

El Paso Independent School District
Douglass Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Frederick Douglass Elementary School, with community involvement, will continue to meet the individual needs of all students by providing a safe, positive, and supportive learning environment where differences are embraced enabling students to grow, thrive, and succeed in the 21st century.

Vision

Teachers and staff will inculcate determination and high expectations shaping student's learning and communication skills. Students will leave Douglass Elementary with strong values of honesty, respect, consistency and fairness. Children will be college prepared to continue their education with a high level of success and motivation.

Value Statement

The Frederick Douglass Elementary School community will strive to educate all students in an environment conducive to learning, where hard work and determination are the norm, risks are encouraged and errors and mistakes are considered learning opportunities.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary – Our Campus Story

In the 2021-2022 school year, the enrollment number at Douglass Elementary increased due to the remodeling of the housing projects being completed and the full reopening of in-school instruction. The number of students increased from 411 enrolled in the 2020-2021 school year to 506 as of April 2022. Out of the 506 students enrolled 2 are migrant and 8 are homeless. The enrollment numbers usually stay the same because as we drop students, we register new students. The enrollment at Douglass over the past 5 years, averaged between 250 to 325 students, which means we are showing an increase of students. The number of students enrolled in special programs include 42 gifted and talented, 42 Pre-k, and 20 pre-k 3.

Attendance rates were 94.49% in 2018-19 and up to 94.99% in 2019-2020. The attendance rate dropped to 90.5 % in 2020-2021. This year 2021-2022 we have had a significant drop in attendance due to the pandemic. The daily rate for April 19, 2022, is 78% for kinder – 5th grade, 86% for pre-k, and 75% for pre-k3. The campus procedure to track absences includes taking attendance at 10:00 AM. Teachers fill out a roster daily, of students who are not present before 8:30 a.m. The attendance clerk then calls parents of those students who are not on campus. After 3 consecutive absences, teachers notify the Assistant Principal and the Attendance Clerk. They communicate with parents through a phone call or in person. If the absences continue after unsuccessfully contacting parents, the school will notify the ALPHA Initiative who then sends a Truant Officer and/or begins a 45-day plan. Interventions to promote attendance in past years have included certificates, coupons, and/or prizes given every 9 weeks. At the end of the school year, students with perfect attendance would also receive a trophy. This year we have implemented the Golden Ticket incentive to encourage punctuality and better attendance. Students who have perfect attendance during each nine weeks will receive a certificate and coupons from neighborhood restaurants.

ELL students are supported with the Dual Language program Pre-K-5th. Teachers are Bilingual certified or ESL certified and attend ongoing professional development throughout the year. Teachers provide LPAC accommodations using ELL strategies. Using the data results (DRA/EDL, TELPAS) student progress has improved significantly. High impact tutoring is provided during and after school to address unfinished learning. Students are developing their biliteracy through the Dual Language Program. The students are acquiring social-cultural competency as well. Students are assessed in both languages and are provided with interventions. Teachers use SIOP strategies to ensure students are successfully acquiring both languages.

In person school activities are offered to parents and community members. Our parent liaison provides a monthly newsletter through Class DOJO that informs parents of available classes and upcoming activities. Coffee with the Principal is an activity for parents to participate every month. Parents are included in the CIT and approve the Compact through the School Climate Survey. In the past the school has provided events such as Literacy Night, Math and Science Night, Culture Awareness Night, and Incredible Year program (children from 0-5 years). The school has also provided different activities to involve parents such as Wellness Walks on Fridays (P.E time to walk with your child) and dances for the students. These activities were also suspended this year due to the pandemic but may be restarted in the upcoming school year if possible. At the beginning of the year parent meeting and workshops were offered via zoom and have now resumed to in-person. The presentations/workshops offered this school year are as followed: Social Media, Teens and Internet Safety; San Jacinto Presentation; Bullying Prevention; Focus on Children and Families Program; Cancer Prevention; Parenting; Don't Put All of Your Eggs in One Basket; Raising Responsible Children; Effective Communications; Baking Classes; EP Rent Help Presentation. Communication with parents is presented in both languages, through flyers, phone messengers, and all school events.

At the beginning of the school year students were provided with all necessary school supplies. Our campus has hosted vaccination clinics through Immunize El Paso for both adults and children from our community. Another resource available on campus is the Focus on Children and Families Program that provides therapy services to students experiencing emotional and/or behavioral issues and assists families in need of social services. Operation School Bell donated clothing and school supplies to an identified population in school.

The socioeconomic status of the community is low economically and academically. The community is expected to increase due to the completion of new housing in the area. Parents in our community struggle to support their children academically due to their own limited education. Parents have voiced their concerns about not being able to help their children due to the language barrier, their lack of education, and the lack of educational resources.

Demographics Strengths

Demographics Strengths

Student's culture, language, and abilities are respected, recognized, and valued. There is a full-time counselor and social worker on campus to assist students and their families with their needs. Douglass has a designated Math, Reading, and Science CTC who provide formal PLC's, one on one sessions, mentorship, modeling, and co-teaching, and are available to all teachers. The campus also has two SPED teachers to support the needs of our identified special education students and ensure they have the appropriate support within the classroom to achieve academic success. The campus provides a certified DRD teacher that instructs students that are identified as dyslexic using the Wilson Program. There is also a certified speech therapist that assists students with identified language needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Many students are frequently absent or tardy **Root Cause:** The absence of the 90% rule in the district, parent lack of use and knowledge of the district calendar, and poor parent accountability.

Problem Statement 2: This year our campus has seen an increase in disciplinary issues across grade levels. **Root Cause:** Students have encountered difficulty adjusting to school structure and routines after 18 months outside of the traditional school setting.

Problem Statement 3: Parents are not taking advantage of supplemental social programs provided by the campus, such as mental health programs, health prevention and screening and furthering education. **Root Cause:** Parents do not understand the value of parental involvement that will create a bridge between home and school and give them tools to assist and support their children at home academically, socially, and emotionally.

