

***El Paso Independent School District
Coach Archie Duran Elementary School
2023-2024 Improvement Plan***



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Comprehensive Needs Assessment

L1 Whole Child (Culture & Climate)

L1 Whole Child (Culture & Climate) Summary

Parents express the desire to participate in any school activity, they appreciate the opportunities to come into the school and share educational experiences with their children. Parents value strong communication with teachers as well as solution based conversations the move forward in the success of their children. Parents also express the need for safety and organization during school dismissal.

Parents are given the opportunity to volunteer during the day to help maintain a safe school environment during transitions throughout the day.

Students have the opportunity to Extra-curricular Activities: Intramurals, Choir, UIL, Yearbook, Character Counts Clubs

PBIS Implementation is current, counselor and assistant principal work together to provide guidance with character traits and what it means to S.O.R.E. as a Comet at Coach Archie Duran elementary school.

Our goal is have students participate in a safe, healthy, and productive way in all school related events, academic performance, and social emotional interactions.

L1 Whole Child (Culture & Climate) Strengths

At Coach Archie Duran, we in partnership with our families and communities strive to provide inclusive and fair learning environments and opportunities to support the whole child. At Coach Archie Duran, we understand that a in order for a child to have a positive life outcome we need to provide access to a safe and welcoming learning environment with rich learning experiences.

Prioritized Needs Identifying L1 Whole Child (Culture & Climate) Needs

Prioritized Need 1 (Prioritized): 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.

Prioritized Need 2 (Prioritized): A disconnect between the behavior procedures and expectations in classroom environments and areas of transitions such as: specials, P.E, recess, and lunch. ***Root Cause:*** Lack of consistent practices with monitoring and accountability

L2 Academic Excellence (Curriculum, Instruction, Assessment)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

Student Learning Summary Student Achievement Summary 2023 (based on preliminary data)

TEA Ratings

Domain I – Student Achievement. Archie Duran Elementary Score: = Approaches 68%/Meets 37%/Masters 14% = 40%/D

Domain II – Student Progress- Academic Growth 58- %. Relative Progress-0 % = F

Domain III – Closing Performance Gaps - no data available (pending TEA updated information)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths

Campus staff and campus leadership are responsible for monitoring progress on goals relevant to their direct roles and responsibilities:

The Campus Teaching Coaches are instrumental in setting routines and procedures for staff to progress monitor goals as well as developing staff capacity to discuss data and create purposeful plans of actions. During their dedicated planning time, staff begin data dives by:

1. reviewing ground gained or lost towards a milestone
2. identifying likely catalysts for and barriers to success
3. naming risks to milestone achievement contributing to the efforts of the team by co-coordinating intervention plans and co-planning differentiated instruction by pushing in to support instruction and/or providing targeted interventions
4. When staff members identify risks, there is a clear system by which to notify campus leadership.

In addition to discussing progress to goals in campus leadership teams the campus leadership team is responsible for reviewing staff-identified risks and adjusting goals accordingly or providing additional support to staff to assist in getting back on track towards the goal.

Prioritized Needs Identifying L2 Academic Excellence (Curriculum, Instruction, Assessment) Needs

Prioritized Need 1 (Prioritized): 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 (Prioritized): 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 (Prioritized): 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)

L2 Academic Excellence (Student Achievement) Summary

Archie Duran staff is committed to creating consensus for a culture of collective responsibility in achieving greatness based on the belief that all students can learn at high levels.

Teams identify baselines to norms on expected progress, document and communicate data findings, set long term goals, and draft a plan of action with timelines to support the fidelity of the plan. This process is repeated during the development of short-term goals, to specifically address essential standards and to evaluate outcomes for academic goals set on a weekly basis. A Plan of Action includes calendar dates of critical milestone points throughout the year to ensure progress towards our desired and documented outcomes. At these milestone step back points, ALLs and Campus Teaching Coaches present progress towards goals to staff and facilitate a 'problem of practice' protocol to review strategies that are yielding results towards goals, as well as identify root causes preventing progress towards goals.

In addition to current assessment measures provided by the district that accompany the curriculum, campus teams develop formative, weekly common assessments and rubrics to ensure consistency throughout the campus.

Artifacts to support our efforts include timelines, action plans, and structured PLC minutes, data walls with class and grade level goal statements and progress tracking charts displayed. In addition to this, teams incorporate use of additional performance data sources such as student journals, Guided Reading lesson binders, TTESS flipcharts with individual teacher progress, and Class and Individual Student Data tracking posters.

