

**El Paso Independent School District**  
**Coach Archie Duran Elementary School**  
**2023-2024 Goals/Performance Objectives/Strategies**



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# Goals

**Goal 1:** WHOLE CHILD DEVELOPMENT Coach Archie Duran Elementary School will foster a learning environment for the whole child to thrive.

**Performance Objective 1:** By June 2024, Coach Archie Duran 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			
<b>Strategy 1:</b> Implementation of a School-Wide Positive Behavior Intervention & Support program to foster a more positive learning environment for all students. PBIS events Reflection sheets Administration Team Student Grade Level Meetings (3-5) <b>Strategy's Expected Result/Impact:</b> Students will meet campus behavioral expectations to proactively address discipline occurrences. <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> SEL professional development will be provided to teachers to support caring classroom environments, through targeted lesson planning and interventions. Subs will be provided for teachers. <b>Strategy's Expected Result/Impact:</b> Fostering caring classroom environments <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Support Personnel  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide supplies for office and administrative staff to work efficiently. <b>Strategy's Expected Result/Impact:</b> Increased efficiency of staff and administration <b>Staff Responsible for Monitoring:</b> Office Staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
<b>Prioritized Need 2:</b> A disconnect between the behavior procedures and expectations in classroom environments and areas of transitions such as: specials, P.E, recess, and lunch. <b>Root Cause:</b> Lack of consistent practices with monitoring and accountability

**Goal 1: WHOLE CHILD DEVELOPMENT** Coach Archie Duran Elementary School will foster a earning environment for the whole child to thrive.

**Performance Objective 2:** By June 2024, Coach Archie Duran Elementary School will increase PK-5th grade student participation in UIL, extra-curricular, co-curricular activities by 5% from 60 participants to 63.

**Evaluation Data Sources:** Survey results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote and provide supplies for extracurricular activities to community via web page, social media, Coffee with the Principal, during parent teacher conference night, and Class Dojo. <b>Strategy's Expected Result/Impact:</b> Increase student participation and provide learning opportunities outside the structured classroom. <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Club Sponsors Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Results Driven Accountability</b> <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1 <b>Funding Sources:</b> - 211 ESEA Title I Part A (Campus) - \$1,200	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

**Performance Objective 2 Prioritized Needs:**

L1 Whole Child (Culture & Climate)
<b>Prioritized Need 1:</b> Parent involvement is a need as well as a positive communication culture. <b>Root Cause:</b> Campus has not provided ample opportunities for parents to provide feedback in a way that allows them to process information in a timely manner.

**Goal 1: WHOLE CHILD DEVELOPMENT** Coach Archie Duran Elementary School will foster a earning environment for the whole child to thrive.

**Performance Objective 3:** By June 2024, Coach Archie Duran Elementary School will create an integrated system of school supports through the After School programming, tutoring, and intramurals as well as after school clubs.

**Evaluation Data Sources:** District tracking tool

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide information to the community regarding Parks and Recreation after school program, intramurals, clubs and after school tutoring opportunities. <b>Strategy's Expected Result/Impact:</b> Support student after school care and participation in school extra curricular. <b>Staff Responsible for Monitoring:</b> Volunteering Entities/ Parks and Recreation personnel/teaches/club sponsters.  <b>Title I:</b> 2.5, 2.6 <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

**Performance Objective 3 Prioritized Needs:**





L1 Whole Child (Culture & Climate)
<b>Prioritized Need 1:</b> Parent involvement is a need as well as a positive communication culture. <b>Root Cause:</b> Campus has not provided ample opportunities for parents to provide feedback in a way that allows them to process information in a timely manner.

**Goal 1: WHOLE CHILD DEVELOPMENT** Coach Archie Duran Elementary School will foster a learning environment for the whole child to thrive.

**Performance Objective 4:** By June 2024, Coach Archie Duran 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 in 70% of all classrooms.