Student Learning

Student Learning Summary

Student Academic Achievement Summary – Our Campus Story

Douglass Elementary uses different data sources to identify the academic needs of our students. During the 2021–2022 school year, data was collected using Istation, STmath, STEMscopes Math, DRA/EDL, TX-KEA, Circle tests, STAAR Interim, campus and district unit assessments, mock tests, district benchmarks, teacher observations, formative assessments, and student products. Teachers participate in regularly scheduled PCS (full day, 90-minute, and 45-minute). The PLCs focus on data analysis, planning for targeted instruction, and identifying and planning appropriate student interventions. PLCs engage teachers in developing focus calendars that indicate standards that students did not master, how those standards will be retaught, and the intervention activities that will occur during intervention. The instructional leadership team (ILT), which includes the math, reading, and science coaches (CTCs). The ILT provides supports and facilitates instruction, resources, and implementation of programs. During the 2021–2022 school year, the CTCs also provided intervention and tutoring for students. Teachers are provided with feedback on lessons plans, alignment, in instruction within the curriculum, and activities. Douglass is identified as a targeted campus for the 2021–2022 school year, based on the 2018-2019 TEA Accountability Ratings, which was the last accountability year. We have developed and implemented a Targeted Improvement Plan (TIP) that has been monitored throughout the school year. The three essential actions of focus this school year are: 4.1 - Curriculum and assessments aligned to TEKS with a year-long scope and sequence, 5.1 - Objective-driven daily lesson plans with formative assessments, and 5.3 - Data-driven instruction.

- RTI Process: Students are identified for intervention using formal and informal data. Teachers participate in planning days to target instruction in the classroom. Teachers currently implement RTI within their scheduled day to provide academic support. During the 2021–2022 school year, House Bill 4545 (HB4545) came into effect. HB4545 requires any student that did not pass the 2021 STAAR test receive 30 hours of intervention for each subject that they failed. The RTI block allows us to serve students who need HB4545 hours and students that are not mastering current grade level standards. The student subgroups (Hispanic, Economically Disadvantaged, EL, and SPED) are monitored throughout the year to ensure that they are being academically successful and are provided with the necessary intervention. LPAC meetings monitor ELL students who are currently in the Dual Language program as well as students who have exited the program. Even though there are systems in place to identify struggling students, there is a lack of consistency on the process and implementation of RTI. The inconsistency in RTI stems from teacher, tutor, and student absences, as well as campus events that interfere with RTI. Teachers are in need of training on how to differentiate lessons to target all students, including appropriate identification, and effective campus wide RTI schedule, administrative support, and fidelity to the implementation. The data provided above indicates the importance of establishing a campus wide RTI program with effective targeted rigor in instruction to assist students in reaching academics success at the Meets and Masters level of STAAR. This will assist in providing students with the necessary support for students who are at the Meets and can achieve Masters or are at the Approaching and can achieve Meets.
 - Data Analysis: 5th grade has consistently shown academic achievement year after year. Data analysis is ongoing throughout the year. The Douglass population consist of Hispanic, Economically Disadvantaged, English Learner students who have consistently scored below the target standard set by the State of 44% for Reading and 46% for Math. For the 2018-2019 school year, which is the last state assessment used for accountability purposes, Douglass saw considerable growth in the Approaching category on the STAAR assessment but, limited growth with the students achieving at the Meets and Masters level. As a result, Douglass is a targeted support campus, indicating a need for student academic improvement for not meeting the state goal for the last three years. Based on the 2021 STAAR scores, which does not include the BOY assessment scores, there was a considerable decrease in student achievement. Third grade scores (Approaches, Meets, Masters) include: Reading 48%-21%-14%, Math 28%-3%-0%. Fourth grade scores (Approaches, Meets, Masters) include: Reading 33%-14%-6%, Math 8%-3%-0%, Writing 14%-3%-0%. Fifth grade scores (Approaches, Meets, Masters) include: Reading 76%-32%-16%, Math 38%-11%-3%, Science 29%-9%-0%. Teachers monitor and identify students throughout the year (MOY, BOY, EOY, and campus and district assessments) using digital and physical campus data walls to track student achievement and growth. Teachers have implemented small group TIER II instruction within their classrooms. The special education teacher assists teachers with inclusion and resource for our identified SPED population, collaborating with teachers to ensure the implementation of IEP, lessons and planning.

Student Learning Strengths

Student and teacher support is offered at Douglass in a variety of ways to ensure student academic success. Students participate in daily Accelerated Instruction (RTI) and Tier I, II, III instruction where they receive differentiated instruction. Teachers collaborate on a weekly basis during grade-level planning PLCs as well as weekly grade level PD PLCs where

data is analyzed, intervention groups are created, and student progress is monitored. We are continuously reviewing data to provide data-driven instructional practices to improve student achievement. Student performance is constantly and consistently evaluated to provide appropriate student interventions. Teacher support is provided by the instructional leadership team through academic materials, instruction, professional development, and classroom support. The instructional coaches have been very hands-on this year, providing instruction for students during accelerated instruction, afterschool tutoring, and Saturday school. Students at Douglass have significant support from our SPED teacher, instructional coaches, counselor, librarian, administration, and social worker. Teachers implement the EPISD standards-based curriculum to ensure students are receiving instruction aligned to standards they will see on the STAAR assessment. Teachers use BOY/MOY/EOY data from Istation, STEMscopes math, DRA/EDL, and Circle assessments as well as unit, mock, and interim assessments to examine what standards need to be addressed to develop student groups for early and consistent intervention.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Third through fifth grade students are not meeting math grade level standards as reflected by the 18% Meets in the 2022 mock assessment. **Root Cause:** Students are still struggling in math as a result of the pandemic and not having mastered math standards in the previous school year. This negatively affected their performance during the current school year because math concepts build upon the previous grade level.