- English Learners arrive at each elementary school performing below grade level and are not mastering content in English or Spanish.
- All sub-populations of students previously mentioned are in need of a very strong first teach (TIER 1 instruction) based on best instructional practices, formative/summative assessments and progress monitoring, differentiation and rigorous learning opportunities.

L2 Academic Excellence (Student Achievement) Strengths

Campus Administrators and Instructional team are responsible for monitoring progress and supporting instruction to meet the goals set as a campus:

Campus Administrators and Campus Teaching Coaches are instrumental in setting routines and procedures for staff to progress monitor goals as well as developing staff capacity to discuss data and create purposeful plans of actions.

Campus Professional Learning Community (PLC) will plan instructional strategies as well as partake in data dives by:

1. Monitoring progress using district unit assessments, benchmarks, and other forms of assessments as indicated by district.
2. Facilitate deep data digs to ensure that students are taught according to their level of academic need.
3. Use WIN time to provide enrichment and/or intervention to meet the need of individual students.
4. Campus leadership team and teachers will communicate using the district adopted RTI model.

In addition to discussing progress to goals in campus leadership teams the campus leadership team will track progress of our systems and goals accordingly support to staff to assist in getting back on track towards the goal.

Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

Prioritized Need 1 (Prioritized): 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 (Prioritized): 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.

Prioritized Need 3 (Prioritized): Provide learning opportunities in a safe social and academic safe learning environment. ***Root Cause:*** Campus will need to strengthen progressive discipline plan not only to be positive, but also clear on all campus and district expectations.

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

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Summary

Professional Development Implementation at PLC's and Teacher planning days.

Administrators are completing 5 weekly walkthroughs to support instruction and provide feedback to teachers.

Instructional leadership team performed learning walks providing feedback.

Administrators meet for follow-up conferences with teachers following walkthroughs.

Administrators are working with academics to ensure high quality instruction through PLC.

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Strengths

50 highly qualified teachers

Professional Development-district and CTC providing support to teachers

UTEP Mentoring program participant for year one teacher support for teachers that graduated through the residential program at university.

CTC and Mentor teacher support implemented.

Prioritized Needs Identifying L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Needs

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

L3 Destination District (Perceptions, Facilities, Programs, Technology)

L3 Destination District (Perceptions, Facilities, Programs, Technology) Summary

Family and Community Engagement

1. Parents and community are involved in meaningful ways that support student learning. Evident by the results in Parents Surveys.
2. All communications sent to parents are translated into Spanish and distributed in a variety of ways (call outs, emails, texts, Dojo, web page, marquee, flyers, weekly home visits done by teachers, counselor, social worker and administration).
3. Parents and the community member concerns and solutions to problems are heard at campus CIT meetings, monthly Coffee with the Principal, Parent Conferences and a general Open-Door policy.
4. To engage parents and community there are various activities and events: Coffee with the Principal, parent workshops, district informational meetings on campus.
5. College readiness is actively promoted throughout the school year.
6. Campus seeks constant parent and community collaboration to serve and support student need through surveys.

School Culture and Climate

1. Campus activities such as grade level meetings to promote positive expectations and enhance school culture.
2. Maintain a high level of classroom management, and instructional practices by attending trainings and receive support from instructional coaches.
5. Campus utilizes PBIS schoolwide program to establish routines, promote positive behaviors within our campus, and support the mental health and well-being of all students and staff.
6. Campus wide celebrations, activities and rallies are organized on a weekly, bi-weekly and monthly schedule:
 - Led by Principal & AP: Perfect Attendance, Academic, Video Morning Announcements, Check ins-outs
 - Led by Counselor: College Readiness Rallies, PBIS, SEL, Terrific Kid, 9 week Awards Assemblies, Red Ribbon, Career Week, Anti bullying, Gen TX, Eng/Spa Spelling Bee, End of Year Talent Show; Monthly Grade Level Student Shows, GT Fair; Fine Arts Fair
 - Led by Librarian: Daily video news; Monthly Reading Challenges; Multi-Cultural Activities/celebrations; Robotics After/School Clubs, AR Celebrations, Book Fairs; Read Across America
 - Led by Academic Coaches: Academic Night, Technology Night; Nachos Numbers and Nonsense Night; Science Fair; Literacy Fair

L3 Destination District (Perceptions, Facilities, Programs, Technology) Strengths

Coffee with the principal and parent information meetings have informed the campus of the parents desire to be a part of the Archie Duran campus. Our parents would like opportunities to be part of the school community. Stakeholders value special events, parent workshops, and opportunities to volunteer at the campus.

