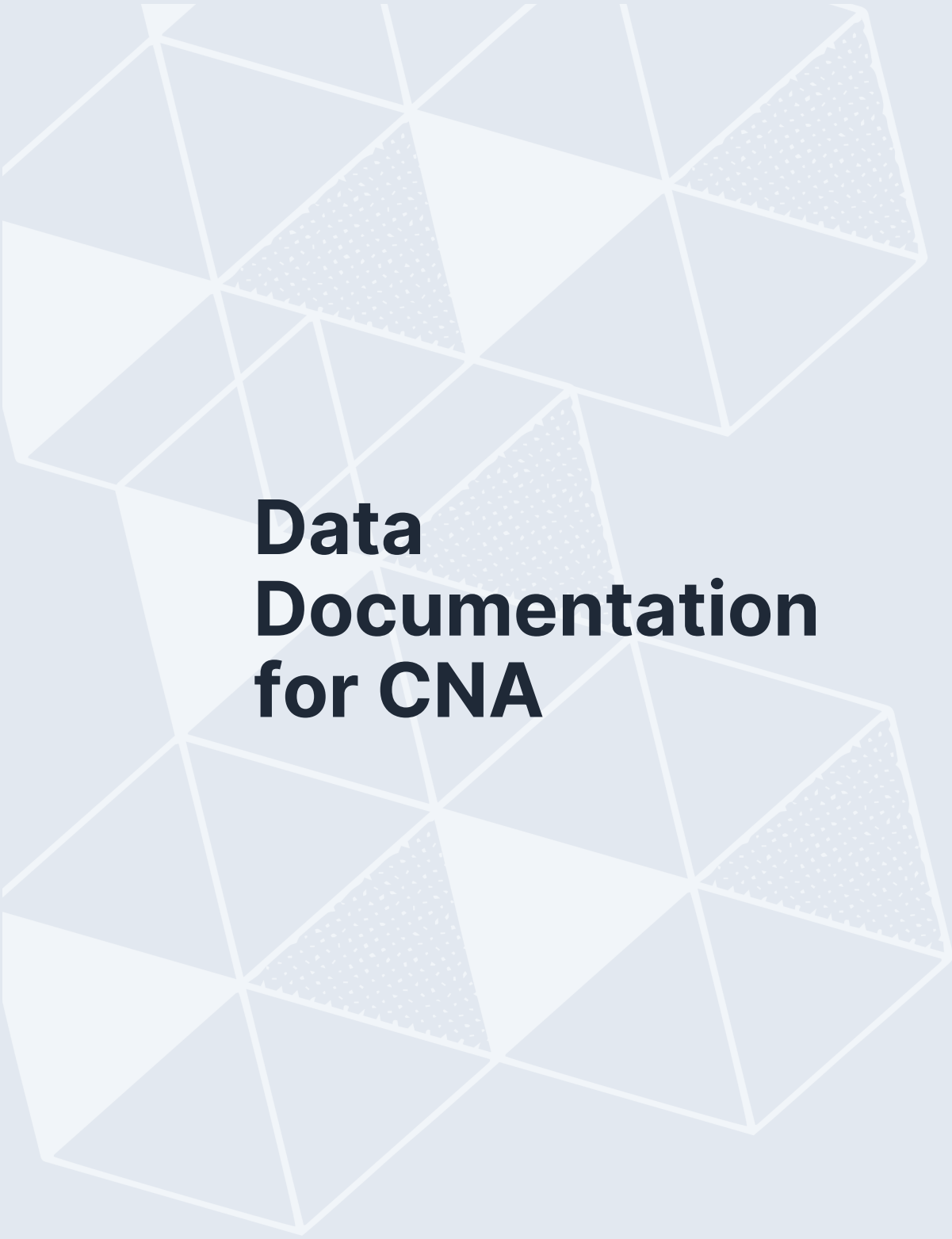
Our student population is comprised of many different school demographics and students do not always start at TMECHS meeting their grade level academic requirements.

10★

The population at TMECHS encompasses the full spectrum of socioeconomic and educational backgrounds as TMECHS accepts, enrolls, and educates students from all parts of the city. This results in varying degrees of ability levels, educational preparedness, and college readiness in our students.

TMECHS students represent all neighborhoods within El Paso and the surrounding area and there is a noticeable gap in reading levels and overall foundation in a variety of content areas resulting in a need to address these deficiencies with intervention reading classes, Saturday Camps (content specific camps for struggling students), and readily available tutoring sessions.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data

- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ State-developed online interim assessments

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion data
- ☒ STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Attendance data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation

- ☒ **Communications data**
- ☒ **Capacity and resources data**
- ☒ **Budgets/entitlements and expenditures data**
- ☒ **Action research results**



Goals

Goal 1

ACADEMIC EXCELLENCE Transmountain Early College champions high levels of learning for all students.

Performance Objective 1 High Priority

By June 2027 TMECHS will increase Student Achievement in Masters as measured by Domain 1 STAAR Performance in all subjects from 43% to 45%.

All Students 43% to 45%
E.B. 22% to 25%.

SPED 22% to 25%.

Evaluation Data Source: Tableau, Eduphoria, TAPR, NWEA Maps, A-F Accountability Reports

Strategy 1

Purchase software, contracted services, miscellaneous operating costs, furniture, technology and equipment which support the implementation of lessons addressing the TEKS and EOC standards, and help students get ready for the 21st Century Learning to include student retention and campus culture.

Strategy's Expected Result/Impact: Teachers will have all technology and supporting software or online subscriptions necessary to deliver a high level of instruction for all students.

TEA School Report Card will indicate all 7 distinctions have been earned.

Staff Responsible for Monitoring: Secretary to the Principal
Principal

Prioritized Needs: L1 Academic Excellence (Curriculum, Instruction, Assessment) 1

Funding Sources: Swank License 199 General Fund, 11.6397.015.11.100.015, \$625, Swank streaming 199 General Fund, 11.6397.015.11.100.015, \$666

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Prioritized Needs Identifying L1 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need

Root Cause

1

Students need to be recognized for displaying positive and/or successful behaviors such as good attendance, completing assignments on time, academic achievement, self-management and responsible decision-making.

Globally speaking, teenagers are displaying lack of self-confidence, lack of self-worth, lack of self-efficacy, and overall identity crises. Contributing factors include social media, lack of parental involvement, and social isolation during Covid, just to name a few.