Problem Statement 2: Third through fifth grade students are not meeting reading grade level standards as reflected by the 30% Meets in the 2022 mock assessment. **Root Cause:** Teachers need additional training on Guided Reading to support students' mastery of reading standards. Students continue to struggle in reading because of a lack of standard mastery in the previous grade level.

Problem Statement 3 (Prioritized): Students are not approaching the expected biliteracy trajectory in their L1 and L2. **Root Cause:** Students have been working to develop skills pertaining, not only to the current 2021-2022 school year but also on those which were not fully learned during virtual instruction.

Problem Statement 4: Students' reading level is not meeting grade level expectations. **Root Cause:** Teachers need additional training on Guided Reading to support student mastery of reading standards.

Problem Statement 5: Students are not completing required weekly minutes for math and reading interventions, such as STmath and Istation. **Root Cause:** Student device numbers decreased during the 2021-2022 school year, so there are not enough iPads to achieve the required minutes per week.

School Processes & Programs

School Processes & Programs Summary

Our campus implements systems with the goal to provide excellent instruction in order to achieve our ultimate goal of high student performance. Our goals are based on students' academic needs identified by data analysis of student formative and summative assessment results and student work. Although our systems and processes are established for all students, our student population mainly consists of ELL students. There is more emphasis on serving their academic needs through sheltered instruction and intervention programs. However, ELLs also fall under the categories of economically disadvantaged and at-risk. Therefore, in addition to meeting their academic needs these students' social-emotional needs are also taken into account. Douglass currently serves Pre-Kinder through 5th-grade students through the Dual Language program and continues the monolingual path for about 23 monolingual students in grades 4th and 5th. Instruction is based on The Teks Resource System, the curriculum adopted by EPISD. The curriculum is strictly aligned with grade-level TEKS and EPISD initiatives. Douglass provides a strong AIM unit and Special Education instruction which includes the unit instruction serving students with inclusion and pull-outs in all grade levels. Our instruction is challenging and rigorous targeting students' needs. Our master schedule maximizes instruction allotting time for library, art class, orchestra, and visits with the counselor. Our administrators, instructional team, and teachers meet on a weekly basis to collaborate and plan for productive and effective lessons. Teachers are continuously trained on new initiatives. This year teachers were explicitly trained in the use of different technological platforms in preparation for distance learning. Data analysis is a common practice and drives both classroom instruction and intervention programs including small group intervention. Teachers monitor monthly student progress using virtual data walls and maintain monitoring forms tracking reading, math, writing, and science progress in all grade levels. Technology is the main source of instruction delivery and student participation including submission of classwork. Students are currently one to one. They each use their own school issued laptop/iPad in the classroom which is the main source of instruction for all content areas taught. Students use their own devices in the classroom or at home where they may access all platforms and programs needed for instruction including Schoology, all Classlink apps such as MyOn, Online Testing, Pearson, Renaissance and Freckle.

School Processes & Programs Strengths

We have a strong Special Education Program and AIM unit. We have a system that accommodates small group interventions to address all student needs. A system has been established to coordinate teachers' trainings that are aimed at our current needs such as distance learning (technology). We have a fine arts program that classrooms meet with once a week and RTI (Response to Intervention) that is provided throughout the day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students and parents do not know what to do when technology issues arise. **Root Cause:** The rapid switch into a digital environment forced all stakeholders to prioritize the needs at that specific moment.

Problem Statement 2: Students don't submit assignments on a timely basis. **Root Cause:** Expectations aren't uniform at a district/campus level.

Perceptions

Perceptions Summary

The learning platform that Douglass uses is Schoology. All teachers have a parent section on their Schoology Course which contains important and relevant information and updates. Our primary form of communication is through Class Dojo where teachers and staff keep in contact with parents through text or Parent Newsletters. Some grade levels and/or teachers also use See Saw, email, and texting as forms of communication. Most parents feel that school is effective. Parents feel welcomed and are open to suggestions. Most parents are eager to be involved and are cooperative. Teachers ensure to make themselves accessible if parents have questions or need assistance.

Daily attendance, punctuality, and preparedness is vital to the students' academic performance. When any of these actions are not met there can be negative consequences to their academic success. All forms of communication are expressed in both English and Spanish as needed. Our campus administration, staff, and teachers have an open-door policy. Parents are invited to parent meetings in which they can ask questions, make comments, or express concerns. We communicate upcoming events and important information through Newsletters, Class Dojo, and Schoology. Parents are welcomed to call the school to set up an appointment to meet with administration or teachers. The office staff is available to parents who need assistance.

Most students have expressed to feel safe and respected by both their peers and their teachers. Parents inform teachers that their child is happy and is eager to come to school. Relationships with others are good. Students want to talk to one another and their teachers. They enjoy helping each other with academic work. Not all student groups have the same perception. Discipline issues increased this school year due to difficulty adjusting to school structure and routines. Disciplinary practices, expectations and routines were established from the beginning of the year. Many adjustments have been made as necessary due to the situations we continue to encounter. For the most part, teachers agree that students want to comply and are attempting to make good choices. Teachers are the first form of discipline. They use SEL techniques and strategies to alleviate issues or diffuse them. If needed they receive much support from the counselor, social worker, and administration. Disciplinary policies are proactive to avoid behavior issues.

Our school counselor actively has counseling sessions in classroom settings and with individual students. Our social workers council students individually as well. Teachers address bullying situations in the classroom during the SEL block or as needed. All staff is vigilant in assuring that the threat of bullying is eliminated. All teachers are trained yearly to recognize the signs of bullying occurring with our students. This school year, no students have been referred to JJAEP and only 1 has been referred to DAEP.

Douglass has a UIL Team which includes 2nd through 5th grade students. We also have an Archery Club, STEM club and Chess Club, which competes in city-wide Chess Tournaments as well as being part of the UIL Team. All students have the opportunity to participate in the district Art contests. All campus activity groups are inclusive of all students.