Our perceived strengths are communicating with parents and listening to them with the goal of collaborating toward academic success of our students.

Prioritized Needs Identifying L3 Destination District (Perceptions, Facilities, Programs, Technology) Needs

Prioritized Need 1 (Prioritized): Attendance goal of 95%. ***Root Cause:*** 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.

L4 Culture of Accountability (Parent & Community Engagement)

L4 Culture of Accountability (Parent & Community Engagement) Summary

Archie Duran has implemented a variety of activities to help promote family and community engagement.

Parents have been invited to informational events that help families understand the decision making process as a district, campus where parents are asked for input and provided with choice.

Campus providing parent workshops with current hot topics that will help parents with skills to help their children excel in school.

L4 Culture of Accountability (Parent & Community Engagement) Strengths

Parents are welcomed and encouraged to participate in school activities.

Parents attend all school events, and participate in attendance incentives, yearly events, and workshops.

Parents communicate with school counselor to discuss areas of need for their children.

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

Prioritized Need 1 (Prioritized): Community and business member on CIT ***Root Cause:*** New administration and new full time PEL need to build relationships to recruit members.

L5 Equity by Design (Demographics)

L5 Equity by Design (Demographics) Summary

Coach Archie Duran is currently serving 670 students.

Students Economically Disadvantages:

Students qualifying for Special Education Services: 8%

Emergent Bilingual Students: 37%

Student by ethnicity

Hispanic: 88%

African American: 4.7%

American Indian: .30%

Pacific Asian Islander: .60%

White: 3.58%

2 or more Races: 1.4%

Attendance Rate: 94%

Instructional team will focus on the increase of literacy and mathematical comprehension as well as differentiated learning approaches for all students at Archie Duran Elementary.

L5 Equity by Design (Demographics) Strengths

Demographic strength is the RTI's approach to identifying the needs and strengths of the students presented to the RTI team and making decisions based on a variety of data sources.

Teachers contribute greatly by providing tiered instruction and interventions for the recommended periods of time, contacting parents and presenting the team with potential at-risk students. Administration encourages home visits as they are also an important factor.

Students are provided with additional pull-out intervention sessions done by our support staff and CTCs.

Communication with parents is continuous in all aspects of students' development of all subgroups and is provided in both languages, English and Spanish. All communication is available via campus website, class dojo, flyers, call outs, marquee etc.

SPED team meets regularly to ensure that all students who participate in special education receive the correct services.

LPAC team meets on a monthly basis to ensure that all EL students are provided the support that is required.

Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

Prioritized Need 1 (Prioritized): 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 (Prioritized): 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.

Prioritized Needs

Prioritized Need 1: STAAR: Not all students learning at high levels or as demonstrated by Domain 1: STAAR

Root Cause 1: 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 1 Areas: 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 2: 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 2 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

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 3: 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.

Prioritized Need 3 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 4: 2023 STAAR performance indicates that students are under performing at the Meets level in the areas of Reading, Mathematics, and Science.

Root Cause 4: Campus PD has not provided teachers with explicit cross-curricular connections to prepare students on STAAR 2.0.

Prioritized Need 4 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 5: Strengthen Tier 1 instruction by providing consistent instruction using the district provided curriculum.

Root Cause 5: 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.

Prioritized Need 5 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 6: Provide learning opportunities in a safe social and academic safe learning environment.

Root Cause 6: Campus will need to strengthen progressive discipline plan not only to be positive, but also clear on all campus and district expectations.

Prioritized Need 6 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 7: Attendance goal of 95%.

Root Cause 7: 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.

Prioritized Need 7 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 8: Students, teachers, and staff need access to educational resources that can support growth in all core content areas.

Root Cause 8: Campus teachers and instructional leadership team need to provide differentiated instruction by academic level.

Prioritized Need 8 Areas: L5 Equity by Design (Demographics)

Prioritized Need 9: Community involvement via parent workshops, volunteer opportunities, campus events and informational district meetings.

Root Cause 9: Campus leaders need to provide opportunities for parents to participate in school by being transparent with information and have need based community parent workshops.

Prioritized Need 9 Areas: L5 Equity by Design (Demographics)

Prioritized Need 10: Provide professional development for content area support.

Root Cause 10: Lack of opportunity for teachers to build teaching toolbox.

Prioritized Need 10 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 11: Community and business member on CIT

Root Cause 11: New administration and new full time PEL need to build relationships to recruit members.