Performance Objective 2

By June 2027, TMECHS will increase Domain 2 Student Growth in Reading and Math from 70% to 72%

Strategy 1

Implement a campus-wide growth-focused instructional model that emphasizes differentiated instruction, targeted intervention, and progress monitoring in Reading, Math, Social Studies, and Science. Teachers will use student-level data from formative assessments, district benchmarks, and STAAR interim assessments to track growth trajectories. PLCs will identify students who are not on track to meet growth targets and design tiered supports, including small-group instruction, extended learning opportunities, after school tutoring, intersessions, and Saturday camps, and skill-specific intervention lab.

Strategy's Expected Result/Impact: By June 2027, Reading Growth: Students will demonstrate improved comprehension and analysis skills, as measured by higher performance on district benchmarks, STAAR interim assessments, and STAAR growth scores.

Math Growth: Students will strengthen problem-solving and justification skills, leading to increased accuracy on multi-step and open-ended questions aligned to STAAR.

Student Engagement: Increased use of academic discourse and writing across content areas will result in stronger critical thinking and communication skills, supporting both Reading and Math growth.

Teacher Capacity: Teachers will consistently integrate literacy and numeracy strategies in daily lessons, as evidenced by lesson plans, walkthrough data, and PLC reflections.

Domain 2 Growth: By June 2027, overall student growth in Reading and Math will rise from 70% to 72%, with measurable gains across all student subgroups.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Math Dept Chair, and English Dept Chair

Prioritized Needs: L1 Academic Excellence (Student Achievement) 2 - L5 Global Skills (Demographics) 1

Funding Sources: Intersessions, Saturday Camps, Summer Bridge 211 ESEA Title I Part A (Campus), 11.6117.015.24.870.015, \$19,300, After school tutoring and fringes 185 SCE (Campus), 11.6117.015.30.100.015, \$6,825

TEA Priorities: Build a foundation of reading and math

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Performance Objective 2 Prioritized Needs Identifying L1 Academic Excellence (Student Achievement)

Prioritized Need

Root Cause

2

TMECHS students and teachers need supplemental resources including but not limited to Study Island, KUTA, and Apex to accelerate instruction so that students can attain achievement in higher rigor classes, college prerequisite courses, and to meet the needs of the STAAR 2.0 new question types.

The rigor of an early college high school curriculum demands differentiation, acceleration, and remediation for the widely diverse student population.

Performance Objective 2 Prioritized Needs Identifying L5 Global Skills (Demographics)

Prioritized Need

Root Cause

1

The population at TMECHS encompasses the full spectrum of socioeconomic and educational backgrounds as TMECHS accepts, enrolls, and educates students from all parts of the city. This results in varying degrees of ability levels, educational preparedness, and college readiness in our students.

TMECHS students represent all neighborhoods within El Paso and the surrounding area and there is a noticeable gap in reading levels and overall foundation in a variety of content areas resulting in a need to address these deficiencies with intervention reading classes, Saturday Camps (content specific camps for struggling students), and readily available tutoring sessions.

Performance Objective 3

By June 2027, TMECHS will increase TELPAS (Composite) growth from 30% to 34%.

Evaluation Data Source: Tableau

Strategy 1

Implement a targeted language acquisition and support program to accelerate English proficiency for Emergent Bilingual (EB) students. Key components include:

Differentiated Instruction: EB teachers will provide tiered instruction in Reading, Writing,

Listening, and Speaking using research-based strategies aligned to TELPAS standards.

Integrated Language Support: Core content teachers will embed language scaffolds, vocabulary development, and academic discourse in all subjects to support EB students' language growth.

Progress Monitoring & Intervention: Utilize TELPAS practice data, formative assessments, and reading diagnostics to identify long-term EB students at risk. Implement small-group intervention sessions and targeted tutoring.

Professional Development: Provide teachers with ongoing training in sheltered instruction, language acquisition strategies, and culturally responsive teaching.

Family Engagement: Partner with families to support language development at home and ensure awareness of resources, interventions, and progress milestones.

Strategy's Expected Result/Impact: By June 2027, Student Outcomes:

Reduce the percentage of long-term Emergent Bilingual (EB) students achieving Beginning/ Intermediate on the TELPAS Composite from 30% to 19% by June 2027.

Reduce the percentage of EB students achieving Beginning on TELPAS Reading from 30% to 19%.

EB students will demonstrate measurable growth in listening, speaking, reading, and writing proficiency, as evidenced by TELPAS, formative assessments, and classroom performance data.

Instructional Impact:

EB teachers and core content teachers will consistently implement sheltered instruction, language scaffolds, and differentiated support tailored to students' proficiency levels.

Teachers will use progress monitoring data to adjust instruction and provide targeted intervention for students not on track to meet TELPAS growth goals.

Professional development will increase teacher capacity to accelerate English language acquisition in all content areas.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional coach, English Teachers

Prioritized Needs: L1 Academic Excellence (Student Achievement) 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 3 Prioritized Needs Identifying L1 Academic Excellence (Student Achievement)

Prioritized Need	Root Cause
2 TMECHS students and teachers need supplemental resources including but not limited to Study Island, KUTA, and Apex to accelerate instruction so that students can attain achievement in higher rigor classes, college prerequisite courses, and to meet the needs of the STAAR 2.0 new question types.	The rigor of an early college high school curriculum demands differentiation, acceleration, and remediation for the widely diverse student population.

Performance Objective 4 High Priority HB3 Goal

By June 2027, TMECHS will increase Graduates who are college, career, or military ready (CCMR) from Domain 1 from 100% to 100%.

Evaluation Data Source: TAPR, OnPoint Early Indicator, Tableau

Strategy 1

Provide students who have not mastered the ELAR TSIA2 and/or EOC with access to Study Island and other online or hard-copy resources to improve EOC scores.

Strategy's Expected Result/Impact: Study Island and TSIA2 passing reports will show an increase in reading levels for 90% or more students from September through March.

Staff Responsible for Monitoring: English Dept.

Prioritized Needs: L1 Academic Excellence (Student Achievement) 2 - L2 Student Experience (Culture & Climate) 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 4 Prioritized Needs Identifying L1 Academic Excellence (Student Achievement)

Prioritized Need	Root Cause
2 TMECHS students and teachers need supplemental resources including but not limited to Study Island, KUTA, and Apex to accelerate instruction so that students can attain achievement in higher rigor classes, college prerequisite courses, and to meet the needs of the STAAR 2.0 new question types.	The rigor of an early college high school curriculum demands differentiation, acceleration, and remediation for the widely diverse student population.