Perceptions Strengths

Douglass strengths are parental involvement and communication, great teamwork among grade levels and teams. Our campus is a positive, healthy, safe environment for students, the community, teachers, and staff. We have embraced the "We Are One" mantra where unification as one campus is evident.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the MOY Panorama Survey, about 68% of 3rd- 5th students often feel worried. **Root Cause:** This school year students are experiencing anxiety due to multiple causes including the home environment, formal assessments, higher grade level expectations and accountability.

Problem Statement 2 (Prioritized): Students do not value an academic education recognize instead they view it as a place to socialize. **Root Cause:** Parents do not recognize the

importance of education and do not instill educational values in the home.

Problem Statement 3: Good behavior is not being quantitatively recognized. **Root Cause:** This school year students are experiencing anxiety due to multiple causes including the home environment, formal assessments, higher grade level expectations and accountability.

Priority Problem Statements

Problem Statement 1: Third through fifth grade students are not meeting math grade level standards as reflected by the 18% Meets in the 2022 mock assessment.

Root Cause 1: Students are still struggling in math as a result of the pandemic and not having mastered math standards in the previous school year. This negatively affected their performance during the current school year because math concepts build upon the previous grade level.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: Students do not value an academic education recognize instead they view it as a place to socialize.

Root Cause 3: Parents do not recognize the importance of education and do not instill educational values in the home.

Problem Statement 3 Areas: Perceptions

Problem Statement 2: Students are not approaching the expected biliteracy trajectory in their L1 and L2.

Root Cause 2: Students have been working to develop skills pertaining, not only to the current 2021-2022 school year but also on those which were not fully learned during virtual instruction.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.





Directly Supports:
Board Goals 1-3

Performance Objective 1: Curriculum and Instruction -

Douglass ES will implement the Balanced Literacy/Biliteracy initiative in grades K-5 to increase the percentage of students reading at grade level as measured by I station at EOY by 5%.

Evaluation Data Sources: I station, classroom assessments and student products

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase reading materials, library books, subscriptions, movie license, web based programs, online subscriptions & reading supplies to support a learning environment to improve on the number of students reading at grade level.</p> <p>Strategy's Expected Result/Impact: Increase academic achievement in reading.</p> <p>Staff Responsible for Monitoring: Principal, AP, Secretary, Librarian</p> <p>Funding Sources: Reading Materials - Library - 211 ESEA Title I (Campus) - 211.12.6329.114.24.801.114 - \$5,000, Instructional Supplies - 211 ESEA Title I (Campus) - 211.11.6399.114.24.801.114 - \$10,000, Author or Speaker to motivate students to read - 211 ESEA Title I (Campus) - 211.11.6299.114.24.801.114 - \$2,500</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to provide ongoing support and training for teachers K-5 on Guided Reading while supporting effective RtI.</p> <p>Strategy's Expected Result/Impact: Increase student reading levels with the use of DRA/EDL K-3 and I Station for 4-5. Guided Reading Binder checks and learning walks with positive feedback sessions during the year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary, Literacy ALL</p> <p>Funding Sources: Substitute Fringes - 211 ESEA Title I (Campus) - 211.11.6141.114.24.362.114 - \$29, Substitute Teachers for Planning - 211 ESEA Title I (Campus) - 211.11.6112.114.24.362.114 - \$1,971, - 185 SCE (Campus) - 185.11.6112.114.30.362.114 - \$2,500, Substitutes (wrong sub-object) - 211 ESEA Title I (Campus) - 211.11.6112.114.24.801.114 - \$0</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct instructional walk-throughs to ensure a supportive and productive instructional setting in every classroom to support the implementation of Balanced Literacy and Dual Language and provide staff development sessions for teachers to ensure growth in teaching practices for academic success for at-risk, social economically disadvantaged, ELL and all students.</p> <p>Strategy's Expected Result/Impact: Improve student learning outcomes through continuous growth and improvement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Active Learning





El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 2: Attendance -

Douglass Elementary School will maintain attendance at 95% for the 2021-2022 school year.

Evaluation Data Sources: Attendance reports, weekly attendance, campus incentives, Nine weeks monitoring, 45 Day Attendance Plans, Parent, Teachers and Administrative Conferences, COVID-19 Attendance guidelines

Strategy 1 Details	Reviews			
<p>Strategy 1: Douglass will maintain its student attendance at 95.% using the district's Alpha intervention team and by implementing campus initiatives, create and implement 45 day attendance plans with parents, Send out NOA letters..</p> <p>Strategy's Expected Result/Impact: Increased student attendance and academic achievement.</p> <p>Staff Responsible for Monitoring: Administration, PEIMS Clerk, Attendance Committee</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 3: Dual Language -
Douglass ES will continue with the implementation of the Dual Language Initiative PK - 5th.

Evaluation Data Sources: Agendas, PLCs, Lesson Plans, Walk-throughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct teacher learning walks and provide positive feedback to Dual Language teachers in the successful implementation of district Dual Language program and adoption of best practices, Strategy's Expected Result/Impact: Improve Dual Language instruction and increase student performance in all areas. Staff Responsible for Monitoring: Principal, Assistant Principal, Active Learning Leader, Dual Language Mentors</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a campus Dual Language Mentor to attend district training and maintain a Dual Language model classroom to support the implementation of the District Dual Language Program with fidelity to increase student academic performance. Strategy's Expected Result/Impact: PLC's and in class teacher support for successful implementation of the district Dual Language Program. Staff Responsible for Monitoring: Principal, Assistant Principal, Dual Language Mentors</p>	Formative			Summative
	Sept	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 4: Douglass Elementary will identify and support all Special Populations (LEP, GT, Eco. Dis. At-Risk, Migrant, etc..) students PK-5th to ensure students are served appropriately by certified teachers.

