

El Paso Independent School District

Douglass Elementary School

2023-2024 Goals/Performance Objectives/Strategies

Accountability Rating: F



Mission Statement

Empowering young minds and fostering a welcoming environment that celebrates diverse cultures, all while promoting academic success.

Vision

Cultivating bilingual leaders, embracing diversity, and strengthening our community.

Value Statement

Our goal is to create a safe and inclusive environment that encourages learning and growth for the Douglass Community.

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Goals

Goal 1: WHOLE CHILD DEVELOPMENT Douglass Elementary School foster learning environments for the whole child to thrive.

Performance Objective 1: By June 2024, Douglass Elementary School will create a culture where each student is supported by caring adults as measured by an employee, student, and parent culture climate survey.

Evaluation Data Sources: CK-12 Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers will use the 2x10 strategy to reinforce positive behaviors in students. Positive Behavior Intervention and Support (PBIS) and Social Emotional Learning (SEL) will be implemented through various methods such as WIN, growth celebrations, morning announcements, monthly recognition, honor roll, and attendance lunches. Strategy's Expected Result/Impact: Create a culture of support for all students. Staff Responsible for Monitoring: Assistant Principal, Counselor, PBIS Committee Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1				
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Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Implement meaningful, engaging practices that develop students' ability to manage and own their behavior. Root Cause: Student discipline referrals have not decreased.

Goal 1: WHOLE CHILD DEVELOPMENT Douglass Elementary School foster learning environments for the whole child to thrive.

Performance Objective 2: By June 2024, Douglass Elementary School will increase PK-5th grade student participation in UIL, extra-curricular, co-curricular activities at all levels from 50 to 75 students.

Evaluation Data Sources: Survey results, sign-in sheets, rosters

Strategy 1 Details	Reviews			
Strategy 1: Implement after-school activities for 4th and 5th-grade students. Offer extracurricular options: intramural program, robotics, archery, chess, field trips, UIL, and Fine Arts. Strategy's Expected Result/Impact: Increase in student participation in after-school programs Staff Responsible for Monitoring: Club Sponsors, Intramural Coordinator, Administration Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 Funding Sources: Transportation to and from field trip - 185 SCE (District) - 185.11.6494.114.30.000.114 - \$1,000, Field trip admissions - 185 SCE (District) - 185.11.6499.114.30.000.114 - \$4,000	Formative			Summative
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Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Implement meaningful, engaging practices that develop students' ability to manage and own their behavior. Root Cause: Student discipline referrals have not decreased.

Goal 1: WHOLE CHILD DEVELOPMENT Douglass Elementary School foster learning environments for the whole child to thrive.

Performance Objective 3: By June 2024, Douglass Elementary School will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing and maintaining the number of meaningful community and youth-based organizations in formal partnerships with the district.

Evaluation Data Sources: District Tracking Tool

Strategy 1 Details		Reviews			
Strategy 1: Douglass will collaborate with current community partnerships with Junior Achievement, Aliviane, Ozzy Anti-bullying Program with El Paso Locomotive, and Community Schools Program through EPISD to increase and enhance student learning opportunities. Strategy's Expected Result/Impact: Strong partnerships will help provide opportunities for students such an anti-bullying program and student incentives. Staff Responsible for Monitoring: Counselor and Administration Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1		Formative			Summative
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Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Implement meaningful, engaging practices that develop students' ability to manage and own their behavior. Root Cause: Student discipline referrals have not decreased.

Goal 1: WHOLE CHILD DEVELOPMENT Douglass Elementary School foster learning environments for the whole child to thrive.

Performance Objective 4: By June 2024, Douglass Elementary School will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team PBIS/SEL fidelity walkthrough data meets all established percentages for schoolwide behavior expectations, classroom procedures and instruction, and student and staff awareness.