**Evaluation Data Sources:** District Developed Tracking Rubric

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will comply with campus wide PBIS implementation. Progressive Discipline Flow Chart Reflection Sheets Comet Cash/Store Comets Care Raffle  <b>Strategy's Expected Result/Impact:</b> Students will meet campus behavioral expectations to proactively address discipline occurrences. <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Support Personnel  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> SEL Strategies will be provided for students. Targeted character core values through announcement videos, grade level student meetings, Principal PAC, and guidance lessons as needed.  <b>Strategy's Expected Result/Impact:</b> Fostering caring classroom environments <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Support Personnel  <b>Title I:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide training and materials for counselor to support all faculty/staff to support the Social Emotional Learning of all students. <b>Strategy's Expected Result/Impact:</b> Fewer behavior referrals, behavior concerns, increase in student productivity, attendance, and performance. <b>Staff Responsible for Monitoring:</b> Counselor and Principal  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

#### Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)
<b>Prioritized Need 2:</b> A disconnect between the behavior procedures and expectations in classroom environments and areas of transitions such as: specials, P.E, recess, and lunch. <b>Root Cause:</b> Lack of consistent practices with monitoring and accountability



**Goal 1: WHOLE CHILD DEVELOPMENT** Coach Archie Duran Elementary School will foster a earning environment for the whole child to thrive.

**Performance Objective 5:** By June 2024, Coach Archie Duran Elementary School will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by maintenance or reduction of all ISS, OSS, Disciplinary Removal for all student groups.

**Evaluation Data Sources:** On Point Discipline Action Summary Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PBIS Reflection sheets, parent contact/conferences for behavior concerns. Progressive discipline plans will be followed. <b>Strategy's Expected Result/Impact:</b> Develop parent communication, SEL connections, and self regulation strategies <b>Staff Responsible for Monitoring:</b> Disciplinary administrator, counselor and teacher  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1, 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

**Performance Objective 5 Prioritized Needs:**

L1 Whole Child (Culture & Climate)
<b>Prioritized Need 1:</b> Parent involvement is a need as well as a positive communication culture. <b>Root Cause:</b> Campus has not provided ample opportunities for parents to provide feedback in a way that allows them to process information in a timely manner.
<b>Prioritized Need 2:</b> A disconnect between the behavior procedures and expectations in classroom environments and areas of transitions such as: specials, P.E, recess, and lunch. <b>Root Cause:</b> Lack of consistent practices with monitoring and accountability

**Goal 1: WHOLE CHILD DEVELOPMENT** Coach Archie Duran Elementary School will foster a earning environment for the whole child to thrive.

**Performance Objective 6:** By June 2024, Coach Archie Duran Elementary School will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups from 7% to 6%.

**Evaluation Data Sources:** On Point Discipline Action Summary Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus will follow a progressive discipline plan and provide student's due process. <b>Strategy's Expected Result/Impact:</b> Parent communication on all Level 3 offenses that result in ISS/OSS/ Disciplinary Removal.  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1, 2	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 6 Prioritized Needs:**

L1 Whole Child (Culture & Climate)
<b>Prioritized Need 1:</b> Parent involvement is a need as well as a positive communication culture. <b>Root Cause:</b> Campus has not provided ample opportunities for parents to provide feedback in a way that allows them to process information in a timely manner.
<b>Prioritized Need 2:</b> A disconnect between the behavior procedures and expectations in classroom environments and areas of transitions such as: specials, P.E, recess, and lunch. <b>Root Cause:</b> Lack of consistent practices with monitoring and accountability

**Goal 2: ACADEMIC EXCELLENCE** Coach Archie Duran Elementary School will empower all learners to excel in current and future pursuits.





**Performance Objective 1:** By June 2024, Coach Archie Duran Elementary School will implement a guaranteed and viable student-centered District curriculum to ensure access to high quality learning experiences for every student.