Performance Objective 4 Prioritized Needs Identifying L2 Student Experience (Culture & Climate)

Prioritized Need	Root Cause
1 TMECHS students have the opportunity to earn an Associates of Science (AS) degree from EPCC during their four years of high school, yet only approximately 90% complete the AS by the time of high school graduation.	Incoming freshmen students who do not pass the Reading/Writing TSIA-2.0 during Summer Bridge cannot begin taking dual credit courses in the fall semester of 9th grade, resulting in students falling behind cohort with regard to completion of the Associates of Science degree.

Performance Objective 5 High Priority

By June 2027, TMECHS will increase the percent of seniors meeting the Texas Success Initiative requirements for college readiness in both reading and math (not including College Prep) from 65% to 88%. (SAT, ACT, or TSIA)

Evaluation Data Source: Tableau

Strategy 1

Provide targeted TSIA2 readiness support through a combination of diagnostic assessments, intervention, and placement in Reading Support and Math Support classes for students identified as not yet meeting college readiness standards. These courses will focus on strengthening critical reading, academic writing, and quantitative reasoning skills aligned to TSIA2 expectations. In addition, teachers will embed TSIA-aligned practice into core instruction, while advisory and after-school tutorials will offer additional support. Student progress will be monitored through practice assessments, checkpoint data, and growth on interim TSIA diagnostics to ensure readiness without requiring College Prep courses.

Strategy's Expected Result/Impact: Student Outcomes:

Increase in the percentage of students meeting TSIA Reading benchmarks from 78% to 81% and TSIA Math benchmarks from 33% to 36% by June 2027.

Students enrolled in Reading and Math support classes will demonstrate measurable progress on interim TSIA practice assessments, with at least 70% mastery of targeted skills each grading period.

Reduction in the number of students requiring College Prep courses prior to graduation.

Instructional Impact:

Support class teachers will deliver tiered, skill-specific lessons aligned with TSIA2 readiness standards.

Core teachers will integrate TSIA-aligned practice activities into Reading and Math instruction, reinforcing college readiness skills campus-wide.

PLCs will use practice test data and progress monitoring reports to adjust instruction and intervention.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Reading & Math Support Teachers

Prioritized Needs: L1 Academic Excellence (Student Achievement) 1, 4 - L5 Global Skills (Demographics) 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 5 Prioritized Needs Identifying L1 Academic Excellence (Student Achievement)

Prioritized Need

Root Cause

1

Teachers and students express frustration over the numerous required administered tests as they detract from teaching/learning time. Substitutes must be retained for adequate administration of high-stakes testing.

District benchmarks, Interim EOCs, CBA's, TSI, SAT/PSAT, EOC, AP, mid-term and final exams, etc.. limit the hours of instructional time during the school day.

4

TMECHS incoming freshman are on different levels academically and as such require summer enrichment curriculum with a focus on passing the Texas Success Initiative (TSIA-2.0).

Our student population is comprised of many different school demographics and students do not always start at TMECHS meeting their grade level academic requirements.

Performance Objective 5 Prioritized Needs Identifying L5 Global Skills (Demographics)

Prioritized Need

Root Cause

2

TMECHS incoming freshman are on different levels academically and as such require summer enrichment curriculum with a focus on passing the Texas Success Initiative (TSIA-2.0).

Our student population is comprised of many different school demographics and students do not always start at TMECHS meeting their grade level academic requirements.

Performance Objective 6 High Priority

By June 2027, TMECHS will increase percent of graduates earning college credit (AP/IB, Dual Credit, NEON, OnRamps) courses from 100% to 100%.

Evaluation Data Source: Tableau

Strategy 1

Implement a targeted equity and inclusion initiative to ensure that Emerging Bilingual (EB) and Special Education (SPED) students have full access to dual-credit (DC) and Advanced Placement (AP) courses. This initiative will include:

Individualized Course Planning: Counselors and instructional coaches will meet with EB and SPED students and families each semester to create tailored academic plans that include DC and AP enrollment.

Support Structures: Provide embedded supports such as co-teaching models, scaffolding, tutoring, and language/accommodation interventions to ensure student success in rigorous courses.

Teacher Professional Development: Train teachers on inclusive instructional strategies, differentiated supports, and culturally responsive teaching to maximize participation and achievement of underrepresented students in advanced courses.

Progress Monitoring: Track enrollment and performance data of EB and SPED students in DC and AP courses to identify barriers early and implement timely interventions.

100% of Emerging Bilingual (EB) students will be enrolled in dual-credit (DC) and Advanced Placement (AP) courses by June 2026.

EB and SPED students will demonstrate improved performance in rigorous coursework, as measured by grades, DC/AP exam scores, and successful course completion.

Teachers will implement differentiated instruction, scaffolds, and accommodations to support EB and SPED students in rigorous courses.

Professional development on inclusive and culturally responsive teaching will improve teacher capacity to meet diverse learner needs.

Counselors and instructional coaches will regularly review enrollment and performance data to proactively remove barriers to advanced course participation

Prioritized Needs: L1 Academic Excellence (Student Achievement) 2

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

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Prioritized Need

Root Cause

2

TMECHS students and teachers need supplemental resources including but not limited to Study Island, KUTA, and Apex to accelerate instruction so that students can attain achievement in higher rigor classes, college prerequisite courses, and to meet the needs of the STAAR 2.0 new question types.

The rigor of an early college high school curriculum demands differentiation, acceleration, and remediation for the widely diverse student population.

By June 2027, TMECHS will increase the 4-yr graduation rate (State) from 98.3% to 100%.

Strategy 1

Purchase resources for test-taking strategies, confidence building, reading materials, and other college-readiness training/resources to support the passing of TSIA2.0 to take dual-credit/AP courses.

Strategy's Expected Result/Impact: Whole child needs are met as demonstrated by organized, knowledgeable, successful students across all sub-categories

Staff Responsible for Monitoring: Counselors

Administration

CCRA

Prioritized Needs: L1 Academic Excellence (Student Achievement) 1 - L2 Student Experience (Culture & Climate) 3

Funding Sources: Testing Materials 199 General Fund, 11.6339.015.11.100.015, \$4,000

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

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Performance Objective 7 Prioritized Needs Identifying L1 Academic Excellence (Student Achievement)

Prioritized Need

Root Cause

1

Teachers and students express frustration over the numerous required administered tests as they detract from teaching/learning time. Substitutes must be retained for adequate administration of high-stakes testing.