Evaluation Data Sources: GT hour certification, GT identification process

Strategy 1 Details	Reviews			
<p>Strategy 1: Non-Certified GT teachers will complete a 30 hour GT course certification. GT certified teachers will complete a 6 hour yearly update.</p> <p>Strategy's Expected Result/Impact: Improve student GT instruction to increase academic achievement in core subjects.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, School Secretary</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold a Gifted and Talented night to showcase student project based learning.</p> <p>Strategy's Expected Result/Impact: Increase project based learning correlated to the GT curriculum to increase student academic performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, School Secretary, Gifted and Talented Teacher</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Identify K-5th GT students adhering to district procedures and ensure teachers are providing the appropriate services and time allotted.</p> <p>Strategy's Expected Result/Impact: Effectively identify K-5th Gifted and Talented students and ensuring</p>	Formative			Summative
	Sept	Dec	Mar	June

services are provided to increase student academic achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, School Secretary, Gifted and Talented Teacher



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.





Directly Supports:
Board Goals 1-3

Performance Objective 5: At-Risk Student Support -

Douglass Elementary will provide Social and Emotional support to all students & sub groups (at-risk students, social economically disadvantage, and ELs).

Evaluation Data Sources: FOCF Data, Counseling Data, Programs & Processes Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Procure instructional, testing materials and supplies to enhance the instructional program for students at all grade levels. To be used during interventions, and accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Improve student academic achievement in core subjects.</p> <p>Staff Responsible for Monitoring: Administration, Secretary</p> <p>Funding Sources: Testing Material - 211 ESEA Title I (Campus) - 211.11.6339.114.24.801.114 - \$1,000, Testing Materials - 185 SCE (Campus) - 185.11.6339.114.30.000.114, Reading Materials - 185 SCE (Campus) - 185.11.6329.114.30.000.114 - \$2,500, Instructional Supplies - library - 211 ESEA Title I (Campus) - 211.12.6399.114.24.801.114 - \$1,000, Reading Materials - 211 ESEA Title I (Campus) - 211.11.6329.114.24.801.114 - \$65,434</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Procure reading materials and supplies for the Counselor & FOCF Social Worker, to provide services & guidance to at-risk, economically disadvantaged, academically, socially and emotionally at-risk and other students in need.</p> <p>Strategy's Expected Result/Impact: Improve student academic achievement in core subjects and Social Emotional Learning.</p> <p>Staff Responsible for Monitoring: Administration, Secretary, Counselor, Social Worker</p> <p>Funding Sources: Supplies-Social Worker (no amount allocated in TEAMS - 211 ESEA Title I (Campus) - 211.31.6399.114.24.801.114</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Identify students with dyslexia and provide a part-time Reading Specialist teacher to support students through a pull-out session focusing on comprehension and fluency skills.</p> <p>Strategy's Expected Result/Impact: DRD lessons, number of students identified and served and end of the year student results.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, School Secretary</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 6: Special Education- Douglass ES will increase the percentage of special education students meeting STAAR expectation by 3%.

Evaluation Data Sources: District assessments, benchmarks, ARD meetings, IEP Implementation, Lexia and Intervention sessions.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide support and resources -furniture, technology and printed materials to use with the intervention curriculum and accelerated instruction found on TCMPC TEKS resource system.</p> <p>Strategy's Expected Result/Impact: Increase Special Education student achievement by providing materials for interventions.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal and School Secretary.</p> <p>Funding Sources: Furniture and Equipment - 211 ESEA Title I (Campus) - 211.11.6396.114.24.801.114</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a dedicated SPED certified teacher-Resource Teacher- to provide instructional support to students who have been identified as SPED through co-teach & resource room, and work with classroom teachers to collaborate in meeting the IEP goals for Special Education students.</p> <p>Strategy's Expected Result/Impact: Increase lessons on active learning in the classroom to increase academic success and meet the IEP goals for Special Education students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, School Secretary, Resource Teacher</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 7: Curriculum and Instruction-

Increase 3rd, 4th and 5th Reading STAAR level Meets and Masters from 41% to 46%.

Increase 3rd, 4th and 5th Math STAAR level Meets and Masters from a 41% to 47%.





Increase 4th Writing STAAR level Meets by 5%

Increase 5th Science STAAR level Meets by 5%

Evaluation Data Sources: Data analysis, campus and district assessments, benchmarks, formative and summative assessments, observations, evidence of planning.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct instructional walk-throughs to ensure a supportive and productive instructional setting in every classroom to support implementaton of T-TESS , SLO's and provide Staff Development sessions for teachers on T-TESS goals to ensure growth in teaching practices for academic success for all students.</p> <p>Strategy's Expected Result/Impact: Teacher support through T-TESS, SLO's feedback to increase student STAAR performance in reading, math, writing and science.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary to the Principal</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for teachers to attend out of town & in town trainings/conferences, campus and district staff development during faculty meetings, monthly meetings, 45/90 minutes PLC's as provided by district representatives or campus Instructional Team on best practices, student data analysis & intervention plans and to continue to implement the Active Learning Framework.</p> <p>Strategy's Expected Result/Impact: Empower teachers with updated skills/strategies to increase STAAR performance in reading, math, writing and science.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary to the Principal, Instructional Team.</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide a Campus Teaching Coach to support teachers through collaboration in Science instruction in Science Lab activities following the district curriculum to increase growth in STAAR student performance.</p> <p>Strategy's Expected Result/Impact: Provide teachers with resources, targeted instruction, lab activities and strategies for all students to increase student STAAR performance in reading, math, writing and science.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary to the Principal</p> <p>Funding Sources: Campus Teaching Coach - (0.5 FTE under function 11) - Salary - 211 ESEA Title I (Campus) - 211.11.6119.114.24.801.114, Campus Teaching Coach - (0.5 FTE under function 11) - Fringes - 211 ESEA Title I (Campus) - 211.11.614X.114.24.801.114, Campus Teaching Coach - (0.5 FTE under function 13) - Salary - 211 ESEA Title I (Campus) - 211.13.6119.114.24.801.114, Campus Teaching Coach - (0.5 FTE under function 13) - Fringes - 211 ESEA Title I (Campus) - 211.13.614X.114.24.801.114</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide supplies, furniture and materials to include Motivational math, reading, and science, STAAR Ready for writing, as additional intervention materials to increase the Meets passing score on STAAR on all subjects' performance to include at risk, economically disadvantaged, and all other students .</p> <p>Strategy's Expected Result/Impact: Increase the student's Meets passing score on STAAR by providing additional materials to support teaching and interventions.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary to the Principal</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Instructional Supplies - 211 ESEA Title I (Campus) - 211.11.6399.114.24.801.114, Instructional Supplies - 185 SCE (Campus) - 185.11.6399.114.30.000.114</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Maintain and purchase instructional technology equipment (iPads, computers) to enhance learning and academic success of economically disadvantaged students as well as meeting the needs of all students.</p> <p>Strategy's Expected Result/Impact: Supporting teacher and classroom needs by providing resources and lesson accessibility to students that will impact student academic growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary to the Principal</p> <p>Funding Sources: Technology - 211 ESEA Title I (Campus) - 211.11.6395.114.24.801.114, Tech maintenance - 211 ESEA Title I (Campus) - 211.11.6249.114.24.801.114, Installation and Service for Tech Equipment - 211 ESEA Title I (Campus) - 211.11.6299.114.24.801.114, Technology in classroom for Substitute use - 185 SCE (Campus) - 185.116395.114.30.000.114</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide transportation home for students who will attend afterschool tutoring.</p> <p>Strategy's Expected Result/Impact: Increase the student's Meets passing score on STAAR by facilitating additional support teaching.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary to the Principal</p> <p>Funding Sources: Bus Transportation - 211 ESEA Title I (Campus) - 211.11.6494.114.24.801.114</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Active Learning