**Evaluation Data Sources:** Walkthroughs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administration will complete a minimum of 5 classroom walkthroughs per week to identify areas of strength and for continued growth. <b>Strategy's Expected Result/Impact:</b> Improved instructional practices improving student academic achievement. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 2, 3 - L2 Academic Excellence (Student Achievement) 2, 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Administration will conduct a minimum of one coaching conference per week to support campus instructional practice alignment to district curriculum. <b>Strategy's Expected Result/Impact:</b> Aligned instructional practices to district curriculum improving student achievement. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 2, 3 - L2 Academic Excellence (Student Achievement) 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> CTCs will complete a minimum of 3 classroom walkthroughs per week to identify areas of strength and continues growth. <b>Strategy's Expected Result/Impact:</b> Support Tier 1 instruction and practice the coaching model in support of teachers. <b>Staff Responsible for Monitoring:</b> CTCs, Administration, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 2, 3 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Teachers and/or instructional leadership team, and administration will participate in professional development opportunities in and out of district. <b>Strategy's Expected Result/Impact:</b> Support Tier 1 instruction and strong 1st teach, <b>Staff Responsible for Monitoring:</b> CTCs, administration, teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 1, 2, 3 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1		Formative			Summative
		Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide tutoring opportunities that will provide accelerated instruction to target learning loss due to COVID and virtual, instruction. <b>Strategy's Expected Result/Impact:</b> Increase Math/Reading assessment scores <b>Staff Responsible for Monitoring:</b> Teachers CTCs, Interventionist, Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide substitutes for teachers to plan units in half day sessions as a grade level for content subjects and attend professional development. <b>Strategy's Expected Result/Impact:</b> Increase student engagement, lesson delivery, effective tier 1 instruction <b>Staff Responsible for Monitoring:</b> CTCs, Interventionist, Administration  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 1, 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide real world experiences for students with community based activates-field trips. <b>Strategy's Expected Result/Impact:</b> Build student background knowledge and experiences tied to curriculum <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Secretary  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 3 - L2 Academic Excellence (Student Achievement) 2, 3	Formative			Summative
	Oct	Jan	Mar	June

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Implement a comprehensive MTSS process <b>Strategy's Expected Result/Impact:</b> Support targeted student academic and social emotional needs <b>Staff Responsible for Monitoring:</b> Teachers, MTSS coordinator, Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Student Achievement) 2, 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide instructional resources for teachers and students to implement district curriculum with fidelity. <b>Strategy's Expected Result/Impact:</b> Improved academic achievement <b>Staff Responsible for Monitoring:</b> Teachers, CTC, Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Student Achievement) 2 <b>Funding Sources:</b> supplies, reading materials, web based - 211 ESEA Title I Part A (Campus) - \$54,532	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<b>Prioritized Need 1:</b> STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR <b>Root Cause:</b> Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.
<b>Prioritized Need 2:</b> Students are not attaining a year's growth from BOY to EOY in all subject areas based on current data sources. <b>Root Cause:</b> Data sources not being consistently used to drive instruction. Tier 1 instruction is more rigorous and engaging to include higher order thinking opportunities PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction that includes time allotments to indicate the amount of time spent on each step of the lesson, and assessments.

<b>L2 Academic Excellence (Curriculum, Instruction, Assessment)</b>
<b>Prioritized Need 3:</b> Student learning environments are not designed to ensure full student engagement; resulting in classroom distraction and loss of learning time. <b>Root Cause:</b> 1. PLC have been used minimally as an opportunity for collaboration focused on Tier 1 instruction and lesson design based on multiple authentic data sources. 2. Inconsistent use of data to drive targeted instruction.
<b>L2 Academic Excellence (Student Achievement)</b>
<b>Prioritized Need 1:</b> 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, and Science. <b>Root Cause:</b> Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.
<b>Prioritized Need 2:</b> Strengthen Tier 1 instruction by providing consistent instruction using the district provided curriculum. <b>Root Cause:</b> Campus CTC, Reading/Math Interventionist, and teachers are familiarizing themselves with the scope and sequence of curriculum and will need to plan for targeted instruction.
<b>Prioritized Need 3:</b> Provide learning opportunities in a safe social and academic safe learning environment. <b>Root Cause:</b> Campus will need to strengthen progressive discipline plan not only to be positive, but also clear on all campus and district expectations.
<b>L3 Destination School (Staff Recruitment, Retention &amp; Prof. Dev)</b>
<b>Prioritized Need 1:</b> Provide professional development for content area support. <b>Root Cause:</b> Lack of opportunity for teachers to build teaching toolbox.





**Goal 2: ACADEMIC EXCELLENCE** Coach Archie Duran Elementary School will empower all learners to excel in current and future pursuits.

