

2030

STRATEGIC ACTION PLAN

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Charlie Bustillos

Ysleta ISD Board President

On behalf of the Board of Trustees, I'm proud to share our new Vision 2030 Strategic Action Plan, a roadmap for the next five years that captures what we value most as a community and what we believe is possible for our students and schools.

One year ago, we reached out to the community and brought together a large group of stakeholders – students, parents, staff, business professionals, and community advocates – to share their ideas, questions, and hopes for Ysleta ISD and the generations of young learners in our classrooms.

Each of these voices helped shape Vision 2030, which establishes ambitious and exciting goals for our district over the next five years. I can't wait to see our leaders, teachers, and families bring these expectations to life!

To our community members who served on the Strategic Action Plan Committee: We can't thank you enough for the time, heart, and energy you brought to our meetings. Your positive attitude, participation, and willingness to engage is a great reminder of what we can accomplish when we work together.

I'm excited for all that is ahead for Ysleta ISD, and I am grateful to be part of the journey forward for our schools and students.



Carlos Bustillos
Ysleta ISD Board President

Dr. Xavier De La Torre

Superintendent of Schools

Every five years, the Ysleta Independent School District engages in strategic reflection to examine where we are, where we've been, and where we're headed, all with one goal in mind: To better serve our students within the four corners of the classroom.

In 2024, this process came to life once again – and with the partnership of our students, parents, employees, and local business and community leaders, we are pleased to present our new Vision 2030 Strategic Action Plan.

Our plan focuses on three key pillars: Our Future, advancing academic achievement for every student; Our People, supporting the dedicated staff and families who make our mission possible; and Our Investment, ensuring we manage resources wisely to sustain excellence and innovation.

Progress and innovation require direction, purpose, and a clear strategy. We cannot move forward without a plan that aligns our vision and efforts, and Vision 2030 does just that – it challenges us to aim higher and work as one united team.

We owe a great debt of thanks to our community of supporters who partner with us to build a brighter future for our students and schools. I'm confident that the coming years hold extraordinary promise for the Ysleta Independent School District, leading to bold growth, lasting success, and meaningful impact for every student we serve.



Xavier De La Torre, Ed.D
Superintendent of Schools

2030

STRATEGIC ACTION PLAN





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LEAVE NO DOUBT: HISTORICAL PERSPECTIVE

Under the leadership of Superintendent of Schools Dr. Xavier De La Torre, the Ysleta Independent School District embarked on a **Renaissance of Excellence in 2015** with the launch of the **Vision 2020 Strategic Action Plan**. Building on that momentum, we advanced to **Vision 2025: The Encore**, which reaffirmed our gains and expanded opportunities for students. Now, with a decade of progress behind us, we turn to our **Vision 2030 Strategic Action Plan.** Guided by our commitment to **Leave No Doubt**, we will continue to drive innovation, confront new challenges, and ensure every student thrives in a future defined by excellence.

PHASE I: Developing a Strategic Framework

Ysleta ISD convened several groups of parents, school principals, the Student Advisory Council, and the District Educational Improvement Committee, with representatives from all seven Learning Communities. Each group, led by Dr. De La Torre with assistance from Dr. Lizzy Johnson from Transcend4 Consulting, included a review of Vision 2025 goals and measurable accomplishments, and an update of challenges posed by new state guidelines for early childhood literacy and math, as well as College, Career, and Military Readiness. Stakeholders revealed a desire for the district to avoid complacency, and widely and consistently deliver excellence. This requires Ysleta ISD to hold its course, focus on key goals, and push harder.

PHASE II: Developing a Five-Year Plan

The Board of Trustees and district administration used the following questions to help shape the goals, strategies, and targets of Vision 2030:

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

PHASE III: Implementation, Monitoring, and Evaluation

Vision 2030 will be implemented over five school years, beginning in 2025–2026. The targets identified in Vision 2030 are objective, informative, and aligned with Board goals, while also setting a higher bar for student performance. Implementation, monitoring, and evaluation will require new approaches across the district, shaped by recent legislation and improved accountability measures.

- Every year, each campus and the district receive an A–F grade based on designated criteria.
- Teachers and principals are evaluated using standardized systems.
- Student academic performance is continuously monitored through multiple data sources.
- Progress is reviewed annually using district and campus scorecards, comparing actual results against performance targets.
- Campus and student safety data are collected through Anonymous Alerts and student information systems.
- Goals related to employee engagement and parent satisfaction are measured through annual Studer Group surveys and direct stakeholder feedback.


J. M. HANKS

2025-2026 Legislative Environment

Section 11.185 of the Texas Education Code requires school districts to adopt and post Early Childhood Literacy & Mathematics Proficiency and College, Career, & Military Readiness (CCMR) plans. These plans must include specific, quantifiable annual goals for each of the following five years. The plans must include:

- Annual targets for student groups as evaluated under the Closing the Gaps domain.
- Annual goals for aggregate student growth on the third-grade math and reading STAAR test.
- Targeted professional development for teachers assigned to campuses not meeting K-3rd grade goals, including special attention to the needs of emergent bilingual students.
- Annual goals for aggregate student growth on CCMR indicators as evaluated under the state's Student Achievement Domain.
- Annual goals for student completion of postsecondary credentials while enrolled in high school.
- Annual goals for outcomes of annual graduates after one, three, and five years after graduation including enrollment in a postsecondary institution, enrollment without the need for remedial courses, persistence at a postsecondary institution, completion of postsecondary degrees, and wages earned.

2030 STRATEGIC ACTION PLAN

BOARD **GOALS**

OUR **FUTURE** GOAL 1

OUR **PEOPLE** GOAL 2

OUR **INVESTMENT** GOAL 3

Mission Statement

The mission of the Ysleta ISD is to work in partnership with students, families, and community by providing teaching and learning practices that produce students who succeed in all areas.