Prioritized Need 11 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 12: Parent involvement is a need as well as a positive communication culture.

Root Cause 12: Campus has not provided ample opportunities for parents to provide feedback in a way that allows them to process information in a timely manner.

Prioritized Need 12 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 13: A disconnect between the behavior procedures and expectations in classroom environments and areas of transitions such as: specials, P.E, recess, and lunch.

Root Cause 13: Lack of consistent practices with monitoring and accountability

Prioritized Need 13 Areas: L1 Whole Child (Culture & Climate)

Goals





Goal 1: WHOLE CHILD DEVELOPMENT Coach Archie Duran Elementary School will foster a earning 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.

High Priority

Evaluation Data Sources: CK-12 Survey

Strategy 1 Details	Reviews			
Strategy 1: 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) Strategy's Expected Result/Impact: Students will meet campus behavioral expectations to proactively address discipline occurrences. Staff Responsible for Monitoring: Teachers, Administrators, Leadership Team Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Fostering caring classroom environments Staff Responsible for Monitoring: Teachers, Administration, Support Personnel Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L1 Whole Child (Culture & Climate) 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Provide supplies for office and administrative staff to work efficiently. Strategy's Expected Result/Impact: Increased efficiency of staff and administration Staff Responsible for Monitoring: Office Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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)
Prioritized Need 2: A disconnect between the behavior procedures and expectations in classroom environments and areas of transitions such as: specials, P.E, recess, and lunch. Root Cause: Lack of consistent practices with monitoring and accountability

Goal 1: WHOLE CHILD DEVELOPMENT Coach Archie Duran Elementary School will foster a learning 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.

High Priority

Evaluation Data Sources: Survey results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Increase student participation and provide learning opportunities outside the structured classroom.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team Club Sponsors Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Results Driven Accountability</p> <p>Prioritized Needs: L1 Whole Child (Culture & Climate) 1</p> <p>Funding Sources: - 211 ESEA Title I Part A (Campus) - \$1,200</p>				
<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:

L1 Whole Child (Culture & Climate)
<p>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.</p>

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.

High Priority
Evaluation Data Sources: District tracking tool

Strategy 1 Details		Reviews			
Strategy 1: Provide information to the community regarding Parks and Recreation after school program, intramurals, clubs and after school tutoring opportunities. Strategy's Expected Result/Impact: Support student after school care and participation in school extra curricular. Staff Responsible for Monitoring: Volunteering Entities/ Parks and Recreation personnel/teaches/club sponsors. Title I: 2.5, 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 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 3 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.

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.

High Priority

Evaluation Data Sources: District Developed Tracking Rubric

Strategy 1 Details		Reviews			
Strategy 1: Students will comply with campus wide PBIS implementation. Progressive Discipline Flow Chart Reflection Sheets Comet Cash/Store Comets Care Raffle Strategy's Expected Result/Impact: Students will meet campus behavioral expectations to proactively address discipline occurrences. Staff Responsible for Monitoring: Teachers, Administration, Support Personnel Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Fostering caring classroom environments Staff Responsible for Monitoring: Teachers, Administration, Support Personnel Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2		Formative			Summative
		Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Provide training and materials for counselor to support all faculty/staff to support the Social Emotional Learning of all students. Strategy's Expected Result/Impact: Fewer behavior referrals, behavior concerns, increase in student productivity, attendance, and performance. Staff Responsible for Monitoring: Counselor and Principal Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 2		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 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 2: A disconnect between the behavior procedures and expectations in classroom environments and areas of transitions such as: specials, P.E, recess, and lunch. Root Cause: 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.

High Priority
Evaluation Data Sources: On Point Discipline Action Summary Report

Strategy 1 Details		Reviews			
Strategy 1: PBIS Reflection sheets, parent contact/conferences for behavior concerns. Progressive discipline plans will be followed. Strategy's Expected Result/Impact: Develop parent communication, SEL connections, and self regulation strategies Staff Responsible for Monitoring: Disciplinary administrator, counselor and teacher Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: 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 5 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.
Prioritized Need 2: A disconnect between the behavior procedures and expectations in classroom environments and areas of transitions such as: specials, P.E, recess, and lunch. Root Cause: 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%.