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

**Evaluation Data Sources:** Walk through data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Administration will complete a minimum of 5 classroom walkthroughs per week to identify areas of strength and for continued growth. <b>Strategy's Expected Result/Impact:</b> Improved instructional practices improving student academic achievement. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 3 - L2 Academic Excellence (Student Achievement) 2, 3 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Administration will conduct a minimum of one coaching conference per week to support campus instructional practice alignment to district curriculum. <b>Strategy's Expected Result/Impact:</b> Aligned instructional practices to district curriculum improving student achievement <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 2, 3		Formative			Summative
		Oct	Jan	Mar	June



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide supplies for teachers and students to implement district curriculum with fidelity. <b>Strategy's Expected Result/Impact:</b> Improved academic achievement <b>Staff Responsible for Monitoring:</b> Teachers, CTCs, Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 1, 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Prioritized Needs:





L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p><b>Prioritized Need 1:</b> STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR <b>Root Cause:</b> Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.</p> <p><b>Prioritized Need 2:</b> Students are not attaining a year's growth from BOY to EOY in all subject areas based on current data sources. <b>Root Cause:</b> Data sources not being consistently used to drive instruction. Tier 1 instruction is more rigorous and engaging to include higher order thinking opportunities PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction that includes time allotments to indicate the amount of time spent on each step of the lesson, and assessments.</p> <p><b>Prioritized Need 3:</b> Student learning environments are not designed to ensure full student engagement; resulting in classroom distraction and loss of learning time. <b>Root Cause:</b> 1. PLC have been used minimally as an opportunity for collaboration focused on Tier 1 instruction and lesson design based on multiple authentic data sources. 2. Inconsistent use of data to drive targeted instruction.</p>
L2 Academic Excellence (Student Achievement)
<p><b>Prioritized Need 1:</b> 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, and Science. <b>Root Cause:</b> Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.</p> <p><b>Prioritized Need 2:</b> Strengthen Tier 1 instruction by providing consistent instruction using the district provided curriculum. <b>Root Cause:</b> Campus CTC, Reading/Math Interventionist, and teachers are familiarizing themselves with the scope and sequence of curriculum and will need to plan for targeted instruction.</p> <p><b>Prioritized Need 3:</b> Provide learning opportunities in a safe social and academic safe learning environment. <b>Root Cause:</b> Campus will need to strengthen progressive discipline plan not only to be positive, but also clear on all campus and district expectations.</p>
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<p><b>Prioritized Need 1:</b> Provide professional development for content area support. <b>Root Cause:</b> Lack of opportunity for teachers to build teaching toolbox.</p>

**Goal 2: ACADEMIC EXCELLENCE** Coach Archie Duran Elementary School will empower all learners to excel in current and future pursuits.

**Performance Objective 3:** By June 2024, Coach Archie Duran Elementary School will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results.

Domain I - Student Achievement. Archie Duran Elementary Score: = Meets from 37% to 40%

**Evaluation Data Sources:** Tableau, Eduphoria, TAPR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Progress Monitor all unit assessments and benchmarks, district NWEA and student trackers. <b>Strategy's Expected Result/Impact:</b> Monitoring of individual student and grade level expectations. <b>Staff Responsible for Monitoring:</b> Teachers, CTCs, Interventionist, and Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Student Achievement) 1, 2, 3 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Resources aligned to STAAR rigor and questioning format. <b>Strategy's Expected Result/Impact:</b> Teaching and learning exposure and practice to testing format of questions. <b>Staff Responsible for Monitoring:</b> Teachers, CTCs, Interventionist, Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 1, 2 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





### Performance Objective 3 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p><b>Prioritized Need 1:</b> STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR <b>Root Cause:</b> Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.</p> <p><b>Prioritized Need 2:</b> Students are not attaining a year's growth from BOY to EOY in all subject areas based on current data sources. <b>Root Cause:</b> Data sources not being consistently used to drive instruction. Tier 1 instruction is more rigorous and engaging to include higher order thinking opportunities PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction that includes time allotments to indicate the amount of time spent on each step of the lesson, and assessments.</p> <p><b>Prioritized Need 3:</b> Student learning environments are not designed to ensure full student engagement; resulting in classroom distraction and loss of learning time. <b>Root Cause:</b> 1. PLC have been used minimally as an opportunity for collaboration focused on Tier 1 instruction and lesson design based on multiple authentic data sources. 2. Inconsistent use of data to drive targeted instruction.</p>
L2 Academic Excellence (Student Achievement)
<p><b>Prioritized Need 1:</b> 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, and Science. <b>Root Cause:</b> Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.</p> <p><b>Prioritized Need 2:</b> Strengthen Tier 1 instruction by providing consistent instruction using the district provided curriculum. <b>Root Cause:</b> Campus CTC, Reading/Math Interventionist, and teachers are familiarizing themselves with the scope and sequence of curriculum and will need to plan for targeted instruction.</p> <p><b>Prioritized Need 3:</b> Provide learning opportunities in a safe social and academic safe learning environment. <b>Root Cause:</b> Campus will need to strengthen progressive discipline plan not only to be positive, but also clear on all campus and district expectations.</p>
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<p><b>Prioritized Need 1:</b> Provide professional development for content area support. <b>Root Cause:</b> Lack of opportunity for teachers to build teaching toolbox.</p>

**Goal 2: ACADEMIC EXCELLENCE** Coach Archie Duran Elementary School will empower all learners to excel in current and future pursuits.