El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 8: Students requiring accelerated instruction under HB4545 requirements will decrease from (number/percentage) to (number/percentage) during the 2021-2022 school year.

Evaluation Data Sources: STAAR Exams

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify students requiring accelerated instruction using BOY assessment & create required accelerated instruction plans with accelerated learning committees.</p> <p>Strategy's Expected Result/Impact: Group and provide students with accelerated instruction in the targeted subject area(s).</p> <p>Staff Responsible for Monitoring: Administration, CTCs, Grade level teachers.</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Support students through project 29 and provide HB4545 required tutoring hours to students by teachers in math and reading. Student progress will be monitored by exit tickets, unit exams and input on the CCRP system.</p> <p>Strategy's Expected Result/Impact: Improve student performance on standardized tests.</p> <p>Staff Responsible for Monitoring: Administration, CTCs, Grade level teachers.</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Tutors - 282 ESSER III ARP Funds - 282.11.6117, - 282 ESSER III ARP Funds - 282.11.6117.114.24.029.114, - 282 ESSER III ARP Funds - 282.11.6141.114.24.029.114, - 282 ESSER III ARP Funds - 282.11.6146.114.24.029.114, - 282 ESSER III ARP Funds - 282.11.6148.114.24.029.114, - 282 ESSER III ARP Funds - 282.11.6149.114.24.029.114</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Supported by ESSR Project 29, Douglass will provide students in Kinder thru 5th grade with after school academic & enrichment programs. The program will include an academic tutoring component and an enrichment component (SEL activities, enrichment activities, materials, supplies, and incentives).</p> <p>Strategy's Expected Result/Impact: Improve student academic performance on standardized exams.</p> <p>Staff Responsible for Monitoring: Administration, CTC, Grade level teachers</p> <p>- TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies and materials for enrichment programs - 282 ESSER III ARP Funds - 282.11.6399.114.24.029.114, Incentives for students - 282 ESSER III ARP Funds - 282.23.6499.114.24.029.114, Supplies and Materials to build a positive culture at school and home. - 282 ESSER III ARP Funds - 282.23.6399.114.24.100.11, Community Partners - 282 ESSER III ARP Funds - 282.11.6299.114.24.100.114</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Miscellaneous items will be provided to support the Project 29 components to include transportation from the tutoring and enrichment components supported by Project 29.</p> <p>Strategy's Expected Result/Impact: Improve student academic performance on standardized exams.</p> <p>Staff Responsible for Monitoring: Administration, CTC, Grade level teachers, Principal's Secretary</p> <p>Funding Sources: - 282 ESSER III ARP Funds - 282.11.6499.114.24.029.114</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 1: Employee Retention and Recruitment

Douglass ES will hire highly qualified teachers and retain highly effective teachers and staff by providing opportunities to attend continuous Staff Development. The administration will attend UTEP and district job fairs and out of town conferences for Administration.

Evaluation Data Sources: HR Data, Campus Data, staff development certificates, resumes and sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a Social Worker to oversee the FOCF program to provide social services & guidance to at-risk, economically disadvantaged, and other students in need.</p> <p>Strategy's Expected Result/Impact: Improve student academic achievement in core subjects and Social Emotional Learning.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>Funding Sources: Salary FCF Social Worker - 185 SCE (Campus) - 185.32.6119.114.30.000.114, FCF Social Worker - Fringes - 185 SCE (Campus) - 185.32.614X.114.30.000.114</p>	Formative			Summative
	Sept	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Great Community Schools





El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 2: Professional Development Strategies must reflect campus professional development plan.

Douglass ES will implement the Balanced Literacy Initiative in all grade levels, and continue to work and develop the Student Learning Objectives.