Vision Statement

The Vision of the Ysleta Independent School District is to improve lives by eliminating opportunity gaps while ensuring all students have a high-quality education that ignites and instills the confidence, creativity, and conceptual thinking students need to graduate college, career, and community ready.




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OUR **FUTURE**

GOAL 1



HOW DO WE ACCOMPLISH BOARD GOAL 1?

We will continue Ysleta ISD's overall growth in student achievement and increase students' college, career, and/ or military readiness by focusing on 12 essential areas:

Instructional Framework

Our success at Ysleta ISD is based on the belief that all students can learn. Our district adheres to Effective Schools Research, which identifies seven key characteristics of a successful school:

- Strong instructional leadership
- Clear and focused mission
- Safe and orderly learning environments
- Frequent monitoring of student progress
- Climate of high expectations
- Opportunities to learn
- Positive home and school relationships

Additionally, our district values the importance of Professional Learning Communities (PLCs). Our teams of teachers, administrators, and staff meet regularly to share their knowledge, analyze student work, plan instruction, and collaborate in order to improve teaching skills and enhance students' academic performance. The district is committed to the four questions of a PLC:

- What do we want all students to know and be able to do?
- How will we know if they learn it?
- How will we respond when some students do not learn?
- How will we extend the learning for students who are already proficient?

ESSENTIAL AREAS FOR SUCCESS

I. Literacy Framework
II. Academic Language Models
III. ENGAGE ME! Technology Initiative and Artificial Intelligence
IV. Early Childhood Education
V. Special Education
VI. Best Reading/Writing Practices
VII. Best Mathematics Practices
VIII. Best Science Practices
IX. Best Social Studies Practices
X. Social Emotional Learning
XI. CCMR
- Advanced Placement Program
- Dual Credit/Dual Enrollment
- Career & Technical Education (CTE)
- Military

XII. Federal and State Accountability

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STRATEGIC ACTION PLAN



I. LITERACY FRAMEWORK

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

- Students are expected to meet grade-level/content-area standards.
- Students in grades K-3 focus on foundational literacy skills through the Science of Reading as mandated by HB3 (decoding, encoding, fluency, comprehension and writing); students in grades 3-12 focus on continued development in reading comprehension, constructed responses in writing, listening, and speaking skills.
- Vocabulary development is key! All levels focus on vocabulary instruction through access to quality literature, direct instruction in word study, and small-group reading, etc.
- Students expand content knowledge through quality literature based on science and social studies concepts.

ACTION PLAN

- **Continue to implement Reading Language Arts (RLA) K-12 TEKS.**
- **Focus on instructional components in Literacy Framework, with emphasis on word study, reading, and writing.**
- **Social Emotional Learning (SEL) and Universal Design for Learning (UDL) approaches will be supported.**
- **Reinforce College, Career, and Military Readiness (CCMR) to create a culture where students view themselves as scholars, professionals, leaders, and achievers.**
- **Engage in Student Work Analysis to inform instruction.**
- **Transition into digital portfolios as an option for every student.**

II. ACADEMIC LANGUAGE PROGRAMS GOAL 1

This program is aligned to state standards, research-based, and geared toward the success of Emergent Bilingual students (EBs); it empowers teachers to make decisions based on a student's proven language ability. This program:

- Introduces English language progressively; allows for Performance Acknowledgment in Bilingualism, Biliteracy Performance Acknowledgment in Bilingualism, and Biliteracy through graduation.
- Allows for academic language support of EBs and Spanish learners in elementary grades.
- Requires EBs in grades K-12 to take the Texas English Language Proficiency Assessment System (TELPAS) until the campus committee determines English-proficiency/meets reclassification criteria.
- Analyzes TELPAS data to strengthen programs.
- Dual language courses are available in grades 6-12 at select middle and high school campuses. Students have the opportunity to continue or begin their dual language strand to pursue strong bilingual and biliterate skills.

English as a Second Language (ESL)

- The ESL program is provided to middle school and high school EBs. The instruction is provided in English, focusing on English Language Arts in a linguistically and culturally responsive manner.
- EBs are placed into an ESL program if they have not met reclassification criteria by middle school.

Dual Language International Schools

- Two K-8 international schools offer a two-way dual language program and a third language as part of the curriculum. Alicia R. Chacon International School offers German, Japanese, Russian, Mandarin Chinese, or French as the third language choice. Eastwood Knolls International School offers Mandarin Chinese as the third language.
- Edgemere International School offers a two-way dual language program and Mandarin Chinese as the third language.
- North Loop International School offers a dual language program and French as the third language.
- R.E.L. Washington International School offers a two-way dual language program and German as the third language.

II. ACADEMIC LANGUAGE PROGRAMS GOAL 1

Languages Other Than English (LOTE)

- The district offers Spanish LOTE classes across the district in middle and high schools as part of the LOTE graduation credit.
- In addition, select middle and high schools offer French, Mandarin Chinese, and Japanese, which may be selected as the LOTE graduation credit.

ACTION PLAN

- **Continue promoting English language acquisition while providing innovative language programs.**
- **Provide research-based support and training to all dual language/ESL/LOTE teachers to ensure high-quality instruction in learning environments that includes affective, linguistic, and cognitive development for academic achievement.**
- **Achieve measurable success by increasing the number of EBs who score at "Meets Grade Level" on STAAR/ EOC Reading/Language Arts exams.**
- **Increase the number of EBs who make progress on TELPAS annually.**

III. ENGAGE ME! TECHNOLOGY INITIATIVE AND ARTIFICIAL INTELLIGENCE

GOAL 1

Ysleta ISD provides a device for all students in pre-K through 12th grade. In addition:

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

ACTION PLAN

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

IV. EARLY CHILDHOOD EDUCATION

GOAL 1

Ysleta ISD offers half-day preschool for 3-year-old students and full-day pre-K for 4-year-old students. The Early Ed curriculum is aligned to state Pre-K Guidelines, which emphasize social-emotional development, emergent literacy, language communication, reading, writing, math, science, social studies, fine arts, physical development, and technology.