District benchmarks, Interim EOCs, CBA's, TSI, SAT/PSAT, EOC, AP, mid-term and final exams, etc.. limit the hours of instructional time during the school day.

Performance Objective 7 Prioritized Needs Identifying L2 Student Experience (Culture & Climate)

Prioritized Need	Root Cause
3 TMECHS students need workbooks and tutoring to pass the AP tests in Psychology, Statistics, Spanish 4 & 5, Human Geography, Computer Science, and English 4.	AP courses are rigorous and the AP exams are challenging. TMECHS students require additional supports to meet with success.

Goal 2

STUDENT EXPERIENCE Transmountain Early College fosters learning experiences for students to thrive to include social, physical & mental health, student buy-in, and high-quality academic programs for all.

Performance Objective 1 High Priority

By June 2027, TMECHS will increase student experience as measured by a student survey.
Students: from 94% to 97%

Evaluation Data Source: District Mandated Survey(s)

Strategy 1

Provide funding for administrative, nurse, security, and custodial campus support to ensure the "whole child" needs are met for all students.

Strategy's Expected Result/Impact: Students will present fewer concerns during Super SAC to district leadership.
Students will demonstrate a higher participation rate and level of satisfaction with TMECHS extra-curricular choices/involvement.

Staff Responsible for Monitoring: Principal
Assistant Principal
Designated Student Activities Teachers

Prioritized Needs: L5 Global Skills (Demographics) 1

Funding Sources: Custodial General Supplies 199 General Fund, 199.51.6399.015.99.100.015, \$500, Campus Patrol Supplies 199 General Fund, 199.52.6399.015.99.100.015, \$700, Nurse General Supplies 199 General Fund, 199.33.6399.015.99.100.015, \$500

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 2

Provide admin, faculty and staff with resources, reading material, supplies, technology, equipment and accessories that allow work to be performed more efficiently, at a higher rate of speed and/or allow for easier access, to include Xerox copier rental, shredding rental, moving rental, etc...

Performance Objective 1 Prioritized Needs Identifying L5 Global Skills (Demographics)

Prioritized Need

Root Cause

1

The population at TMECHS encompasses the full spectrum of socioeconomic and educational backgrounds as TMECHS accepts, enrolls, and educates students from all parts of the city. This results in varying degrees of ability levels, educational preparedness, and college readiness in our students.

TMECHS students represent all neighborhoods within El Paso and the surrounding area and there is a noticeable gap in reading levels and overall foundation in a variety of content areas resulting in a need to address these deficiencies with intervention reading classes, Saturday Camps (content specific camps for struggling students), and readily available tutoring sessions.

Performance Objective 2 High Priority

By June 2027, TMECHS will increase the percent of students participating in one or more extra-curricular and co-curricular activities from 67% to 85%.

Evaluation Data Source: Survey results

Teacher's Club Rosters

Coach's Rosters (UIL & Athletics)

STUCO Membership

Strategy 1

Recruit, organize, coach and accompany academic team and/or other school-related club/teams students to local, state, national and virtual competitive/informative events, to include registration fees, extracurricular pay, travel and bus transportation to and from events to include snacks, meals, etc... for competitions.

Strategy's Expected Result/Impact: Higher percentage of TMECHS students will compete and place in a variety of notable academic, musical, competitive sporting events, and social/emotional activities; Greater CCMR completion.

Staff Responsible for Monitoring: UIL Coordinator and coaches

Administration

Secretary

Athletic coaches

Fine Arts teacher

Club sponsors

Prioritized Needs: L3 High Quality Staff (Perceptions, Facilities, Programs, Technology) 2 - L5 Global Skills (Demographics) 1

Funding Sources: Extracurricular pay 199 General Fund, 36.6117.015.99.100.015, \$3,000, Student Travel 199 General Fund, 36.6412.015.99.100.015, \$4,200, Employee Travel 199 General Fund, 36.6411.015.99.100.015, \$3,000

TEA Priorities: Connect high school to career and college

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Strategy 2

Provide the necessary technology, equipment, instruments, uniforms, costumes, incentives, and resources to support competitive teams such as UIL, Academic Decathlon, Student Council, Technology Student Association (TSA), HighQ, Dance Team, Youth Leadership, Intramurals, Cheer Team, and others. This support includes misc pay, covering membership fees, club dues, transportation, and registration costs for local, state, out-of-state, and virtual conferences and competitions, for both students and staff.

Strategy's Expected Result/Impact: Competitive academic teams will succeed at greater numbers due to more relevant and meaningful practices.

Staff Responsible for Monitoring: Team/Club Teachers
Club Sponsors

Prioritized Needs: L2 Student Experience (Culture & Climate) 2, 3

Funding Sources: Membership Dues 199 General Fund, 11.6495.015.11.100.015, \$1,200, Misc Oper Cost-Registration Fees 199 General Fund, 11.6499.015.11.100.015, \$1,200

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

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Strategy 3

Provide support staff over-time pay as needed to ensure all reporting is completed in a timely and accurate manner. This is to include campus patrol and custodial over-time to keep the campus safe and clean, especially after a school sponsored event.

Strategy's Expected Result/Impact: All campus reporting (local, state and federal) will be accurate and in compliance with respective guidelines.

Staff Responsible for Monitoring: Principal

Prioritized Needs: L1 Academic Excellence (Curriculum, Instruction, Assessment) 2

Funding Sources: Support Personnel OT & Fringes 199 General Fund, 23.6121.015.99.000.015, \$1,000

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

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Performance Objective 2 Prioritized Needs Identifying L1 Academic Excellence
(Curriculum, Instruction, Assessment)

Prioritized Need

Root Cause

2

Employees need to work over their scheduled 40 hours per week and be paid for overtime.

Due to limited staff and existing staff carrying at least 2 different job titles with requisite job duties and responsibilities, employees must work additional hours to complete all tasks and deadlines.

Performance Objective 2 Prioritized Needs Identifying L2 Student Experience (Culture & Climate)

Prioritized Need

Root Cause

2

TMECHS students consistently perform at 97% or higher on all state EOC assessments during the initial spring administration, however an average of only 30% of all testers score at the Level 3: Master Grade Level.