Evaluation Data Sources: T-Tess Goal Setting, SLO, Campus and Grade level Goals

Strategy 1 Details	Reviews			
<p>Strategy 1: Substitutes will be provided for teachers to attend district and campus staff development and PLCs. Teachers will be given the opportunity to attend orientations and trainings for guidance of effective/best practices for instruction delivery and interventions (RtI). PLCs will be conducted for data analysis, lesson planning, grade level planning, implementation of the Dual Language program, Active Learning Framework, identification of RtI for at-risk students and provide assistance to support academic success on STAAR.</p> <p>Strategy's Expected Result/Impact: Improve faculty and staff professional skills.</p> <p>Staff Responsible for Monitoring: Principal, AP, Secretary, Active Learning Leader, Campus Teacher Coaches</p> <p>Funding Sources: Substitute for PD - 211 ESEA Title I (Campus) - 211.11.6112.114.24.362.114, Substitute Fringes - 211 ESEA Title I (Campus) - 211.11.6141.114.24.362.114</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and staff will continue utilizing the district protocol system to identify and report Sexual abuse and other maltreatment of children.</p> <p>Strategy's Expected Result/Impact: Improve student SEL.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Will attend in town/out of town conferences and staff development as well as campus PLCs provided by the Campus Instructional Team to enhance professional growth and learn new district initiatives to include: best practices, data analysis, curriculum planning, intervention plans, to improve academic growth in all subjects.</p> <p>Strategy's Expected Result/Impact: Continue learning experiences and personal growth for teachers and staff to meet the needs of all students and ensure academic success through new ideas and strategies.</p> <p>Staff Responsible for Monitoring: Principal, AP, Secretary</p> <p>Funding Sources: Region 19 Staff Development - 211 ESEA Title I (Campus) - 211.13.6239.114.24.801.114</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide instructional supplies and classroom materials for professional development to implement the standards based curriculum to improve academic growth on STAAR for at-risk students, ELLs and all students.</p> <p>Strategy's Expected Result/Impact: Resources are provided to support first teach and intervention plans.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary to the Principal</p> <p>Funding Sources: Furniture and Equipment - 211 ESEA Title I (Campus) - 211.11.6396.114.24.801.114, Instructional supplies (Needs to be under function 13) - 211 ESEA Title I (Campus) - 211.11.6399.24.801.114</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Great Community Schools





El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 3: Discipline/PBIS/SEL/School Culture

Douglass ES will continue to implement the PBIS initiative to improve discipline amongst its students and decrease disciplinary issues by 5%.

Evaluation Data Sources: Discipline 6 weeks audit, PBIS PLCs data analysis, PBIS Documentation Forms, PBIS Flow Chart

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselor will address bullying, Conflict resolution, Drug and violence prevention and intervention issues and will implement guidance lessons to make students aware. The counselor will address prevention of and education concerning unwanted physical or verbal aggression, harassment, sexual harassment, dating violence prevention, identification, response to and reporting of bullying or bully-like behavior.</p> <p>Strategy's Expected Result/Impact: Improve student discipline and SEL.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselor will meet as needed with students of the following subgroups: migrant; homeless; At-Risk; Military, to review academic performance and social-emotional needs.</p> <p>Strategy's Expected Result/Impact: Improve student discipline and SEL.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Counselor will provide guidance sessions for students regarding college readiness and schedule a Career Education fair and activities during the year to assist students in developing knowledge, skills, and competencies necessary for college readiness and career opportunities.</p> <p>Strategy's Expected Result/Impact: Improve student discipline and SEL.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: PBIS team will conduct fidelity checks using the PBIS benchmarks, to identify areas of success and develop plans to address needs.</p> <p>Strategy's Expected Result/Impact: Improve student discipline and SEL.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: PBIS committee will purchase various incentives to celebrate student's monthly positive behavior to improve their behavior and social-emotional health.</p> <p>Strategy's Expected Result/Impact: Reduce the number of campus referrals</p> <p>Staff Responsible for Monitoring: Assistant Principal, PBIS Committee, Secretary to the Principal</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: The nurse will provide health services to students.</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The school will assign a campus representative to communicate and create coordinated school health activities to improve student, community and staff health and wellness.</p> <p>Strategy's Expected Result/Impact: Improved student, community and staff knowledge of healthy habits.</p> <p>Staff Responsible for Monitoring: Campus administration a CSH representative</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Lead with Character and Ethics





El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Douglass ES will meet 100% compliance with state and federal Guidelines and remain service oriented in all district operations.

Douglass ES will utilize all federal, state and local funding in accordance with governing laws and policies. Douglass will use the CIT/CIP to prioritize funding and to ensure that all funds are used in a fair and equitable manner and to support the campus academic and staff development plans.

Evaluation Data Sources: Monitoring accounts, funds used according to the EDGAR regulation,, bank accounts reconciliation and CIT/CIP meeting minutes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Comply with Title I, SCE and Local Funds 199 allowable expenditures to include compliance with Title I Parental Expenditure of 1% of the budget provided.</p> <p>Strategy's Expected Result/Impact: Reviewing weekly, monthly financial reports that will reflect expenditures used in a timely manner as per district time-lines and guidelines.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary to the Principal</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize district LPAC clerk to coordinate and support activities for the school Language Proficiency Assessment Committee</p> <p>Strategy's Expected Result/Impact: Successful and effective identification of ELL students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary to the Principal, LPAC Clerk (SCE)</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct and submit discipline and leaver self-audits every six weeks through out the school year.</p> <p>Strategy's Expected Result/Impact: Self-Audits will reflect the campus is complying with policies, procedures, and guidelines.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Counselor, PEIMS Clerk</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Identify migrant students and coordinate with Region XIX to provide services and deliver appropriate services to the students who meet the homeless criteria.</p> <p>Strategy's Expected Result/Impact: Ensure campus is in compliance and collaborates with Region XIX on identifying and providing services to migrant students.</p> <p>Staff Responsible for Monitoring: PEIMS Clerk, Counselor, Region XIX staff</p>	Formative			Summative
	Sept	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Community Partnerships





El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 1: Family Engagement

Douglass ES will increase parental involvement to promote student academic performance and participation in school activities. Ensure parental engagement leader attends all district trainings and maintain the appropriate documentation.