**Performance Objective 4:** By June 2024, Coach Archie Duran Elementary School will Increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" Grade level or above on STAAR reading will increase from 40% to 43% with all student groups meeting board approved metrics. [HB3].

**HB3 Goal**

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Progress monitor with unit assessment, benchmarks, supplemental resources, district NWEA and student trackers. <b>Strategy's Expected Result/Impact:</b> Monitoring of individual student and grade level expectations. <b>Staff Responsible for Monitoring:</b> Teachers, CTCs, Interventionist, and Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Classroom instructional resources to support academic achievement aligned to STAAR rigor and questioning format. <b>Strategy's Expected Result/Impact:</b> Teaching and learning exposure and practice to testing format of questions. <b>Staff Responsible for Monitoring:</b> Teachers, CTCs, Interventionist, Administration.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2 - L2 Academic Excellence (Student Achievement) 1, 2		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

## Performance Objective 4 Prioritized Needs:

### L2 Academic Excellence (Curriculum, Instruction, Assessment)

**Prioritized Need 1:** STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

**Prioritized Need 2:** Students are not attaining a year's growth from BOY to EOY in all subject areas based on current data sources. **Root Cause:** Data sources not being consistently used to drive instruction. Tier 1 instruction is more rigorous and engaging to include higher order thinking opportunities PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction that includes time allotments to indicate the amount of time spent on each step of the lesson, and assessments.

**Prioritized Need 3:** Student learning environments are not designed to ensure full student engagement; resulting in classroom distraction and loss of learning time. **Root Cause:** 1. PLC have been used minimally as an opportunity for collaboration focused on Tier 1 instruction and lesson design based on multiple authentic data sources. 2. Inconsistent use of data to drive targeted instruction.

### L2 Academic Excellence (Student Achievement)

**Prioritized Need 1:** 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

**Prioritized Need 2:** Strengthen Tier 1 instruction by providing consistent instruction using the district provided curriculum. **Root Cause:** Campus CTC, Reading/Math Interventionist, and teachers are familiarizing themselves with the scope and sequence of curriculum and will need to plan for targeted instruction.





### L3 Destination School (Staff Recruitment, Retention & Prof. Dev)

**Prioritized Need 1:** Provide professional development for content area support. **Root Cause:** Lack of opportunity for teachers to build teaching toolbox.

**Goal 2: ACADEMIC EXCELLENCE** Coach Archie Duran Elementary School will empower all learners to excel in current and future pursuits.

**Performance Objective 5:** By June 2024, Coach Archie Duran Elementary School will increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" grade level or above on STAAR math will increase from 33% to 36% with all student groups meeting board approved metrics. [HB3]

**HB3 Goal**

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Progress monitor with unit assessments, benchmarks, district programs, student trackers <b>Strategy's Expected Result/Impact:</b> Monitoring of individual student and grade level expectations. <b>Staff Responsible for Monitoring:</b> Teachers, CTCs, Interventionist, and Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 1, 2 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Resources aligned to TEKS rigor and questioning format of STAAR. <b>Strategy's Expected Result/Impact:</b> Teaching and learning exposure and practice to state testing formats. <b>Staff Responsible for Monitoring:</b> Teachers, CTCs, Interventionist, Administration.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Performance Objective 5 Prioritized Needs:**

### **L2 Academic Excellence (Curriculum, Instruction, Assessment)**

**Prioritized Need 1:** STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR **Root Cause:** Campus PD was not provided with explicit reading and writing connections during lesson development along with strategies to apply across all content areas.

**Prioritized Need 2:** Students are not attaining a year's growth from BOY to EOY in all subject areas based on current data sources. **Root Cause:** Data sources not being consistently used to drive instruction. Tier 1 instruction is more rigorous and engaging to include higher order thinking opportunities PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction that includes time allotments to indicate the amount of time spent on each step of the lesson, and assessments.