- All young learners thrive in the context of secure, caring, responsive, and stimulating relationships as they explore their world around them.
- Early language skills serve as foundational abilities that children develop to understand and use language. These skills, which form in infancy and grow rapidly during the preschool years, include oral language and vocabulary acquisition, and set the stage for reading/writing/communication success.
- Early Ed coaches revise curriculum, and facilitate Professional Learning Communities (PLCs) and lesson planning.
- Early Ed teachers receive ongoing professional development in researched best practices for strong, explicit instruction in reading, writing, math, and science.

ACTION PLAN

- **Focus on Literacy Framework, with emphasis on word study, reading, and writing.**
- **Teach and assess early numeracy skills in full-day pre-K.**
- **Utilize CIRCLE for pre-K students and a Developmental Observational Checklist for preschool students as a universal screener to diagnose areas of need and assist with small group instruction.**
- **Utilize Three Cheers and Frog Street Press as the core curriculum, as well as STEMscopes Early Explores for Science and Celebrate for Phonological Awareness for horizontal alignment among all campuses.**

V. SPECIAL EDUCATION

GOAL 1

Special Education (SPED) is dedicated to ensuring every student, regardless of ability, has access to a high-quality education that meets their unique needs. Our teachers, specialists, and support staff work in partnership with families to provide individualized instruction, accommodations, and services that promote academic growth, independence, and social-emotional well-being. Through collaboration, innovation, and a commitment to equity, we strive to create inclusive learning environments where all students can thrive and grow.

Special Education continuum of services

- Specialized Support - A model of support in which the student with disabilities is pulled out of the general education classroom to receive direct and modified instruction from a SPED teacher.
- Support Facilitation - A model for inclusive special education support in which two teachers provide instruction in a general education classroom.
- Specialized Support Behavior (SSB) - A specialized, self-contained program designed for students with significant social, emotional, and behavioral deficits.
- Specialized Support Alternative Behavior (SSAB) - A specialized, self-contained program designed for students who present with the most severe emotional disturbances.
- Specialized Support Structured Communication Inclusion (SSC-I) - An inclusive special education placement that is specifically designed for children on the autism spectrum.
- Specialized Support Structured Communication (SSC) - A highly structured, self-contained program designed to serve students with severe to profound communication delays, impaired social interaction skills, and behavioral concerns.
- Specialized Support Alternative 3 (SSALT 3) - Specifically designed for students with mild to moderate intellectual disabilities.
- Specialized Support Alternative 2 (SSALT 2) - Specifically designed for students with moderate to profound intellectual disabilities. Students in these programs exhibit significant deficits in communication, mobility, and self-care. They require intensive life skills training to foster independence, develop functional communication, and travel safely at school and in the community.
- Specialized Support Alternative 1 (SSALT 1) - Specifically designed for students with moderate to profound intellectual disabilities. Students in these programs exhibit significant deficits in communication, mobility, and self-care. They require intensive life skills training to foster independence, develop functional communication, and travel safely at school and in the community.
- Early Childhood Self Contained (ECSE 1) - A program designed for 3- and 4-year-olds. They are specialized, self-contained programs designed to serve students with moderate to profound development delays, impaired social interaction skills, and behavioral concerns.

V. SPECIAL EDUCATION

GOAL 1

- Early Childhood Self Contained (ECSE 2) - A program designed for 5- and 6-year-olds. They are specialized, self-contained programs designed to serve students with moderate to profound development delays, impaired social interaction skills, and behavioral concerns.
- Early Childhood Self Contained (ECSE SSB) - A specialized, self-contained program designed for students ages 3 to 6 with significant social, emotional, and behavioral deficits.
- Early Childhood Self Contained (ECSE SSC) - A highly structured, self-contained program designed to serve students ages 3 to 6 with severe to profound communication delays, impaired social interaction skills, and behavioral concerns.
- Early Childhood Self Contained (ECSE SSALT 1) - Specifically designed for students with severe to profound multiple disabilities who are medically fragile. Students in this program exhibit profound delays in cognitive development, communication, and mobility.
- Pre-School Collaborative - A half-day program for 3-year-olds using a co-teach model in which the general education classroom is staffed with a full-time SPED teacher and a full-time general education teacher.
- Pre-Kinder Collaborative - A program for 4-year-olds using a co-teach model in which the general education classroom is staffed with a full-time SPED teacher and a full-time general education teacher.
- Kinder Collaborative - Kindergarten classroom using a co-teach model in which the general education classroom is staffed with a full-time SPED teacher and a full-time general education teacher.
- Early Auditory Resources for Speech (EARS) - This program works in conjunction with a Collaborative placement and is designed to provide early intervention through intense therapy in a language-rich environment paired with early amplification for students who are deaf or hard of hearing.

ACTION PLAN

- **Work with Special Education teachers and staff to strengthen compliance and documentation of services for students.**
- **Provide ongoing support to Special Education teachers to enhance instructional quality and student outcomes.**
- **Provide professional development and training to strengthen collaboration and communication amongst Special Education teachers.**
- **Monitor Special Education services to determine areas of improvement and make necessary adjustments for improvement.**

VI. BEST READING/WRITING PRACTICES GOAL 1

Our Reading Language Arts (RLA) curriculum emphasizes the interconnected nature of listening, speaking, reading, writing, and thinking. Reading and writing skills must be integrated and consistently taught throughout all grades. This approach ensures students develop a deep understanding of reading and writing, empowering them to become critical thinkers and effective communicators in every subject. Campuses use several resources for writing instruction to build effective composition, grammar, and conventions skills. Extra support is given to Emergent Bilingual students and Special Education students to ensure and promote their continued linguistic/cognitive development.