Evaluation Data Sources: District Developed Tracking Rubric

Strategy 1 Details	Reviews			
Strategy 1: Douglass will create a strong Campus Culture and Climate/PBIS/SEL team which will meet at least once a month to discuss focus areas for PBIS, review current progress, and create incentives for students. Strategy's Expected Result/Impact: The CCCT PBIS/SEL team will help create campus-wide expectations and increase PBIS/ SEL awareness and PBIS implementation at every grade level. Staff Responsible for Monitoring: CCCT PBIS/SEL Team Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide a campus management plan and set up communication with parents in a manner that can be documented. Strategy's Expected Result/Impact: We will ensure that teachers have a strong campus management plan and increase parental involvement. Staff Responsible for Monitoring: Teachers and admin Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 1: Implement meaningful, engaging practices that develop students' ability to manage and own their behavior. **Root Cause:** Student discipline referrals have not decreased.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 1: By June 2024, Douglass will implement a guaranteed and viable student-centered District curriculum as measured by the Principal and academic support team dual language fidelity walkthrough data meeting all established percentages for instructional model, classroom environment and instruction, and language acquisition. **Root Cause:** Teachers need more guidance and support from the admin and academic support team to implement the curriculum in the dual-language program.

Goal 1: WHOLE CHILD DEVELOPMENT Douglass Elementary School foster learning environments for the whole child to thrive.

Performance Objective 5: By June 2024, Douglass Elementary School will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by the Reduction of all ISS, OSS, and Disciplinary Removal for all student groups from 7% to 5% and reduce the overall number of disciplinary removals.

Evaluation Data Sources: OnPoint Discipline Action Summary Report, Discipline 6 weeks audits

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be trained on how to use the Panorama strategies and ABC strategies to help students learn to manage their own behavior. Strategy's Expected Result/Impact: Using these research-based strategies students will be provided the tools they need to manage their own behavior to progress without the need for papers or reminders. Staff Responsible for Monitoring: Admin, Counselor, Teachers, and CTCs Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Prioritized Needs: L1 Whole Child (Culture & Climate) 1	Formative			Summative
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Performance Objective 5 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: Implement meaningful, engaging practices that develop students' ability to manage and own their behavior. Root Cause: Student discipline referrals have not decreased.

Goal 2: ACADEMIC EXCELLENCE Douglass Elementary School empowers all learners to excel in current and future pursuits.

Performance Objective 1: By June 2024, Douglass Elementary will implement a guaranteed and viable student-centered curriculum, provided by the district. This will be measured by the Principal and academic support team, curriculum fidelity walkthroughs, PLCs, and data meetings, with established percentages for rigor, instructional model, and scope and sequence for reading, language arts, math, science, and social studies to be implemented in all classrooms.

HB3 Goal

Evaluation Data Sources: Walk-throughs by the administration, lesson studies, learning walks by campus teaching coaches and the academic support team, curriculum fidelity walkthroughs, PLCs and data meetings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Instruction will be driven by data gathered from unit assessments, exit tickets, diagnostics, BOY, MOY, EOY, MAPS, Interims, 9-weeks, iReady and will be disseminated during Data Dive meetings.</p> <p>Strategy's Expected Result/Impact: Using and monitoring assessment results from various sources ensures that instruction is data-driven, student-centered, and responsive to individual needs. Educators will make evidence-based decisions, implement targeted interventions, and continuously improve instructional practices.</p> <p>Staff Responsible for Monitoring: Administration , ILT, and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 1</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Student artifacts of assessments will be collected after every assessment to provide feedback to students and teachers on assessment and instructional strategies.</p> <p>Strategy's Expected Result/Impact: The students show their work and demonstrate their thought process which will allow teachers to identify and target where students need specific support in their learning.</p> <p>Staff Responsible for Monitoring: Teachers, CTCs, Interventionists, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Student artifacts of daily work focusing on TEKS will be collected to provide feedback to students and teachers on instructional strategies.</p> <p>Strategy's Expected Result/Impact: The students show their work and their thought processes, allowing teachers to identify and target where students need specific support in their learning.</p> <p>Staff Responsible for Monitoring: Teachers, CTCs, Interventionist, Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Prioritized Needs: L2 Academic Excellence (Student Achievement) 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: The CTCs will create a calendar to collect student artifacts and assessments to support content mastery, pacing, sequence, and mastering of standards. Strategy's Expected Result/Impact: Identify student growth and provide interventions where needed. Teachers will be provided with support in areas needed through coaching. Staff Responsible for Monitoring: CTCs and Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June