**Prioritized Need 3:** Student learning environments are not designed to ensure full student engagement; resulting in classroom distraction and loss of learning time. **Root Cause:** 1. PLC have been used minimally as an opportunity for collaboration focused on Tier 1 instruction and lesson design based on multiple authentic data sources. 2. Inconsistent use of data to drive targeted instruction.

### **L2 Academic Excellence (Student Achievement)**

**Prioritized Need 1:** 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, and Science. **Root Cause:** Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

**Prioritized Need 2:** Strengthen Tier 1 instruction by providing consistent instruction using the district provided curriculum. **Root Cause:** Campus CTC, Reading/Math Interventionist, and teachers are familiarizing themselves with the scope and sequence of curriculum and will need to plan for targeted instruction.

### **L3 Destination School (Staff Recruitment, Retention & Prof. Dev)**

**Prioritized Need 1:** Provide professional development for content area support. **Root Cause:** Lack of opportunity for teachers to build teaching toolbox.

**Goal 3:** DESTINATION DISTRICT Coach Archie Duran Elementary School will support the District to solidify its position as El Paso's destination district.

**Performance Objective 1:** By June 2024, Coach Archie Duran Elementary School will stabilize enrollment by increasing the number of new students enrolling or transferring back to EPISD by .05% from ... to ... (...students)

**Evaluation Data Sources:** On Point (Fall PEIMS snapshot) and Tableau

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Host a campus-based registration event after school to promote Archie Duran and support families with enrollement.  <b>Strategy's Expected Result/Impact:</b> Increase enrollment. <b>Staff Responsible for Monitoring:</b> Administration, office staff, registrar, teachers  <b>Title I:</b> 2.5, 4.2 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1 - L5 Equity by Design (Demographics) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus advertising-social media, web page.  <b>Strategy's Expected Result/Impact:</b> Improve communication with community and encourage enrollment. <b>Staff Responsible for Monitoring:</b> Administration, Office staff, registrar  <b>Title I:</b> 2.5, 4.2 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1 - L5 Equity by Design (Demographics) 2	Formative			Summative
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**Performance Objective 1 Prioritized Needs:**

L1 Whole Child (Culture & Climate)
<b>Prioritized Need 1:</b> Parent involvement is a need as well as a positive communication culture. <b>Root Cause:</b> Campus has not provided ample opportunities for parents to provide feedback in a way that allows them to process information in a timely manner.



### L5 Equity by Design (Demographics)

**Prioritized Need 2:** Community involvement via parent workshops, volunteer opportunities, campus events and informational district meetings. **Root Cause:** Campus leaders need to provide opportunities for parents to participate in school by being transparent with information and have need based community parent workshops.

**Goal 3:** DESTINATION DISTRICT Coach Archie Duran Elementary School will support the District to solidify its position as El Paso's destination district.

**Performance Objective 2:** By June 2024, Coach Archie Duran Elementary School 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 90% to 93%.

**Evaluation Data Sources:** Personnel Records





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Archie Duran will hold interviews with varied stakeholder input. <b>Strategy's Expected Result/Impact:</b> Retain top talent. <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Prioritized Needs:</b> L5 Equity by Design (Demographics) 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 2 Prioritized Needs:**

L5 Equity by Design (Demographics)
<b>Prioritized Need 1:</b> Students, teachers, and staff need access to educational resources that can support growth in all core content areas. <b>Root Cause:</b> Campus teachers and instructional leadership team need to provide differentiated instruction by academic level.

**Goal 3:** DESTINATION DISTRICT Coach Archie Duran Elementary School will support the District to solidify its position as El Paso's destination district.

**Performance Objective 3:** By June 2024, Coach Archie Duran Elementary School will expand the integration of 21st-century learning and innovation skills by developing and implementing an instructional technology campus support plan.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Development of campus technology support plan as well as provide the appropriate technology. <b>Strategy's Expected Result/Impact:</b> Integrate 21st century learning opportunities. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 2, 3	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 3 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p><b>Prioritized Need 2:</b> Students are not attaining a year's growth from BOY to EOY in all subject areas based on current data sources. <b>Root Cause:</b> Data sources not being consistently used to drive instruction. Tier 1 instruction is more rigorous and engaging to include higher order thinking opportunities PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction that includes time allotments to indicate the amount of time spent on each step of the lesson, and assessments.</p> <p><b>Prioritized Need 3:</b> Student learning environments are not designed to ensure full student engagement; resulting in classroom distraction and loss of learning time. <b>Root Cause:</b> 1. PLC have been used minimally as an opportunity for collaboration focused on Tier 1 instruction and lesson design based on multiple authentic data sources. 2. Inconsistent use of data to drive targeted instruction.</p>

**Goal 4: CULTURE OF ACCOUNTABILITY** Coach Archie Duran Elementary School will cultivate a culture of transparency, care, and service.