Elementary Schools

- Implement Writing Workshop and integrate the writing process.
- Continue Texas Reading Academies to ensure teachers continue learning about the science of reading.
- Revise curriculum and provide training to instructional coaches/teachers to build capacity for best RLA practices.
- Ensure Research-Based Instructional Strategies (RBIS) are present in RLA instruction, such as:
    - Use of grade-level complex text and its academic language;
    - Building knowledge and vocabulary through content area texts;
    - Text-based responses grounded in evidence from literary and informational texts;
    - Explicit, systematic instruction with literacy foundational skills through the science of teaching reading as acquired through the Texas Reading Academies.

Middle Schools

- Conduct ongoing training by instructional specialists on the Literacy Framework.
- Pre-K–8 instructional specialists refine curriculum and facilitate professional development, building the capacity of instructional coaches and teachers to sustain effective practices.
- Implement evidence-based reading and writing practices; plan units and lessons using a backward design model; evaluate and create assessments; and apply a conceptual understanding of literacy informed by multiple best-practice frameworks.
- Ensure consistent scoring and feedback through ongoing calibration and rubric alignment.

VI. BEST READING/WRITING PRACTICES GOAL 1

High Schools

- Implement a vertically aligned writing initiative that supports End of Course exams (EOC) and postsecondary readiness.
- Prioritize evidence-based, text-based writing tasks aligned to EOC and embed writing throughout the curriculum.
- Ensure consistent scoring and feedback through ongoing calibration and rubric alignment.
- Provide continuous professional development focused on writing strategies, comprehension, TSIA readiness, and exemplar analysis.

ACTION PLAN

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

VII. BEST MATHEMATICS PRACTICES

GOAL 1

Our curriculum outlines state standards in math, Algebra I, Algebra II, Geometry, and Pre-Calculus. Math assessments are conducted in grades 3-8, while an EOC exam in Algebra I is required for graduation. Pre-K-8 Instructional Specialists revise curriculum and provide professional development for campus instructional coaches and teachers to build capacity for best practices.

- Campuses with students in pre-K through 8th grade utilize a TEKS-based curriculum that integrates the CPA (Concrete, Pictorial, and Abstract) approach, problem-solving, rigorous instruction, critical thinking, and targeted intervention lessons.
- Grades 9-12 math instructional specialist works with teachers through District Professional Learning Communities (DPLCs) to foster collaboration among teachers and instructional coaches to:
    - Improve teaching practices by discussing and reflecting on teaching strategies, learning from each other's experiences and exploring new pedagogical approaches.
    - Enhance student learning by identifying areas where students struggle, developing targeted interventions, and assessing the impact of their efforts on student learning.
    - Promote collaboration to share resources, support each other, and build a strong sense of community within the district.
    - Drive data-informed decisions to understand student needs, track progress, and make informed decisions about instruction and interventions.
    - Foster continuous improvement by constantly seeking ways to refine practices and enhance student outcomes.

VII. BEST MATHEMATICS PRACTICES

GOAL 1

ACTION PLAN

Schools with pre-K through 8th grade will continue to use highly effective strategies to engage students (manipulatives to build knowledge of math concepts and make connections to process standards).

- **K-12 mathematics will use a wide variety of high-quality instructional resources to teach mathematical concepts.**
- **Pre-K-8 teachers will address mathematical numeracy during their Tier 1 instructional block with an emphasis on fact fluency.**
- **District personnel and leadership will evaluate effective data-based math practices, and document progress to determine academic growth of all students.**
- **Universal math screener will identify Pre-K-8 students who need extra support and interventions.**
- **High school campuses will address math standards for each grade level and/or course.**
- **Lead4ward field guides will help teachers and Professional Learning Teams (PLTs) plan meaningful instruction that focuses on what students need to know, how that translates to instruction and assessment, common errors and misconceptions, key academic vocabulary, and how standards build over time.**
- **IXL is a supplemental resource that provides practice and reinforcement in high school math core content and can be implemented at different times during lesson delivery. IXL also provides TEKS, EOC, SAT, and TSI skill plans for personalized learning.**
- **Texas Curriculum Management Program Cooperative (TCMPC) will be used as a resource to:**
  - **Provide teachers, instructional coaches, and administrators with vertical alignment documents, lesson-planning tools, and assessment resources.**
  - **Aid in alignment of high school curriculum, resources, and assessments with the TEKS to improve student performance.**
- **IXL provides Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) features to determine student growth throughout the school year.**

VIII. BEST SCIENCE PRACTICES

GOAL 1

Our curriculum outlines state standards in grades K-8 science, biology, chemistry, IPC, and physics. Science assessments are conducted in grades 5 and 8, and an End of Course (EOC) exam in Biology is required for graduation.

- Pre-K-8 Instructional Specialists revise curriculum and provide professional development for campus instructional coaches and teachers to build capacity for best practices.
- Campuses with students in pre-K through 8th grade use the TEKS-based STEMscopes, which integrates hands-on scientific investigations, rigorous instruction, critical thinking, and intervention lessons.
- Grades 9-12 science instructional specialist works with teachers through District Professional Learning Communities (DPLCs) to foster collaboration among teachers and instructional coaches to:
    - Improve teaching practices by discussing and reflecting on teaching strategies, learning from each other's experiences and exploring new pedagogical approaches.
    - Enhance student learning by identifying areas where students struggle, developing targeted interventions, and assessing the impact of their efforts on student learning.
    - Promote collaboration to share resources, support each other, and build a strong sense of community within the district.
    - Drive data-informed decisions to understand student needs, track progress, and make informed decisions about instruction and interventions.
    - Foster continuous improvement by constantly seeking ways to refine practices and enhance student outcomes.