0%

No Progress

100%

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Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
Prioritized Need 1: By June 2024, Douglass will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 34% to 42 %. Root Cause: Teachers need more guidance and support from the admin and academic support team to increase student achievement.





Goal 2: ACADEMIC EXCELLENCE Douglass Elementary School empowers all learners to excel in current and future pursuits.

Performance Objective 2: By June 2024, Douglass will implement a guaranteed and viable student-centered District curriculum as measured by the Principal and academic support team dual language fidelity walkthrough data meeting all established percentages for instructional model, classroom environment and instruction, and language acquisition.

HB3 Goal

Evaluation Data Sources: Administration will conduct walk-throughs, teaching coaches will participate in learning walks, and lesson studies, the dual language department and academic support team hold meetings, and there will be curriculum fidelity walkthroughs, PLCs, and data meetings.

Strategy 1 Details		Reviews			
Strategy 1: Analyze walkthrough data to provide specific and targeted support to teachers. Strategy's Expected Result/Impact: Ensure each class has a highly skilled educator. Staff Responsible for Monitoring: Principal and academic instruction leadership team Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Ensures that unit and lesson plans include instructional materials, resources, and decisions that address the instructional needs of all students and individual student groups including clearly defined curricular goals, paths to address student groups, and formative assessments with understood exemplar responses. Strategy's Expected Result/Impact: Lesson plans support HQIMs, highly prepared and skilled educators in each classroom. Staff Responsible for Monitoring: Teachers, CTCs, Administration Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Teachers, CTCs, and administration will be trained in SIOP and EB strategies to support emergent bilingual students. Strategy's Expected Result/Impact: Improve Listening, Speaking, Writing, and Reading proficiency levels by one year progress. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L5 Equity by Design (Demographics) 1		Formative			Summative
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Performance Objective 2 Prioritized Needs:





L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: By June 2024, Douglass will implement a guaranteed and viable student-centered District curriculum as measured by the Principal and academic support team dual language fidelity walkthrough data meeting all established percentages for instructional model, classroom environment and instruction, and language acquisition. Root Cause: Teachers need more guidance and support from the admin and academic support team to implement the curriculum in the dual-language program.
L5 Equity by Design (Demographics)
Prioritized Need 1: By June 2024, Douglass will foster equitable access to opportunities and eliminate barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals achieving Beg/Int on TELPAS composite from 83% to 70% as well as reduce the number of Emergent Bilinguals achieving Beginning on TELPAS reading from 49% to 39%. Root Cause: Students at Douglass have not shown progress. The barrier is there is only limited exposure to the English language at home. Teachers also need more support and training in dual language implementation.

Goal 2: ACADEMIC EXCELLENCE Douglass Elementary School empowers all learners to excel in current and future pursuits.

Performance Objective 3: By June 2024, Douglass will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 34% to 42 %.