TMECHS Teachers in tested subjects ensure 100% of their students are prepared to pass their respective EOC, however their is little opportunity during the school day for enrichment in preparing students to pass at Level 3 resulting in a need to provide enrichment on Khan Academy, Study Island, Edgenuity, KUTA, IXL and Web-Assign.

3

TMECHS students need workbooks and tutoring to pass the AP tests in Psychology, Statistics, Spanish 4 & 5, Human Geography, Computer Science, and English 4.

AP courses are rigorous and the AP exams are challenging. TMECHS students require additional supports to meet with success.

Performance Objective 2 Prioritized Needs Identifying L3 High Quality Staff (Perceptions, Facilities, Programs, Technology)

Prioritized Need	Root Cause
2 TMECHS recruitment of freshman for the 2025-26 cohort resulted in 93 students committing to TMECHS by the New Student Orientation date. TMECHS has the ability to enroll up to 125 incoming freshman, so we continue recruitment efforts throughout spring and summer each year.	Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

Performance Objective 2 Prioritized Needs Identifying L5 Global Skills (Demographics)

Prioritized Need	Root Cause
1 The population at TMECHS encompasses the full spectrum of socioeconomic and educational backgrounds as TMECHS accepts, enrolls, and educates students from all parts of the city. This results in varying degrees of ability levels, educational preparedness, and college readiness in our students.	TMECHS students represent all neighborhoods within El Paso and the surrounding area and there is a noticeable gap in reading levels and overall foundation in a variety of content areas resulting in a need to address these deficiencies with intervention reading classes, Saturday Camps (content specific camps for struggling students), and readily available tutoring sessions.

Performance Objective 3 High Priority

By June 2027, TMECHS will implement PBIS/SEL frameworks with accessible student support systems, established behavior expectations, and measurable implementation data demonstrating successful framework operation from 73% to 86%.

Evaluation Data Source: District Developed Tracking Rubric
Number of disciplinary referrals and campus attendance records

Strategy 1

The End-of-Year Awards Committee will provide students with awards and acknowledgements for high standards, grades, attendance, citizenship, achievement, and senior medallions. Project Celebration will be planned and implemented for graduating seniors.

Strategy's Expected Result/Impact: Students who have excelled in character, academics, attendance and progress will be recognized and receive awards, trophies, etc. at annual awards assemblies; Graduating seniors will attend Project Celebration.

Staff Responsible for Monitoring: Awards Committee Members

Prioritized Needs: L1 Academic Excellence (Curriculum, Instruction, Assessment) 1

Funding Sources: Project Celebration 199 General Fund, 11.6499.015.11.536.015, \$2,000

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2

Provide faculty and staff with BOY/ EOY supplies, Staff Development Snacks & Meals, and Spirit Shirts to be worn as uniform on Fridays, pep rally's, spirit days, etc..

Strategy's Expected Result/Impact: Morale booster for faculty and staff for greater work performance.

Staff Responsible for Monitoring: Principal

Prioritized Needs: L3 High Quality Staff (Perceptions, Facilities, Programs, Technology) 2

Funding Sources: Supplies, Spirit shirts, meals, etc... 199 General Fund, 23.6499.015.99.100.01515, \$8,932

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 3 Prioritized Needs Identifying L1 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need	Root Cause
1 Students need to be recognized for displaying positive and/or successful behaviors such as good attendance, completing assignments on time, academic achievement, self-management and responsible decision-making.	Globally speaking, teenagers are displaying lack of self-confidence, lack of self-worth, lack of self-efficacy, and overall identity crises. Contributing factors include social media, lack of parental involvement, and social isolation during Covid, just to name a few.

Performance Objective 3 Prioritized Needs Identifying L3 High Quality Staff (Perceptions, Facilities, Programs, Technology)

Prioritized Need	Root Cause
2 TMECHS recruitment of freshman for the 2025-26 cohort resulted in 93 students committing to TMECHS by the New Student Orientation date. TMECHS has the ability to enroll up to 125 incoming freshman, so we continue recruitment efforts throughout spring and summer each year.	Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

Performance Objective 4 High Priority

By June 2027, TMECHS will increase student attendance rate from 95.86% to 97%.

Strategy 1

Incentives for students with perfect attendance, i.e. grade level challenges.

Strategy's Expected Result/Impact: Improve attendance rate.

Staff Responsible for Monitoring: Admin, attendance clerk, CCMR

Prioritized Needs: L1 Academic Excellence (Curriculum, Instruction, Assessment) 1

Funding Sources: 199 General Fund,

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Performance Objective 4 Prioritized Needs Identifying L1 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need	Root Cause
1 Students need to be recognized for displaying positive and/or successful behaviors such as good attendance, completing assignments on time, academic achievement, self-management and responsible decision-making.	Globally speaking, teenagers are displaying lack of self-confidence, lack of self-worth, lack of self-efficacy, and overall identity crises. Contributing factors include social media, lack of parental involvement, and social isolation during Covid, just to name a few.

Performance Objective 5

By June 2027, TMECHS will reduce all ISS, OSS, Disciplinary Removal for all student groups from 0% to 0%.

Strategy 1

Action Steps:

Professional Development:

Provide training for all staff in and Social-Emotional Learning (SEL).

Offer ongoing coaching and peer collaboration to ensure consistent and equitable implementation.

Tiered Behavior Intervention System:

Strengthen the existing MTSS (Multi-Tiered System of Supports) framework with specific behavioral interventions at Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive).

Develop individual behavior plans for repeat offenders.

Student Engagement & Ownership:

Implement advisory periods focused on SEL, goal setting, and student reflection.

Introduce student-led restorative circles and peer mediation programs to address conflicts constructively.

Strategy's Expected Result/Impact: 1. Reduction in Disciplinary Actions

Direct Impact: A measurable decrease in ISS, OSS, and disciplinary removals, especially reducing total removals from 4 to 0.

Long-Term Effect: Establishes a positive, preventative behavior culture rather than relying on punitive measures.

2. Improved Student Behavior and Self-Regulation

Students develop self-awareness, emotional regulation, and conflict resolution skills through SEL and restorative practices.