VIII. BEST SCIENCE PRACTICES

GOAL 1

ACTION PLAN

- STEMscopes will be the primary science resource for pre-K through 8th grade to build consistency and alignment for all elementary and middle schools.
- Schools will continue enhancing STEMscopes as a resource with engaging effective strategies and scientific engineering practices.
- High schools will address science standards for each grade level and/or course.
- Lead4ward field guides help teachers and PLTs plan meaningful instruction that focuses on what students need to know, how that translates to instruction and assessment, common errors and misconceptions, key academic vocabulary, and how standards build over time.
- TCMPC will be used as a resource to:
    - Provide teachers, instructional coaches, and administrators with vertical alignment documents, lesson-planning tools, and assessment resources.
    - Aid in alignment of high school curriculum, resources, and assessments with the TEKS to improve student performance.
- New textbook adoption for Biology, Chemistry, Physics, Environmental Systems, and Astronomy for seven years, which began in the 2024-2025 school year.
- Use data to drive instruction and intervention.

IX. BEST SOCIAL STUDIES PRACTICES

GOAL 1

Our curriculum outlines the state standards in Social Studies, which include World Geography, World History, U.S. History, U.S. Government, and Personal Financial Literacy. State assessments in Social Studies are conducted in eighth grade through the STAAR U.S. History exam, which covers Colonization to Reconstruction. In addition, an End of Course (EOC) exam in U.S. History since 1877 is required for graduation. Students are expected to apply critical-thinking skills to organize and use information acquired through established research methodologies from a variety of quality sources, while also practicing problem-solving and decision-making to address real-world issues.

- Campuses use an interdisciplinary approach to teach Social Studies that integrates reading, writing, and multicultural components.
- K-8 schools conduct Performance-Based Assessments throughout the year.
- K-12 Social Studies instructional specialists work collaboratively with campus instructional coaches and teachers to build the foundation of historical literacy through vertical alignment, academic vocabulary, and processing skills. In District Professional Learning Teams (DPLTs) and Communities (DPLCs), they further support instructional growth by sharing best practices from quality sources, learning from one another's experiences, and exploring new research-based approaches to improve teaching and learning.

High School Social Studies

- Focus on informational text, annotation, reading comprehension, and structured writing with RA-RA (Restate question & Answer both parts of the question).
- Grades 9-12 vertical alignment strengthened via process skills, academic vocabulary, and best practices.
- Share informational texts with RLA to support interdisciplinary reading comprehension and writing skills.

ACTION PLAN

- **Continued commitment to enhanced social studies opportunities for student engagement and learning in grades K-12.**
- **Improve student learning by continuously identifying areas of need.**
- **Implement targeted interventions and evaluate their impact.**
- **Encourage team to share resources, support one another, and build a strong districtwide community.**
- **Use data-driven decisions to assess needs, track progress, and guide instruction.**
- **Promote continuous improvement by applying research-based practices to enhance processes and student outcomes.**

X. SOCIAL EMOTIONAL LEARNING

GOAL 1

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

- District administrators, counselors, instructional specialists, and teachers receive training to increase understanding of the Collaborative for Academic Social and Emotional Learning (CASEL) framework and SEL fundamentals.
- Instruction is aligned with the CASEL framework to provide skills within the five SEL core competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.
- Research- and evidence-based SEL explicit curriculum is utilized from pre-K through high school.

ACTION PLAN

- **Continue training and aligning resources for campus SEL teams to address areas of need.**
- **Districtwide SEL-explicit curriculum will continue to be implemented from pre-K through high school, addressing the five core competencies.**
- **Data will be utilized to assist campus faculty with identifying areas of strength/need.**
- **Data will support campus stakeholders in providing student intervention aligned with specific SEL indicators.**
- **Ongoing training will be provided to stakeholders to continue educating the "whole child."**
- **The effectiveness of the SEL curriculum will be showcased through data that relates to academics, behavior, and attendance.**



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STRATEGIC ACTION PLAN

XI. COLLEGE CAREER AND MILITARY READINESS

XI. COLLEGE, CAREER, AND MILITARY READINESS GOAL 1

In Texas, CCMR stands for College, Career, and Military Readiness. It's a set of indicators used to measure a student's preparedness for success after high school, whether they choose to pursue higher education, enter the workforce, or join the military. These indicators are crucial for school accountability ratings in Texas.

Advanced Placement Program (AP)

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

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

ACTION PLAN

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

XI. COLLEGE, CAREER, AND MILITARY READINESS GOAL 1

Dual Credit/Dual Enrollment Programs

Dual Credit and Dual Enrollment courses are offered at each high school to provide opportunities for students to earn college credit while in high school. Dual Credit courses are offered in high schools through accredited institutions of higher education; they are taught by teachers credentialed through a college and/or university and use a college syllabus, and count toward high school graduation, with grades being averaged into the high school grade-point average (GPA).

- Early Colleges/P-TECH Academy: Students may choose from among four early colleges, where they may earn an associate degree from El Paso Community College (EPCC) by the time they graduate high school. The district also offers a Pathways to Technology (P-TECH) Academy that allows students to earn college credits and certifications toward an architecture profession.
    - Three campuses – Hanks High School, Parkland High School, and Ysleta High School – offer a school-within-a-school model for early college, where students can participate in high-school extracurricular activities while taking advantage of early college classes.
    - Valle Verde Early College High School is located on an EPCC campus where students take classes daily at both their campus and the college.
    - The Architectural Drafting and Design P-TECH program is housed at the Career and Technical Center and accepts students from all campuses. Students graduate with 24 dual credit hours, earning a Level 1 Certificate in CAD-Construction Specialization from EPCC as well as an industry-based certification in Autodesk in AutoCAD, REVIT, and Fusion.
- Dual Enrollment courses
    - Dual enrollment courses are taught by high-school teachers in conjunction with professors at the University of Texas at Austin.
    - Students earn high school credit and have the option to accept the college credit once it is earned.