Evaluation Data Sources: STAAR results

Strategy 1 Details		Reviews			
Strategy 1: Classroom instruction incorporates rigorous high-quality experiences that promote critical thinking skills with differentiated and scaffolded supports for students with disabilities and English learners among other student groups. Strategy's Expected Result/Impact: Improved academic achievement. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1 - L5 Equity by Design (Demographics) 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Standards-based student trackers will be used to track student progress and growth in math and reading for grade levels K-5. Strategy's Expected Result/Impact: Student agency and ownership of their learning Staff Responsible for Monitoring: Teachers, CTCs, Interventionists, Administration Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Lesson Alignment (LA) and Formative Assessment (FA) application and components, i.e. unpacking the standard, writing objectives, exit tickets, exemplar responses, assessments, and success criteria, will be used to plan Tier I instruction with HQMIs with fidelity. Strategy's Expected Result/Impact: Alignment between the lessons and the standards, establish clear learning objectives, and continually monitor students' understanding and progress. This data-driven approach allows you to make informed instructional decisions and make necessary adjustments. Staff Responsible for Monitoring: CTCs, Teachers, Interventionist, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Leadership will develop a student profile tracker to be used and updated throughout the year with student data by teachers, CTCs, interventionists, and administration. Strategy's Expected Result/Impact: Identify student progress and growth academically and by language. Staff Responsible for Monitoring: Teachers and ILT Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
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Performance Objective 3 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: By June 2024, Douglass will implement a guaranteed and viable student-centered District curriculum as measured by the Principal and academic support team dual language fidelity walkthrough data meeting all established percentages for instructional model, classroom environment and instruction, and language acquisition. Root Cause: Teachers need more guidance and support from the admin and academic support team to implement the curriculum in the dual-language program.

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: By June 2024, Douglass will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 34% to 42 %. **Root Cause:** Teachers need more guidance and support from the admin and academic support team to increase student achievement.

L5 Equity by Design (Demographics)

Prioritized Need 1: By June 2024, Douglass will foster equitable access to opportunities and eliminate barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals achieving Beg/Int on TELPAS composite from 83% to 70% as well as reduce the number of Emergent Bilinguals achieving Beginning on TELPAS reading from 49% to 39%. **Root Cause:** Students at Douglass have not shown progress. The barrier is there is only limited exposure to the English language at home. Teachers also need more support and training in dual language implementation.





Goal 2: ACADEMIC EXCELLENCE Douglass Elementary School empowers all learners to excel in current and future pursuits.

Performance Objective 4: By June 2024, Douglass Elementary will Increase student achievement outcomes as measured by the percentage of 3rd-grade students that score "Meets" Grade level or above on STAAR reading will increase from 19% to 30% with all student groups meeting board-approved metrics.

HB3 Goal

Evaluation Data Sources: STAAR data and unit assessments, common assessments

Strategy 1 Details		Reviews			
Strategy 1: Purchase materials to improve reading levels, including books, subscriptions, programs, equipment, and supplies. Strategy's Expected Result/Impact: Students will improve their academic performance in all areas. Staff Responsible for Monitoring: Secretary and Principal Title I: 2.4, 2.5, 2.6 Prioritized Needs: L2 Academic Excellence (Student Achievement) 1 Funding Sources: Author or Speaker to Motivate Students to Read - 211 Title I, 1003 School Improvement Grant (SIG) - 211.12.6299.114.24.801.100.114 - \$1,200, Reading Materials - 211 Title I, 1003 School Improvement Grant (SIG) - 211.11.6329.114.24.801.114 - \$1,000		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Math and Reading interventionists are being provided by the district to support Tier 3 students in achieving outcomes measured by Domain 1. Strategy's Expected Result/Impact: Increase STAAR results by 8% in Domain 1 Staff Responsible for Monitoring: CTCs, Interventionist, Administration Title I: 2.4, 2.5, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Student Achievement) 1		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Leadership will develop a calendar for professional development based on teachers' need for support based on walkthroughs data collection and pulse checks. Strategy's Expected Result/Impact: CTC supports teachers through coaching, modeling, and feedback. Staff Responsible for Monitoring: CTCs and Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1		Formative			Summative
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Performance Objective 4 Prioritized Needs:





L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: By June 2024, Douglass will implement a guaranteed and viable student-centered District curriculum as measured by the Principal and academic support team dual language fidelity walkthrough data meeting all established percentages for instructional model, classroom environment and instruction, and language acquisition. Root Cause: Teachers need more guidance and support from the admin and academic support team to implement the curriculum in the dual-language program.
L2 Academic Excellence (Student Achievement)
Prioritized Need 1: By June 2024, Douglass will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 34% to 42 %. Root Cause: Teachers need more guidance and support from the admin and academic support team to increase student achievement.
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: By June 2024, Douglass will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on the first day of school from 91% to 93%. Root Cause: Douglass requires the majority of teachers to be bilingual or ESL-certified.