Increases in student accountability and ownership of behavior reduce repeat offenses.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, and Counselors

Prioritized Needs: L5 Global Skills (Demographics) 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 5 Prioritized Needs Identifying L5 Global Skills (Demographics)

Prioritized Need	Root Cause
1 The population at TMECHS encompasses the full spectrum of socioeconomic and educational backgrounds as TMECHS accepts, enrolls, and educates students from all parts of the city. This results in varying degrees of ability levels, educational preparedness, and college readiness in our students.	TMECHS students represent all neighborhoods within El Paso and the surrounding area and there is a noticeable gap in reading levels and overall foundation in a variety of content areas resulting in a need to address these deficiencies with intervention reading classes, Saturday Camps (content specific camps for struggling students), and readily available tutoring sessions.

Goal 3

HIGH-QUALITY STAFF Transmountain Early College invests in high-quality staff.

Performance Objective 1

 High Priority

By June 2027, TMECHS will attract and retain top talent by implementing an employee recruiting and retention plan designed to maintain filled teacher positions on first day of school at 95% or above.

Evaluation Data Source: Professional Development Plan Success Metrics

Strategy 1

Provide admin, faculty and staff with opportunities to attend Local, State and Out of State conferences, in person or online-staff development, to support curriculum implementation, ECHS/STEM campus components and job skills (to include: substitutes, registration fees, and materials).

Strategy's Expected Result/Impact: Faculty and staff will have knowledge and ability to implement current and best practices.

Faculty attending conferences will bring back valuable information and new instructional ideas to share with faculty.

Administration will ensure campus training is delivered via current, interactive technology which is identical to that used by teachers in the classroom in an effort to minimize transitions and maximize time for relevant, effective training.

Staff Responsible for Monitoring: Department Heads
Administration
Secretary to Principal

Prioritized Needs: L1 Academic Excellence (Student Achievement) 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Prioritized Needs Identifying L1 Academic Excellence (Student Achievement)

Prioritized Need	Root Cause
2 TMECHS students and teachers need supplemental resources including but not limited to Study Island, KUTA, and Apex to accelerate instruction so that students can attain achievement in higher rigor classes, college prerequisite courses, and to meet the needs of the STAAR 2.0 new question types.	The rigor of an early college high school curriculum demands differentiation, acceleration, and remediation for the widely diverse student population.

Performance Objective 2

By June 2027, TMECHS will increase the number of TIA designated teachers from 0 to 9 teacher.

Evaluation Data Source: TTESS 2, TIA

Strategy 1

Utilizing teacher tracker and analyzing student growth from BOY to EOY.

Strategy's Expected Result/Impact: Improved student growth as measured in Domain 2A.

Staff Responsible for Monitoring: Admin, teachers, ILT

Prioritized Needs: L3 High Quality Staff (Perceptions, Facilities, Programs, Technology) 2

Funding Sources: Tutoring 185 SCE (Campus),

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Performance Objective 2 Prioritized Needs Identifying L3 High Quality Staff
(Perceptions, Facilities, Programs, Technology)

Prioritized Need	Root Cause
2 TMECHS recruitment of freshman for the 2025-26 cohort resulted in 93 students committing to TMECHS by the New Student Orientation date. TMECHS has the ability to enroll up to 125 incoming freshman, so we continue recruitment efforts throughout spring and summer each year.	Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

Goal 4

CULURE OF ACCOUNTABILITY Transmountain Early College cultivates a culture of transparency, care, and service and is committed to addressing disparities across the district as well as building fiscal stability.

Performance Objective 1 High Priority

By June 2027, TMECHS will cultivate a culture of transparency, care, and service as reflected in an increase in the family survey from 22% to 28% .

Evaluation Data Source: Community Events Documentation

Strategy 1

Provide TMECHS with a safer environment for all stakeholders by providing cameras, 2 way radios, and campus patrols with overtime.

Strategy's Expected Result/Impact: All stakeholders will feel safe on the TMECHS campus

Staff Responsible for Monitoring: Assistant Principal
Principal

Prioritized Needs: L5 Global Skills (Demographics) 1

Funding Sources: Sun City Com-2way radios 199 General Fund, 23.6399.015.99.100.015, \$690

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2

Parent Engagement Liaison will purchase refreshments, snacks, and supplies for parent meetings.

Strategy's Expected Result/Impact: Greater parental awareness & satisfaction; Sign-in sheets, meeting agendas, and parent surveys will be used to verify non-academic and college-readiness information.

Staff Responsible for Monitoring: Parent Engagement Liaison

Prioritized Needs: L3 High Quality Staff (Perceptions, Facilities, Programs, Technology) 2

Funding Sources: Refreshments & Snacks for parent meetings 211 ESEA Title I Part A (Campus), 11.61.6499.015.870.015, \$200, Supplies for parent meetings 211 ESEA Title I Part A (Campus), 11.61.6399.015.24.870.015,

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 3

Host recruitment events (meeting nights, club fairs, fall festival, campus tours, performances) on campus, at middle schools, and in the community in an effort to attract student enrollment.

Strategy's Expected Result/Impact: Greater student enrollment
Bring students back to EPISD
Greater percentage of out-of-district enrollment

Staff Responsible for Monitoring: Assistant Principal, CCRA/SAM
Fine Arts Teachers
Club Sponsore

Prioritized Needs: L3 High Quality Staff (Perceptions, Facilities, Programs, Technology) 2

Funding Sources: Supplies/Recruitment events 199 General Fund, 23.6399.015.99.100.015, \$6,010

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Performance Objective 1 Prioritized Needs Identifying L3 High Quality Staff (Perceptions, Facilities, Programs, Technology)

Prioritized Need	Root Cause
2 TMECHS recruitment of freshman for the 2025-26 cohort resulted in 93 students committing to TMECHS by the New Student Orientation date. TMECHS has the ability to enroll up to 125 incoming freshman, so we continue recruitment efforts throughout spring and summer each year.	Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

Performance Objective 1 Prioritized Needs Identifying L5 Global Skills (Demographics)

Prioritized Need	Root Cause
1 The population at TMECHS encompasses the full spectrum of socioeconomic and educational backgrounds as TMECHS accepts, enrolls, and educates students from all parts of the city. This results in varying degrees of ability levels, educational preparedness, and college readiness in our students.	TMECHS students represent all neighborhoods within El Paso and the surrounding area and there is a noticeable gap in reading levels and overall foundation in a variety of content areas resulting in a need to address these deficiencies with intervention reading classes, Saturday Camps (content specific camps for struggling students), and readily available tutoring sessions.

Performance Objective 2

By June 2027, TMECHS will implement and expand a two-way communication plan designed to increase the number parents that participate in Coffee with Principal meetings from 4 to 6 participants.