High Priority
Evaluation Data Sources: On Point Discipline Action Summary Report

Strategy 1 Details		Reviews			
Strategy 1: Campus will follow a progressive discipline plan and provide student's due process. Strategy's Expected Result/Impact: Parent communication on all Level 3 offenses that result in ISS/OSS/ Disciplinary Removal. Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 2		Formative			Summative
		Oct	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

Performance Objective 6 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.
Prioritized Need 2: A disconnect between the behavior procedures and expectations in classroom environments and areas of transitions such as: specials, P.E, recess, and lunch. Root Cause: 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.





High Priority

Evaluation Data Sources: Walkthroughs

Strategy 1 Details		Reviews			
Strategy 1: Administration will complete a minimum of 5 classroom walkthroughs per week to identify areas of strength and for continued growth. Strategy's Expected Result/Impact: Improved instructional practices improving student academic achievement. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 Prioritized Needs: 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			
Strategy 2: Administration will conduct a minimum of one coaching conference per week to support campus instructional practice alignment to district curriculum. Strategy's Expected Result/Impact: Aligned instructional practices to district curriculum improving student achievement. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 Prioritized Needs: 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			
Strategy 3: CTCs will complete a minimum of 3 classroom walkthroughs per week to identify areas of strength and continues growth. Strategy's Expected Result/Impact: Support Tier 1 instruction and practice the coaching model in support of teachers. Staff Responsible for Monitoring: CTCs, Administration, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: 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			
Strategy 4: Teachers and/or instructional leadership team, and administration will participate in professional development opportunities in and out of district. Strategy's Expected Result/Impact: Support Tier 1 instruction and strong 1st teach, Staff Responsible for Monitoring: CTCs, administration, teachers Title I: 2.4, 2.5, 2.6 Prioritized Needs: 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			
Strategy 5: Provide tutoring opportunities that will provide accelerated instruction to target learning loss due to COVID and virtual, instruction. Strategy's Expected Result/Impact: Increase Math/Reading assessment scores Staff Responsible for Monitoring: Teachers CTCs, Interventionist, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: 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			
Strategy 6: Provide substitutes for teachers to plan units in half day sessions as a grade level for content subjects and attend professional development. Strategy's Expected Result/Impact: Increase student engagement, lesson delivery, effective tier 1 instruction Staff Responsible for Monitoring: CTCs, Interventionist, Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: 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			
Strategy 7: Provide real world experiences for students with community based activates-field trips. Strategy's Expected Result/Impact: Build student background knowledge and experiences tied to curriculum Staff Responsible for Monitoring: Teachers, Administration, Secretary Title I: 2.4, 2.5, 2.6 Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 3 - L2 Academic Excellence (Student Achievement) 2, 3		Formative			Summative
		Oct	Jan	Mar	June

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

Performance Objective 1 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.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

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.

Prioritized Need 3: Provide learning opportunities in a safe social and academic safe learning environment. **Root Cause:** Campus will need to strengthen progressive discipline plan not only to be positive, but also clear on all campus and district expectations.

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 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.

High Priority

Evaluation Data Sources: Walk through data

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

Strategy 3 Details		Reviews			
Strategy 3: Provide supplies for teachers and students to implement district curriculum with fidelity. Strategy's Expected Result/Impact: Improved academic achievement Staff Responsible for Monitoring: Teachers, CTCs, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 1, 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 2 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.
Prioritized Need 3: Provide learning opportunities in a safe social and academic safe learning environment. Root Cause: Campus will need to strengthen progressive discipline plan not only to be positive, but also clear on all campus and district expectations.
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 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%

High Priority

Evaluation Data Sources: Tableau, Eduphoria, TAPR

Strategy 1 Details		Reviews			
Strategy 1: Progress Monitor all unit assessments and benchmarks, district NWEA and student trackers. Strategy's Expected Result/Impact: Monitoring of individual student and grade level expectations. Staff Responsible for Monitoring: Teachers, CTCs, Interventionist, and Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: 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			
Strategy 2: Resources aligned to STAAR rigor and questioning format. Strategy's Expected Result/Impact: Teaching and learning exposure and practice to testing format of questions. Staff Responsible for Monitoring: Teachers, CTCs, Interventionist, Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: 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
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Prioritized Needs:

<i>L2 Academic Excellence (Curriculum, Instruction, Assessment)</i>
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.
<i>L2 Academic Excellence (Student Achievement)</i>
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.
Prioritized Need 3: Provide learning opportunities in a safe social and academic safe learning environment. Root Cause: Campus will need to strengthen progressive discipline plan not only to be positive, but also clear on all campus and district expectations.
<i>L3 Destination School (Staff Recruitment, Retention & Prof. Dev)</i>
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 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].