Goal 2: ACADEMIC EXCELLENCE Douglass Elementary School empowers all learners to excel in current and future pursuits.

Performance Objective 5: By June 2024, Douglass Elementary will increase student achievement outcomes as measured by the percentage of 3rd-grade students that score "Meets" grade level or above on STAAR math will increase from 10% to 30% with all student groups meeting board-approved metrics.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Procure instructional, testing materials, technology and supplies to enhance the instructional program for students at all grade levels. To be used during interventions, and accelerated instruction. Strategy's Expected Result/Impact: Improve student academic achievement Staff Responsible for Monitoring: Principal, Assistant Principal, School Secretary Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Prioritized Needs: L2 Academic Excellence (Student Achievement) 1 Funding Sources: Instructional Supplies - 211 Title I, 1003 School Improvement Grant (SIG) - 211.11.6399.114.24.801.114 - \$10,000, General Supplies - 185 SCE (District) - 185.11.6399.114.30.000.114 - \$10,000, Technology Equipment - 211 Title I, 1003 School Improvement Grant (SIG) - 211.11.6395.114.24.801.1114 - \$5,000, Technology Equipment - 185 SCE (District) - 185.11.6395.114.30.000.114 - \$1,000, Reading Materials - 185 SCE (District) - 185.11.6329.114.24.801.114 - \$1,000, Testing Materials - 185 SCE (District) - 185.11.6329.114.30.000.114 - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 5 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
Prioritized Need 1: By June 2024, Douglass will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 34% to 42 %. Root Cause: Teachers need more guidance and support from the admin and academic support team to increase student achievement.

Goal 3: DESTINATION DISTRICT Douglass Elementary School solidifies its position as El Paso's destination district.

Performance Objective 1: By June 2024, Douglass will stabilize enrollment by increasing the number of new students enrolling or transferring back to Douglass by 1%.

Evaluation Data Sources: On Point

Strategy 1 Details	Reviews			
Strategy 1: Make customer service a priority. Strategy's Expected Result/Impact: All families visiting Douglass will receive people first attitude, technical and critical solving skills, personal and professional skills. Staff Responsible for Monitoring: Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Prioritized Needs:

L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: Increase the district's image as reflected through an increase in stakeholder satisfaction via marketing and consistent messaging on communication platforms. Root Cause: All stakeholders (parents) may not be receiving communication from the school.

Goal 3: DESTINATION DISTRICT Douglass Elementary School solidifies its position as El Paso's destination district.

Performance Objective 2: By June 2024, Douglass will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase the number of filled positions on the first day of school from 3% to 0%.