ACTION PLAN

- **We will continue providing free college courses for students either online, in person, and/or at the EPCC Campus;**
- **We will continue increasing the number of teachers who are able to offer On Ramps courses.**
- **On-Ramps courses will continue to be offered to any high school student as appropriate.**

XI. COLLEGE, CAREER, AND MILITARY READINESS GOAL 1

Career and Technical Education (CTE)

Through a variety of highly specialized courses, students may earn industry certifications that are aligned with the needs of the workforce and increase job prospects, marketability, and opportunities for postsecondary education. Students must now meet the CTE completer requirement by successfully finishing three or more high school CTE courses (totaling at least four credits) within the same program of study, including at least one Level 3 or Level 4 course. Under the state's new A-F accountability system, CTE student certifications may account for 40% of the CCMR indicator.

- Students may earn industry certifications/college credit through CTE Department programs and courses, which are aligned to industry certifications and business standards.
- High-school students are encouraged to focus elective credits on robust, career-aligned learning pathways.
- The Career and Technical Center provides students with specialized training in programs such as Culinary Arts, Cosmetology, Welding, Electrical, Automotive, Real Estate, Video Game Design, Teacher Preparation, Diesel Technology, Repair and Collision, and Architecture and Design. By offering hands-on experience and the opportunity to earn industry-recognized certifications, the Career Center equips students with a competitive advantage as they prepare for college and the workforce. These programs allow students to develop real-world skills using state-of-the-art equipment, setting them on a path toward future career success.
- The Bel Air High School Center for Health Professions provides students with hands-on training in programs such as Veterinary Technology, EMT, Dental Assistant, Pharmacy Technician, Patient Care Technician, Nursing Science, and Medical Billing and Coding. Students may also earn industry-based certifications in areas like Phlebotomy, EKG, CNA, Pharmacy Technician, TVMA, RDA, and Veterinary Assistant. Through work-based learning at clinicals, students gain real-world experience in healthcare settings, giving them the skills and competitive advantage to succeed in college and future medical careers.

XI. COLLEGE, CAREER, AND MILITARY READINESS GOAL 1

- The Architectural Drafting and Design P-TECH program is housed at the Career and Technical Center and accepts students from all campuses. P-TECH students spend a half-day at their home campus, and a half-day at the Career and Technical Center. Students graduate with 24 dual credit hours, earning a Level 1 Certificate in CAD-Construction Specialization from EPCC as well as an industry-based certification in Autodesk in AutoCAD, REVIT, and Fusion.
- CTE instructors and administrators ensure students are prepared for the workforce and/or have the necessary skills to pursue postsecondary/career preparation programs.

ACTION PLAN

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

U.S. Army Junior Reserve Officers' Training Program (JROTC)

JROTC provides a student-centered curriculum that focuses on character-building, responsibility, and inspiring a lifetime of commitment and service to our nation. Participating JROTC students also have the opportunity to compete in co-curricular activities at the local, state, and national level. These activities include leadership and academic bowl, air rifle team, raider team, physical fitness team, color guard, orienteering, drill team, archery team, and the national essay contest. Additionally, students have the opportunity to participate in an overnight leadership summer camp.

- The JROTC mission is to motivate young people to be better citizens.
- The JROTC goal is to promote lifelong learning, communication, responsibility for actions and choices, good citizenship, community service, respectful treatment of others, and critical-thinking techniques.
- JROTC courses include leadership, civics, geography & global awareness, physical fitness, language arts, life skills, and U.S. history. Students undergo a rigorous triennial Program of Accreditation inspection to validate the curriculum.
- JROTC students have the opportunity to build positive relationships in schools and communities through the Junior Achievement program, veterans' organizations, House Bill 5 initiatives and the senior ROTC program at the University of Texas at El Paso. These partnerships increase awareness and recruiting of the JROTC program.
- Students who participate in JROTC two or more years normally exceed high school graduation rates and achieve well over 100 hours of community service.
- Students in grades 10-12 are provided an annual opportunity to participate in the Armed Services Vocation Aptitude Battery (ASVAB) to assess verbal, math, science, and technical skills that determine enlistment eligibility and suitable paths for those interested in a military career. JROTC students who pass this test have the opportunity to enlist in the U.S. Armed Forces at an increased rank due to their JROTC experience.

ACTION PLAN

- Maintain enrollment of at least 100 students in each high school JROTC Program.
- Achieve Honor Unit with Distinction rating in every high school for the triennial JROTC Program of Accreditation Inspection.
- Sustain JROTC students' excellence in academics and community service by exceeding high-school graduation rates and performing at least 300 hours of community service.
- Prepare senior students for postsecondary leadership opportunities such as enlistment in the Armed Forces, the ROTC program at college/university, or civic service.
- Administer the Armed Services Vocation Aptitude Battery (ASVAB) in every high school; ensure students have the opportunity to receive the comprehensive Career Exploration Program to search for careers that align with their strengths and interests.
- Coach, teach, and mentor JROTC students to compete in co-curricular activities at the local, state, and national levels.
- Integrate and secure additional funding for JROTC, as the program is now recognized as an approved Career and Technical Education (CTE) course for high-school credit.

XII. STATE AND FEDERAL ACCOUNTABILITY

GOAL 1

The district will meet or exceed state and federal requirements for accountability and continue its focus on ensuring positive student outcomes in all aspects of their education.



OUR **FUTURE** GOAL 1

HOW WILL WE KNOW WE HAVE ACCOMPLISHED BOARD GOAL 1?