High Priority

HB3 Goal

Strategy 1 Details		Reviews			
Strategy 1: Progress monitor with unit assessment, benchmarks, supplemental resources, district NWEA and student trackers. Strategy's Expected Result/Impact: Monitoring of individual student and grade level expectations. Staff Responsible for Monitoring: Teachers, CTCs, Interventionist, and Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: 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			
Strategy 2: Classroom instructional resources to support academic achievement aligned to STAAR rigor and questioning format. Strategy's Expected Result/Impact: Teaching and learning exposure and practice to testing format of questions.		Formative			Summative
		Oct	Jan	Mar	June

Staff Responsible for Monitoring: Teachers, CTCs, Interventionist, Administration.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2 - L2 Academic Excellence (Student Achievement) 1, 2



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]

High Priority

HB3 Goal

Strategy 1 Details		Reviews			
Strategy 1: Progress monitor with unit assessments, benchmarks, district programs, student trackers Strategy's Expected Result/Impact: Monitoring of individual student and grade level expectations. Staff Responsible for Monitoring: Teachers, CTCs, Interventionist, and Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: 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			
Strategy 2: Resources aligned to TEKS rigor and questioning format of STAAR. Strategy's Expected Result/Impact: Teaching and learning exposure and practice to state testing formats. Staff Responsible for Monitoring: Teachers, CTCs, Interventionist, Administration. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: 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 from 676 students to 700 students.

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

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

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

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			
Strategy 1: Development of campus technology support plan as well as provide the appropriate technology. Strategy's Expected Result/Impact: Integrate 21st century learning opportunities. Staff Responsible for Monitoring: Administration Title I: 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2, 3	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:





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.

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%.

High Priority

Evaluation Data Sources: Attendance Rate (ADA) data

Strategy 1 Details	Reviews			
Strategy 1: 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) Strategy's Expected Result/Impact: Increase attendance Staff Responsible for Monitoring: PEIMs clerk, teacher, and administration. Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: 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			
Strategy 2: NBA Club-never been absent certificates and rewards every 9 weeks. Strategy's Expected Result/Impact: Increase attendance rate Staff Responsible for Monitoring: Students, teachers, PEIMs clerk, administration Title I: 2.5 - 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:

L2 Academic Excellence (Curriculum, Instruction, Assessment)

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 (Perceptions, Facilities, Programs, Technology)

Prioritized Need 1: Attendance goal of 95%. **Root Cause:** 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.

High Priority

Evaluation Data Sources: Community Events Documentation

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

Strategy 4 Details		Reviews			
Strategy 4: Purchase movie license for the purpose of holding family movie nights, and other activities. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Administration Title I: 2.5, 2.6, 4.2 Prioritized Needs: 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)
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. Prioritized Need 2: A disconnect between the behavior procedures and expectations in classroom environments and areas of transitions such as: specials, P.E, recess, and lunch. Root Cause: Lack of consistent practices with monitoring and accountability
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Community and business member on CIT Root Cause: New administration and new full time PEL need to build relationships to recruit members.
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 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).

High Priority

Evaluation Data Sources: Thought Exchange and Let's Talk

Strategy 1 Details		Reviews			
Strategy 1: Provide parents with a survey to collect feedback. Strategy's Expected Result/Impact: Collect feedback to monitor and adjust programing. Staff Responsible for Monitoring: Administration, ILT, PEL Title I: 2.5, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L5 Equity by Design (Demographics) 2		Formative			Summative
		Oct	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Performance Objective 3 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.
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 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]

High Priority

Evaluation Data Sources: TELPAS

Strategy 1 Details		Reviews			
Strategy 1: Administration will complete a minimum of 5 classroom walkthroughs per week to identify areas of strength and for continued growth. Strategy's Expected Result/Impact: Improved instructional practices improving student academic achievement Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 2, 3		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: 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. Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Prioritized Needs: 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			
 No Progress  Accomplished  Continue/Modify  Discontinue					

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.

RDA Strategies

<i>Goal</i>	<i>Objective</i>	<i>Strategy</i>	<i>Description</i>
1	2	1	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.

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$25,950.00
+/- Difference					\$25,950.00
211 ESEA Title I Part A (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$1,200.00
2	1	9	supplies, reading materials, web based		\$54,532.00
Sub-Total					\$55,732.00
Budgeted Fund Source Amount					\$322,267.00
+/- Difference					\$266,535.00
Grand Total Budgeted					\$348,217.00
Grand Total Spent					\$55,732.00
+/- Difference					\$292,485.00