Evaluation Data Sources: Position Inventory Control data

Strategy 1 Details	Reviews			
Strategy 1: Promote Douglass Elementary through job fairs, social media, and events to recruit and hire teachers and staff. Strategy's Expected Result/Impact: Newly hired teachers will have the support needed to be an effective and competent employee. Staff Responsible for Monitoring: Administration and instructional leadership team. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for teachers to attend out-of-town and in-town training/conferences, campus, and district staff development during faculty meetings, monthly meetings, 45/90 minutes PLC's as provided by district representatives or campus Instructional Team on best practices, student data analysis & intervention plans. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact Empower teachers with updated skills/strategies to increase STAAR and TELPAS performance in reading, math, and science, and Language Acquisition. Staff Responsible for Monitoring: Principal, Secretary to the Principal Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 Funding Sources: 211 Title I, 1003 School Improvement Grant - 211 Title I, 1003 School Improvement Grant (SIG) - \$13,052, 211 Title I, 1003 School Improvement Grant - 211 Title I, 1003 School Improvement Grant (SIG) - \$218, 185 SCE (District) - 185 SCE (District) - \$5,766, 185 SCE (District) - 185 SCE (District) - \$84, 211 Title I, 1003 School Improvement Grant (SIG) - 211 Title I, 1003 School Improvement Grant (SIG) - \$5,000, 211 Title I, 1003 School Improvement Grant (SIG) - 211 Title I, 1003 School Improvement Grant (SIG) - \$948, 211 Title I, 1003 School Improvement Grant (SIG) \$2,500 - 211 Title I, 1003 School Improvement Grant (SIG) - \$2,500, 211 Title I, 1003 School Improvement Grant (SIG) - 211 Title I, 1003 School Improvement Grant (SIG) - \$7,582, 211 Title I, 1003 School Improvement Grant (SIG) - 211 Title I, 1003 School Improvement Grant (SIG) - \$3,500	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Performance Objective 2 Prioritized Needs:

L3 Destination School (Staff Recruitment, Retention &Prof. Dev)
Prioritized Need 1: By June 2024, Douglass will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on the first day of school from 91% to 93%. Root Cause: Douglass requires the majority of teachers to be bilingual or ESL-certified.

Goal 3: DESTINATION DISTRICT Douglass Elementary School solidifies its position as El Paso's destination district.

Performance Objective 3: By June 2024, Douglass will expand the integration of 21st century learning and innovation skills by developing and implementing an instructional technology campus support plan.

Evaluation Data Sources: Technology Inventory

Strategy 1 Details	Reviews			
Strategy 1: Students will receive instruction on effectively communicating ideas through PowerPoint, Schoology, Google Slides, and other media and formats. Strategy's Expected Result/Impact: Students can effectively share and explain their ideas, communicate and work with others to achieve a common goal or solution. Staff Responsible for Monitoring: Classroom teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Prioritized Needs:

L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: Increase the district's image as reflected through an increase in stakeholder satisfaction via marketing and consistent messaging on communication platforms. Root Cause: All stakeholders (parents) may not be receiving communication from the school.

Goal 4: CULTURE OF ACCOUNTABILITY Douglass Elementary School cultivates a culture of transparency, care, and service.

Performance Objective 1: By June 2024, Douglass will foster a welcoming and safe environment where all students feel supported resulting in an increase in student attendance rate from 89% to 94%.

Evaluation Data Sources: Attendance data and on-point data

Strategy 1 Details	Reviews			
Strategy 1: Incentives will provided to students and parents to encourage attendance. Strategy's Expected Result/Impact: Increasing attendance rates from 89% to 94% Staff Responsible for Monitoring: PBIS Team, Counselor, Assistant Principal Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 1 Prioritized Needs:





L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: By June 2024, Douglass will foster a welcoming and safe environment where all students feel supported resulting in an increase in student attendance rate from 89% to 94% Root Cause: Parents do not bring students to school on a regular basis.

Goal 4: CULTURE OF ACCOUNTABILITY Douglass Elementary School cultivates a culture of transparency, care, and service.

Performance Objective 2: By June 2024, Douglass will foster a welcoming and safe environment where all families and communities feel supported by ensuring to offer all required community events.