We will continue to utilize a district Scorecard, which outlines measurable targets reviewed annually to monitor student academic growth, achievement, and postsecondary readiness under Board Goal 1. Vision 2030 sets higher expectations by advancing student performance on state assessments from "Approaches Grade Level" to the more rigorous "Meets Grade Level" and "Masters Grade Level." In addition, we will strengthen postsecondary readiness at all high schools through expanded career pathways, PSAT/SAT exams, TSIA preparation, Dual Credit, OnRamps courses, Early College High Schools, and Advanced Placement opportunities.

Academic Targets		**Indicator**	**2025 Baseline**	**2030 Target**
1.1	The district and all campuses will be rated C or better (if applicable) in state accountability.	Campuses and District	Y	Y
1.2a 1.2b	Nine in ten Pre-K students will be identified ready for reading and math as measured by the EOY CIRCLE assessment composite score.	Reading Math	89% 95%	90% 90%
1.3	One in two Kinder through 2nd grade students will be ready for reading by achieving no less than Level 4 in the EOY Istation assessment.	Reading	44%	50%
1.4	One in four Kinder through 2nd grade students will be ready for math by achieving On Grade Level or better in the EOY iReady assessment.	Math	58%	25%
1.5a 1.5b	Two in three 3rd grade students will be rated Meets Grade Level on STAAR.	Reading Math	54% 50%	66% 66%
1.6a 1.6b	Two in three students will achieve growth as measured on STAAR/EOC.	RLA Math	66% 64%	66% 66%
1.7a 1.7b 1.7c 1.7d	One in two students will be rated Meets Grade Level on STAAR/EOC exams.	RLA Math Science Social Studies	53% 51% 50% 51%	50% 50% 50% 50%

OUR **FUTURE** GOAL 1

Academic Targets		Indicator	2025 Baseline	2030 Target
1.8a	One in three EB students will be rated Meets Grade Level on STAAR/EOC exams.	RLA	29%	33%
1.8b		Math	39%	33%
1.8c		Science	31%	33%
1.8d		Social Studies	27%	33%
1.9a	One in four SPED students will be rated Meets Grade Level on STAAR/EOC exams.	RLA	27%	25%
1.9b		Math	27%	25%
1.9c		Science	23%	25%
1.9d		Social Studies	28%	25%
1.10a	Nine in ten students will graduate from high school in four, five, or six years.	4-Year	90.0%	90.0%
1.10b		5-Year	92.0%	90.0%
1.10c		6-Year	92.2%	90.0%
1.11	Maintain an A rating on the percent of graduates who are considered college, career, or military ready as defined by state accountability.	Graduates	92.2%	88.0%
1.12	Eight in ten graduates will be considered college ready as defined by state accountability.	Graduates	79.3%	80.0%
1.13	Six in ten graduates will be considered career ready as defined by state accountability.	Graduates	56.8%	60.0%
1.14	One in six SPED students will earn an advanced degree plan upon graduation.	Graduates	11.9%	15.0%
1.15	One in three graduates will be considered college ready in both reading and math through the TSI-A or the SAT assessments.	Graduates	28.6%	33.0%
1.16	One in two early college high school graduates will earn a postsecondary degree.	Graduates	56.9%	50.0%
1.17	One in three graduates will have earned college credits while in high school.	Graduates	40.9%	33%
1.18	Six in ten graduates will have earned an industry-based certification and complete a program of study while in high school.	Graduates	50.6%	60%
1.19	One in ten SPED graduates will be considered college ready in both reading and math through the TSI-A or the SAT assessments.	Graduates	2.0%	10%

OUR **PEOPLE**

GOAL 2



OUR **PEOPLE** GOAL 2

HOW DO WE ACCOMPLISH BOARD GOAL 2?

We will continue Ysleta ISD's commitment to employee excellence by focusing on 8 essential areas:

ESSENTIAL AREAS FOR SUCCESS

I. Stakeholder Engagement
II. Parent Engagement
III. Student Involvement
IV. Employee Engagement
V. Support Services Satisfaction
VI. Student Feedback
VII. Teacher Compensation
VIII. Educator Retention

I. STAKEHOLDER ENGAGEMENT

GOAL 2

By 2030, increase stakeholder engagement across key communication channels by 20%, as measured by analytics such as social media reach and engagement, email open/click rates, website traffic, and survey feedback, while ensuring at least one major promotional campaign is executed each quarter highlighting district achievements and student success.

ACTION PLAN

- **Launch quarterly promotional campaigns highlighting student achievements and district initiatives.**
- **Track and analyze engagement metrics across social media, email, website, and surveys.**
- **Adjust content and outreach strategies quarterly based on analytics and stakeholder feedback.**

II. PARENT ENGAGEMENT

GOAL 2

Increase parent engagement by hosting at least four academic workshops annually (virtual or in-person), achieving a 2% annual increase in parent attendance, with 2025 serving as the baseline year.

ACTION PLAN

- **Schedule at least four academic workshops each year (virtual or in-person).**
- **Promote workshops through multiple channels: email, social media, website, and school newsletters.**
- **Track attendance and survey parents for feedback after each session.**
- **Implement strategies to increase attendance by at least 2% annually.**

III. STUDENT INVOLVEMENT

GOAL 2

Increase and maintain student involvement in extracurricular activities at the secondary level; including sports, fine arts, UIL, clubs, and volunteer opportunities by achieving and sustaining a minimum of 50% participation, with a 2% annual increase based on participation data from the 2025 baseline year.