Evaluation Data Source: Weekly Smore viewers, Thrillshare delivery success.

Strategy 1

Provide faculty and staff with resources, technology, equipment and accessories that allow work to be performed more efficiently, at a higher rate of speed and/or allow for easier access.

Strategy's Expected Result/Impact: Greater/enhanced work performance demonstrated by staff and faculty

Staff Responsible for Monitoring: Principal

Prioritized Needs: L3 High Quality Staff (Perceptions, Facilities, Programs, Technology) 2

Funding Sources: Personnel Computers 199 General Fund, 23.6395.015.99.100.015, \$3,957

TEA Priorities: Recruit, support, retain teachers and principals

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Performance Objective 2 Prioritized Needs Identifying L3 High Quality Staff
(Perceptions, Facilities, Programs, Technology)

Prioritized Need

Root Cause

2

TMECHS recruitment of freshman for the 2025-26 cohort resulted in 93 students committing to TMECHS by the New Student Orientation date. TMECHS has the ability to enroll up to 125 incoming freshman, so we continue recruitment efforts throughout spring and summer each year.

Home high schools now offer P-TECH (Pathways in Early College High School) options that compete with TMECHS. EPISD does not have a designated feeder pattern for TMECHS, and therefore, when recruiting, middle school campuses are more apt to enroll their students in their respective home high schools which offer a certification and potentially an Associates Degree.

Goal 5

GLOBAL SKILLS Transmountain Early College empowers learners with durable skills for life to include critical thinking, collaboration, problem solving, respect, and communication.

Performance Objective 1

By June 2027, Transmountain Early College will empower learners with durable skills for life to include critical thinking, collaboration, problem solving, respect, and communication as reflected in an increase in student survey from 92% to 95%.

Evaluation Data Source: BOY, MOY, EOY survey results

Strategy 1

Utilize district survey in advisory periods to encourage student participation.

Strategy's Expected Result/Impact: Increase percentage of students responding positively to survey questions.

Prioritized Needs: L5 Global Skills (Demographics) 1

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Performance Objective 1 Prioritized Needs Identifying L5 Global Skills (Demographics)

Prioritized Need	Root Cause
1 The population at TMECHS encompasses the full spectrum of socioeconomic and educational backgrounds as TMECHS accepts, enrolls, and educates students from all parts of the city. This results in varying degrees of ability levels, educational preparedness, and college readiness in our students.	TMECHS students represent all neighborhoods within El Paso and the surrounding area and there is a noticeable gap in reading levels and overall foundation in a variety of content areas resulting in a need to address these deficiencies with intervention reading classes, Saturday Camps (content specific camps for struggling students), and readily available tutoring sessions.

Performance Objective 2

By June 2027, Transmountain Early College students in all grades will read more complete books annually,

with grade appropriate increases in whole-book reading and greater opportunities for sustained reading of fiction and non fiction from baseline to +5%.

Strategy 1

Establish a non-negotiable 10-15 minute daily sustained silent reading (SSR) block within existing English Language Arts classes, giving students dedicated time for both fiction and non-fiction whole texts.

Strategy's Expected Result/Impact: Improved fluency and literacy throughout high school with benefits in college level reading success. Consistent, uninterrupted reading time directly strengthens comprehension and focus across all subject areas.

Staff Responsible for Monitoring: Teachers, Instructional Lead Teacher, Admin

Prioritized Needs: L1 Academic Excellence (Curriculum, Instruction, Assessment) 1

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Strategy 2

Track whole-book completion through a centralized digital reader log (such as Forms) where students record finished titles, page counts, and brief reflective summaries.

Strategy's Expected Result/Impact: Centralized logging gives teachers immediate, real-time data on individual and grade-level reading volume to ensure the +5% target is met.

Staff Responsible for Monitoring: Teachers, Instructional Lead Teacher, Admin

Prioritized Needs: L1 Academic Excellence (Curriculum, Instruction, Assessment) 1

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Performance Objective 2 Prioritized Needs Identifying L1 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need	Root Cause
1 Students need to be recognized for displaying positive and/or successful behaviors such as good attendance, completing assignments on time, academic achievement, self-management and responsible decision-making.	Globally speaking, teenagers are displaying lack of self-confidence, lack of self-worth, lack of self-efficacy, and overall identity crises. Contributing factors include social media, lack of parental involvement, and social isolation during Covid, just to name a few.

Performance Objective 3

By June 2027, Transmountain Early College will increase the percentage of graduates achieving the Biliteracy Performance Acknowledgement from 52% to 55%.

Evaluation Data Source: Tableau, Transcripts

Strategy 1

Directly route heritage Spanish speakers and qualified 9th/10th graders straight into AP Spanish Language rather than standard introductory classes.

Strategy's Expected Result/Impact: Improve program completion.

Staff Responsible for Monitoring: Counselors, Assistant Principal

Prioritized Needs: L1 Academic Excellence (Student Achievement) 1

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Strategy 2

Build master schedules around cohort needs by aligning Spanish and ELA courses during 10th and 11th grade to fulfill both state language credits and English EOC requirements simultaneously.

Strategy's Expected Result/Impact: More targeted opportunities for students to complete early.

Staff Responsible for Monitoring: Counselors, Assistant Principal

Prioritized Needs: L2 Student Experience (Culture & Climate) 3

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Performance Objective 3 Prioritized Needs Identifying L1 Academic Excellence (Student Achievement)

Prioritized Need	Root Cause
1 Teachers and students express frustration over the numerous required administered tests as they detract from teaching/learning time. Substitutes must be retained for adequate administration of high-stakes testing.	District benchmarks, Interim EOCs, CBA's, TSI, SAT/PSAT, EOC, AP, mid-term and final exams, etc.. limit the hours of instructional time during the school day.

Performance Objective 3 Prioritized Needs Identifying L2 Student Experience (Culture & Climate)

Prioritized Need	Root Cause
3 TMECHS students need workbooks and tutoring to pass the AP tests in Psychology, Statistics, Spanish 4 & 5, Human Geography, Computer Science, and English 4.	AP courses are rigorous and the AP exams are challenging. TMECHS students require additional supports to meet with success.



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Christian Kelley	Parent Engagement Liaison, Part Time		0.48



Plan Notes

Plan Notes

Lever I Culture & Climate:

- Needs Assessment
 1. TMECHS will continue to recognize students for displaying positive and/or successful behaviors such as good attendance, completing assignments on time, academic achievement, self-management and responsible decision making.
 2. TMECHS will continue to recognize and celebrate national awareness days for school faculty and staff, as well as hold bi-monthly potluck lunches on campus with a fun theme.