Evaluation Data Sources: Sign-in Sheets and Surveys

Strategy 1 Details	Reviews			
Strategy 1: Hold monthly Coffee with the Principal meetings in order to address the following: Title I components, District and Campus initiatives, and parental activities and programs. Provide parents with community and school communications through flyers, social media, and video presentations. Presenters will be acquired to have informative, educational meetings for parents. Strategy's Expected Result/Impact: Increase parental involvement and awareness about academic subjects Staff Responsible for Monitoring: Principal, AP, Family Community Liason Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 Funding Sources: Supplies for parent meetings - 211 Title I, 1003 School Improvement Grant (SIG) - 211.61.6399.114.24.801.114 - \$400, Smart TV for Parent Communications and Information - 211 Title I, 1003 School Improvement Grant (SIG) - 211.61.6399.114.24.801.114 - \$600	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase family and community involvement from 1% to 5% by fostering a culture of inclusivity. Strategy's Expected Result/Impact: More attendance at various meetings and events as well as an increase in parent volunteers.	Formative			Summative
	Oct	Jan	Mar	June

<p>Staff Responsible for Monitoring: Family and community liaison and Principal</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Prioritized Needs:





L3 Destination School (Perceptions, Facilities, Programs, Technology)
<p>Prioritized Need 1: Increase the district's image as reflected through an increase in stakeholder satisfaction via marketing and consistent messaging on communication platforms.</p> <p>Root Cause: All stakeholders (parents) may not be receiving communication from the school.</p>

Goal 4: CULTURE OF ACCOUNTABILITY Douglass Elementary School cultivates a culture of transparency, care, and service.

Performance Objective 3: By June 2024, Douglass will implement a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders.

Evaluation Data Sources: ClassDojo, Blackboard, Monthly Newsletter, Social Media

Strategy 1 Details	Reviews			
Strategy 1: Communication with parents will continue to be two-way through ClassDojo, newsletters, and email. Strategy's Expected Result/Impact: Open communication with the school and parents to keep parents informed and Douglass informed about parent concerns. Staff Responsible for Monitoring: Administration Title I: 2.5, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Prioritized Needs:

L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: By June 2024, Douglass will foster a welcoming and safe environment where all students feel supported resulting in an increase in student attendance rate from 89% to 94% Root Cause: Parents do not bring students to school on a regular basis.





Goal 5: EQUITY BY DESIGN Douglass Elementary School champions a targeted approach to universal access and system equity.

Performance Objective 1: By June 2024, Douglass will foster equitable access to opportunities and eliminate barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 83% to 70% as well as reduce the number of Emergent Bilinguals achieving Beginning on TELPAS reading from 49% to 39.

HB3 Goal

Evaluation Data Sources: TELPAS and Teacher and Student Trackers

Strategy 1 Details		Reviews			
Strategy 1: Speak to students in both English and Spanish during social events and every other day announcements. Strategy's Expected Result/Impact: Students will be hearing English and Spanish in social situations and will improve listening for TELPAS. Staff Responsible for Monitoring: All staff. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L5 Equity by Design (Demographics) 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Leadership will create, implement, and monitor student trackers to monitor TELPAS Proficiency Level Descriptors and update student data throughout the year: weekly, monthly, BOY, MOY, EOY. Strategy's Expected Result/Impact: Students will be tracking their levels frequently to see their student growth in		Formative			Summative
		Oct	Jan	Mar	June

each PLD. Staff Responsible for Monitoring: CTCs, Interventionists, Teachers, Administration Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: By June 2024, Douglass will implement a guaranteed and viable student-centered District curriculum as measured by the Principal and academic support team dual language fidelity walkthrough data meeting all established percentages for instructional model, classroom environment and instruction, and language acquisition. Root Cause: Teachers need more guidance and support from the admin and academic support team to implement the curriculum in the dual-language program.
L5 Equity by Design (Demographics)
Prioritized Need 1: By June 2024, Douglass will foster equitable access to opportunities and eliminate barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals achieving Beg/Int on TELPAS composite from 83% to 70% as well as reduce the number of Emergent Bilinguals achieving Beginning on TELPAS reading from 49% to 39%. Root Cause: Students at Douglass have not shown progress. The barrier is there is only limited exposure to the English language at home. Teachers also need more support and training in dual language implementation.