ACTION PLAN

- **Maintain an updated roster of extracurricular activities at each secondary campus.**
- **Launch campaigns to promote participation in sports, fine arts, UIL, clubs, and volunteer opportunities.**
- **Monitor participation rates each semester and provide incentives or recognition programs.**
- **Set annual participation targets with a 2% growth goal until reaching 50% minimum.**

IV. EMPLOYEE ENGAGEMENT

GOAL 2

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

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

ACTION PLAN

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

V. DISTRICT SUPPORT SERVICES SURVEY GOAL 2

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

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

ACTION PLAN

- **Increase or maintain a score of 4.0 out of a possible 5.0 in satisfaction with District Support Services to campuses as measured by the District Support Services Survey.**

VI. STUDENT FEEDBACK GOAL 2

Administer an end-of-year student survey for grades 6-12 to assess strengths and areas for growth in academic and social supports, aiming for a favorability score of 4.0 or higher on a 5-point scale, with 2025 serving as the baseline year for future comparisons.

ACTION PLAN

- **Administer an end-of-year survey for grades 6–12 focused on academic and social supports.**
- **Analyze survey data to identify strengths and areas for growth.**
- **Share findings with campuses and leadership teams for action planning.**
- **Track favorability scores and aim for 4.0/5.0 or higher each year.**

VII. TEACHER COMPENSATION

GOAL 2

Entry-level teacher salary and benefits will remain among the top-five highest of Region 19 districts.

ACTION PLAN

- **Conduct an annual review of entry-level teacher salaries and benefits across Region 19.**
- **Adjust compensation and benefits to remain among the top five districts.**
- **Communicate salary and benefit packages to current and prospective staff.**
- **Evaluate competitiveness annually to attract and retain quality educators.**

VIII. EDUCATOR RETENTION

GOAL 2

By 2030, achieve and maintain an 85% annual retention rate of high-quality educators, supported by increased employee satisfaction on the annual staff survey.

ACTION PLAN

- **Monitor annual staff retention rates and identify trends by campus and department.**
- **Provide professional growth opportunities, mentorship programs, and recognition initiatives.**
- **Use employee survey feedback to improve job satisfaction and workplace culture.**
- **Aim to achieve and maintain an 85% retention rate for high-quality educators by 2030.**

HOW WILL WE KNOW WE HAVE ACCOMPLISHED BOARD GOAL 2?

We will use the district's Scorecard, which outlines 8 measurable targets reviewed every year to determine stakeholder satisfaction under Board Goal 2.

Human Capital Management Targets		Indicator	2025 Baseline	2030 Target
2.1a	Increase stakeholder engagement across key communication channels as measured by analytics such a social media reach and engagement, email open/click rates, website traffic, and survey response rates.	Engagement Score	TBD	Baseline + 20%
2.1b	Execute one major promotional campaign each quarter highlighting district achievements and student success.	Campaigns	TBD	4
2.2a	Host academic workshops for parents.	Workshops	TBD	4
2.2b	Increase parent attendance to academic workshops.	Attendance	TBD	Baseline + 2%
2.3	Half of secondary students will be involved in extracurricular activities to include sports, fine arts, UIL, clubs, and volunteer opportunities.	Participation	TBD	Baseline + 2% or 50%
2.4	Receive a score of 4.0 or better out of a possible 5.0 in satisfaction in the Employee Engagement Survey.	Score	4.17	4.00
2.5	Receive a score of 4.0 or better out of a possible 5.0 in satisfaction in the District Support Services Survey.	Score	TBD	4.00
2.6	Receive a score of 4.0 or better out of a possible 5.0 academic and social supports as measured by the EOY student survey.	Score	TBD	4.0
2.7	Entry level teacher salary and benefits will remain in among the top five highest of Region 19 districts.	District	TBD	y
2.8	Maintain at least an 85% retention rate of high-quality educators.	Retention	TBD	85%

2030

STRATEGIC ACTION PLAN

OUR **INVESTMENT**

GOAL 3



OUR **INVESTMENT** GOAL 3

HOW DO WE ACCOMPLISH BOARD GOAL 3?

Ysleta ISD will continue to responsibly manage financial resources and ensure safe and secure learning environments by focusing on 3 key areas of priority:

ESSENTIAL AREAS FOR SUCCESS

I. Fiscal Fidelity

II. FIRST Rating

III. Safety and Security

I. FISCAL FIDELITY GOAL 3

Execute the Fiscal Stabilization Plan with fidelity.

ACTION PLAN

- **Annually monitor and manage expenditures to ensure spending remains below the adopted budget, supported by audited financial statements.**

II. FIRST RATING GOAL 3

Achieve a FIRST Rating of Standard Achievement or Higher by 2030.

ACTION PLAN

- **Implement financial policies and practices that align with FIRST standards to achieve a rating of Standard Achievement or higher by 2030.**

III. SAFETY AND SECURITY GOAL 3

Create secure and supportive environments where students and staff feel safe and equipped to navigate academic, social, and personal challenges. Use the District and Campus Emergency Operations Plans (EOP) to ensure compliance with safety objectives set by Texas School Safety Center (TxSSC).

ACTION PLAN

- **Develop and maintain multi-hazard Emergency Operations Plans for the district and each campus in compliance with the TxSSC requirements.**
- **Each year, meet the minimum updated standards established by TxSSC.**

HOW WILL WE KNOW WE ACCOMPLISHED BOARD GOAL 3?

We will continue to utilize the district's Scorecard, which outlines measurable targets reviewed annually to monitor and manage financial resources and ensure safe and secure learning environments.

Finance Targets		**Indicator**	**2025 Baseline**	**2030 Target**
3.1	Spend less than the adopted budget.	District	TBD	Y
3.2	Earn a FIRST rating of Standard Achievement or higher by 2030.	District	TBD	Y

Safety Target		**Indicator**	**2025 Baseline**	**2030 Target**
3.3	Seven in ten campuses will have no findings from the Intruder Detection Audit.	Campus	TDB	70%

2030

STRATEGIC ACTION PLAN

EXCELLENCE BY DESIGN

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