**Performance Objective 1:** By June 2024, Coach Archie Duran Elementary School will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 93% to 95%.

**Evaluation Data Sources:** Attendance Rate (ADA) data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PERFECT ATTENDANCE Challenge initiative Each class will spell out PERFECT ATTENDANCE (Criteria to get a letter: no absences, no tardies, teacher takes attendance on time) <b>Strategy's Expected Result/Impact:</b> Increase attendance <b>Staff Responsible for Monitoring:</b> PEIMs clerk, teacher, and administration.  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 3 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> NBA Club-never been absent certificates and rewards every 9 weeks. <b>Strategy's Expected Result/Impact:</b> Increase attendance rate <b>Staff Responsible for Monitoring:</b> Students, teachers, PEIMs clerk, administration  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Performance Objective 1 Prioritized Needs:**





<b>L2 Academic Excellence (Curriculum, Instruction, Assessment)</b>
<b>Prioritized Need 3:</b> Student learning environments are not designed to ensure full student engagement; resulting in classroom distraction and loss of learning time. <b>Root Cause:</b> 1. PLC have been used minimally as an opportunity for collaboration focused on Tier 1 instruction and lesson design based on multiple authentic data sources. 2. Inconsistent use of data to drive targeted instruction.
<b>L3 Destination School (Perceptions, Facilities, Programs, Technology)</b>
<b>Prioritized Need 1:</b> Attendance goal of 95%. <b>Root Cause:</b> Need for improvement on monitoring of attendance by office, attendance committee , and leadership. There is a need for incentives to encourage kids to be present.

**Goal 4: CULTURE OF ACCOUNTABILITY** Coach Archie Duran Elementary School will cultivate a culture of transparency, care, and service.

**Performance Objective 2:** By June 2024, Coach Archie Duran Elementary School will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring 100% of schools offer all required community events.

**Evaluation Data Sources:** Community Events Documentation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Parent/Teacher Conferences <b>Strategy's Expected Result/Impact:</b> Foster communication with students, teachers, and families regarding student levels and goal attainment.  <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1, 2	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monthly PEL community engagement event: Coffee with the Principal, parent workshops, Thanksgiving luncheon, Holiday events, etc. <b>Strategy's Expected Result/Impact:</b> Build community partnerships <b>Staff Responsible for Monitoring:</b> PEL, Administration  <b>Title I:</b> 4.1, 4.2 <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1 - L5 Equity by Design (Demographics) 2	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Build partnership with PTA to host community events and support campus and teacher needs <b>Strategy's Expected Result/Impact:</b> Family Dance, Field Day, Trunk or Treat Fall event <b>Staff Responsible for Monitoring:</b> Administration, PEL  <b>Title I:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1 - L4 Culture of Accountability (Parent & Community Engagement) 1 - L5 Equity by Design (Demographics) 2	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Purchase movie license for the purpose of holding family movie nights, and other activities. <b>Strategy's Expected Result/Impact:</b> Increased parent engagement <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.5, 2.6, 4.2 <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1 - L5 Equity by Design (Demographics) 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
<b>Prioritized Need 1:</b> Parent involvement is a need as well as a positive communication culture. <b>Root Cause:</b> Campus has not provided ample opportunities for parents to provide feedback in a way that allows them to process information in a timely manner. <b>Prioritized Need 2:</b> A disconnect between the behavior procedures and expectations in classroom environments and areas of transitions such as: specials, P.E, recess, and lunch. <b>Root Cause:</b> Lack of consistent practices with monitoring and accountability
L4 Culture of Accountability (Parent & Community Engagement)
<b>Prioritized Need 1:</b> Community and business member on CIT <b>Root Cause:</b> New administration and new full time PEL need to build relationships to recruit members.
L5 Equity by Design (Demographics)
<b>Prioritized Need 2:</b> Community involvement via parent workshops, volunteer opportunities, campus events and informational district meetings. <b>Root Cause:</b> Campus leaders need to provide opportunities for parents to participate in school by being transparent with information and have need based community parent workshops.