Lever II Curriculum, Instruction, Assessment

- Needs Assessment
 1. Substitutes must be retained for adequate administration of high-stakes testing.
 2. TMECHS will provide students and teachers supplemental resources such as Study Island, KUTA, IXL, and WebAssign to accelerate instructions and to meet the needs of the STAAR 2.0.
 3. Balancing class loads: TMECHS admin will recreate various teacher schedules as ongoing process throughout the summer to ensure all students are enrolled in 8 courses during the instructional day.

Lever II Student Achievement

- Needs Assessment
 1. Increase Associate of Science Degree from 90% to 92% by July 2026
 2. Enrichment- students passing EOC's at Level 3 by providing students with Khan Academy, Study Island, Edgenuity, KUTA, and Web-Assign
 3. TMECHS will provide workbooks and tutoring to students in AP classes to support passing scores on the AP tests in Psychology, Statistics, Spanish, 4 & 5, Human Geography, Computer Science and possibly English 4.

Lever III Staff Recruitment, Retention & Professional Development

- Needs Assessment
 1. TMECHS campus in need of additional professional staff to fulfill all required job duties and responsibilities for equitable distribution and completion of required campus responsibilities.
 2. TMECHS teachers are required to fulfill both district and EPCC staff development hours.

Lever III Perceptions, Facilities, Programs, Technology

- Needs Assessment
 1. TMCHS will recruit freshman for the 2025-2026 and 2026-2027 school year.
 2. TMECHS needs updated computers - lab in the GO Center
 3. TMECHS classrooms need current technology with supporting devices to maintain basic instructional needs of the teacher and students.
 4. Classrooms need additional outlets/built-in power strips installed; spotty internet in several classrooms.

Lever IV Parent and Community Engagement

- Needs Assessment
 1. Need more parent participation
 2. Need more PTSA membership and increased parent participation
 3. Need more Partners-In-Education
 4. Decline in ECHS Advisory Board membership
 5. Increase VIPs on campus

Lever V Demographics

- Needs Assessment
 1. TMECHS accepts, enrolls, and educates students from all parts of the city, resulting in varying degrees of ability levels, educational preparedness, and college readiness in our students.
 2. TMECHS incoming freshman are on different levels academically and as such require summer enrichment curriculum with a focus on passing the Texas Success Initiative (TSIA-2.0).



Funding Summary

Funding Summary

185 SCE (Campus)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	After school tutoring and fringes	11.6117.01 5.30.100.0 15	\$6,825.00
3	2	1	Tutoring	--	\$0.00
Sub-Total					\$6,825.00
Budgeted Fund Source Amount					\$6,825.00
+/- Difference					\$0.00

211 ESEA Title I Part A (Campus)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Intersessions, Saturday Camps, Summer Bridge	11.6117.01 5.24.870.0 15	\$19,300.00
4	1	2	Refreshments & Snacks for parent meetings	11.61.6499 .015.870.0 15	\$200.00
4	1	2	Supplies for parent meetings	11.61.6399 .015.24.87 0.015	\$0.00
Sub-Total					\$19,500.00
Budgeted Fund Source Amount					\$19,500.00
+/- Difference					\$0.00

199 General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Swank License	11.6397.01 5.11.100.015	\$625.00
1	1	1	Swank streaming	11.6397.01 5.11.100.015	\$666.00
1	7	1	Testing Materials	11.6339.01 5.11.100.015	\$4,000.00
2	1	1	Custodial General Supplies	199.51.639 9.015.99.1 00.015	\$500.00

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Campus Patrol Supplies	199.52.63 99.015.99. 100.015	\$700.00
2	1	1	Nurse General Supplies	199.33.63 99.015.99. 100.015	\$500.00
2	1	2	Reading Material	11.6329.01 5.11.100.015	\$1,000.00
2	1	2	Resources, supplies, reading material, equipment and accessories	11.6399.01 5.11.100.015	\$9,200.00
2	1	2	Xerox Rental	11.6269.01 5.11.100.015	\$3,149.00
2	1	2	Sun City Shredding	23.6269.0 15.99.100. 015	\$270.00
2	2	1	Extracurricular pay	36.6117.01 5.99.100.0 15	\$3,000.00
2	2	1	Student Travel	36.6412.01 5.99.100.0 15	\$4,200.00
2	2	1	Employee Travel	36.6411.01 5.99.100.0 15	\$3,000.00
2	2	2	Membership Dues	11.6495.01 5.11.100.015	\$1,200.00
2	2	2	Misc Oper Cost-Registration Fees	11.6499.01 5.11.100.015	\$1,200.00
2	2	3	Support Personnel OT & Fringes	23.6121.01 5.99.000.0 15	\$1,000.00
2	3	1	Project Celebration	11.6499.01 5.11.536.0 15	\$2,000.00
2	3	2	Supplies, Spirit shirts, meals, etc...	23.6499.0 15.99.100. 01515	\$8,932.00
2	4	1		--	\$0.00
4	1	1	Sun City Com-2way radios	23.6399.0 15.99.100. 015	\$690.00
4	1	3	Supplies/Recruitment events	23.6399.0 15.99.100. 015	\$6,010.00
4	2	1	Personnel Computers	23.6395.0 15.99.100. 015	\$3,957.00
				Sub-Total	\$55,799.00
				Budgeted Fund Source Amount	\$55,799.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Student and Parent Services	--	Isabel White	9/26/2025
Child Abuse and Neglect	Academics - Counseling & Advising	--	Isabel White	9/26/2025
Coordinated Health Program	Student Services-Athletics	--	Isabel White	9/26/2025
Disciplinary Alternative Education Program (DAEP)	Academics	--	Isabel White	9/26/2025
Dropout Prevention	Academics - Counseling & Advising	--	Isabel White	9/26/2025
Dyslexia Treatment Program	Academics-Specialized Learning	--	Isabel White	9/26/2025
Post-Secondary Preparedness	Academics - Counseling & Advising	--	Isabel White	9/26/2025
Recruiting Teachers and Paraprofessionals	Human Resources	--	Isabel White	9/26/2025
Technology Integration	Information Security and Technology	--	Isabel White	9/26/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Police Services	--	Isabel White	9/26/2025