**Goal 4: CULTURE OF ACCOUNTABILITY** Coach Archie Duran Elementary School will cultivate a culture of transparency, care, and service.

**Performance Objective 3:** By June 2024, Coach Archie Duran Elementary School 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 as measured on Thought Exchange (3 times per year with 40% response rate) and Let's Talk Platform (customer satisfaction rating from 7.8 to 9 and response rate from 10.5 days to 3 days).

**Evaluation Data Sources:** Thought Exchange and Let's Talk

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide parents with a survey to collect feedback. <b>Strategy's Expected Result/Impact:</b> Collect feedback to monitor and adjust programing. <b>Staff Responsible for Monitoring:</b> Administration, ILT, PEL  <b>Title I:</b> 2.5, 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1 - L5 Equity by Design (Demographics) 2	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 3 Prioritized Needs:**





L1 Whole Child (Culture & Climate)
<b>Prioritized Need 1:</b> Parent involvement is a need as well as a positive communication culture. <b>Root Cause:</b> Campus has not provided ample opportunities for parents to provide feedback in a way that allows them to process information in a timely manner.
L5 Equity by Design (Demographics)
<b>Prioritized Need 2:</b> Community involvement via parent workshops, volunteer opportunities, campus events and informational district meetings. <b>Root Cause:</b> Campus leaders need to provide opportunities for parents to participate in school by being transparent with information and have need based community parent workshops.



**Goal 5: EQUITY BY DESIGN** Coach Archie Duran Elementary School will champion a targeted approach to universal access and system equity.

**Performance Objective 1:** By June 2024, Coach Archie Duran Elementary School will foster equitable access to opportunities and eliminating barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 33% to 30% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 41% to 36%% [RDA]

**Evaluation Data Sources:** TELPAS

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administration will complete a minimum of 5 classroom walkthroughs per week to identify areas of strength and for continued growth. <b>Strategy's Expected Result/Impact:</b> Improved instructional practices improving student academic achievement <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 2, 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Host a campus TELPAS information night for parents, and a TELPAS camp for students to inform and provide language acquisition strategies with incentives and engaging activities.  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1 - L2 Academic Excellence (Curriculum, Instruction, Assessment) 2 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 - L5 Equity by Design (Demographics) 1, 2	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
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**Performance Objective 1 Prioritized Needs:**

### L1 Whole Child (Culture & Climate)

**Prioritized Need 1:** Parent involvement is a need as well as a positive communication culture. **Root Cause:** Campus has not provided ample opportunities for parents to provide feedback in a way that allows them to process information in a timely manner.

### L2 Academic Excellence (Curriculum, Instruction, Assessment)

**Prioritized Need 2:** Students are not attaining a year's growth from BOY to EOY in all subject areas based on current data sources. **Root Cause:** Data sources not being consistently used to drive instruction. Tier 1 instruction is more rigorous and engaging to include higher order thinking opportunities PLC structure does not allow for teachers to dig deep into the data and plan effective lessons for Tier I instruction that includes time allotments to indicate the amount of time spent on each step of the lesson, and assessments.

**Prioritized Need 3:** Student learning environments are not designed to ensure full student engagement; resulting in classroom distraction and loss of learning time. **Root Cause:** 1. PLC have been used minimally as an opportunity for collaboration focused on Tier 1 instruction and lesson design based on multiple authentic data sources. 2. Inconsistent use of data to drive targeted instruction.

### L3 Destination School (Staff Recruitment, Retention & Prof. Dev)

**Prioritized Need 1:** Provide professional development for content area support. **Root Cause:** Lack of opportunity for teachers to build teaching toolbox.

### L5 Equity by Design (Demographics)

**Prioritized Need 1:** Students, teachers, and staff need access to educational resources that can support growth in all core content areas. **Root Cause:** Campus teachers and instructional leadership team need to provide differentiated instruction by academic level.

**Prioritized Need 2:** Community involvement via parent workshops, volunteer opportunities, campus events and informational district meetings. **Root Cause:** Campus leaders need to provide opportunities for parents to participate in school by being transparent with information and have need based community parent workshops.