Evaluation Data Sources: Sign-in sheets, meetings, presenters and agendas.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Title 1 funds for parental involvement leader to coordinate and support school's efforts to implement Title 1 parental involvement requirements.</p> <p>Strategy's Expected Result/Impact: Increase Parental involvement and awareness about college and career readiness.</p> <p>Staff Responsible for Monitoring: Principal, AP, PIA</p> <p>Funding Sources: Full time Parental Engagement Leader - 211 ESEA Title I (Campus) - 211.61.6129.114.24.801.114, PEL Fringes - 211 ESEA Title I (Campus) - 211.61.614X.114.24.801.114</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Meet the Teacher, Math, Reading & Science Night Curriculum activities throughout the year to include the Strong Fathers Initiative and to assist parents with information and activities to support their children academically.</p> <p>Strategy's Expected Result/Impact: Increase Parental involvement and awareness about academic subjects.</p> <p>Staff Responsible for Monitoring: Principal, AP, PIA</p>	Formative			Summative
	Sept	Dec	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Hold monthly Coffee with the Principal meetings in order to address the following: Title I components, District & Campus initiatives and parental activities and programs. Provide healthy snacks, water, coffee during meetings. Presenters will be acquired to have informative educational meetings for parents.</p> <p>Strategy's Expected Result/Impact: Increase Parental involvement and awareness about academic subjects.</p> <p>Staff Responsible for Monitoring: Principal, AP, PIA</p> <p>Funding Sources: Misc. Operating Costs-Supplies - 199 General Fund - 2.11.23.6499.114.99.100.114, Parental Engagement Meetings Materials - 211 ESEA Title I (Campus) - 211.61.6499.114.24.801.114</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide a Parental Involvement Leader to coordinate and support the school's effort to implement Title I Parental Involvement requirements.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement and parenting skills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary to the Principal</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Communicate information to parents in both English and Spanish during parental meetings sharing federal mandated guidelines and different school-wide programs, as well as State Mandated Assessment Results.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement, increase understanding of state and federal mandates and improve on communication and parenting skills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary to the Principal, Parent Engagement Leader</p>	Formative			Summative
	Sept	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 2: Douglass ES will maintain a safe and positive partnership with parents and the community through excellent customer service.

Evaluation Data Sources: Parent/Campus Survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide general supplies for the office, communication technology and materials . Provide copier, office supplies and equipment for the office staff, administration and for effective school-to-home communication through letters, calendars, news letters, flyers and other sources of communication in both English and Spanish.</p> <p>Strategy's Expected Result/Impact: Increase student safety and customer service.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary to the Principal</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: To create a partnership with Partners in Education to meet the academic needs of all students, to include ELLs, at risk and economically disadvantaged students to improve academic success.</p> <p>Strategy's Expected Result/Impact: Increase student academic success by providing incentives and recognition to students for behavior, attendance and academic performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary to the Principal, Counselor</p>	Formative			Summative
	Sept	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Douglass Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

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Personnel for Douglass Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ines L. Herandez	Paraprofessional Pre-K	1
Juana C. Prieto	FCF Intervention Specialist	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Juana Prieto	Social Worker	Title I	.5
Juanita Cox	Campus Teaching Coach	Title I	1.0
Vacancy	Campus Teaching Coach	Title I	1.0

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		185.11.6112.114.30.362.114	\$2,500.00
1	5	1	Testing Materials	185.11.6339.114.30.000.114	\$0.00
1	5	1	Reading Materials	185.11.6329.114.30.000.114	\$2,500.00
1	7	4	Instructional Supplies	185.11.6399.114.30.000.114	\$0.00
1	7	5	Technology in classroom for Substitute use	185.11.6395.114.30.000.114	\$0.00
2	1	1	Salary FCF Social Worker	185.32.6119.114.30.000.114	\$0.00
2	1	1	FCF Social Worker - Fringes	185.32.614X.114.30.000.114	\$0.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$67,800.00
+/- Difference					\$62,800.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Author or Speaker to motivate students to read	211.11.6299.114.24.801.114	\$2,500.00
1	1	1	Instructional Supplies	211.11.6399.114.24.801.114	\$10,000.00
1	1	1	Reading Materials - Library	211.12.6329.114.24.801.114	\$5,000.00
1	1	2	Substitute Teachers for Planning	211.11.6112.114.24.362.114	\$1,971.00
1	1	2	Substitute Fringes	211.11.6141.114.24.362.114	\$29.00
1	1	2	Substitutes (wrong sub-object)	211.11.6112.114.24.801.114	\$0.00
1	5	1	Reading Materials	211.11.6329.114.24.801.114	\$65,434.00
1	5	1	Instructional Supplies - library	211.12.6399.114.24.801.114	\$1,000.00
1	5	1	Testing Material	211.11.6339.114.24.801.114	\$1,000.00
1	5	2	Supplies-Social Worker (no amount allocated in TEAMS)	211.31.6399.114.24.801.114	\$0.00
1	6	1	Furniture and Equipment	211.11.6396.114.24.801.114	\$0.00
1	7	3	Campus Teaching Coach - (0.5 FTE under function 11) - Salary	211.11.6119.114.24.801.114	\$0.00
1	7	3	Campus Teaching Coach - (0.5 FTE under function 11) - Fringes	211.11.614X.114.24.801.114	\$0.00
1	7	3	Campus Teaching Coach - (0.5 FTE under function 13) - Salary	211.13.6119.114.24.801.114	\$0.00
1	7	3	Campus Teaching Coach - (0.5 FTE under function 13) - Fringes	211.13.614X.114.24.801.114	\$0.00

211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	4	Instructional Supplies	211.11.6399.114.24.801.114	\$0.00
1	7	5	Installation and Service for Tech Equipment	211.11.6299.114.24.801.114	\$0.00
1	7	5	Technology	211.11.6395.114.24.801.114	\$0.00
1	7	5	Tech maintenance	211.11.6249.114.24.801.114	\$0.00
1	7	6	Bus Transportation	211.11.6494.114.24.801.114	\$0.00
2	2	1	Substitute Fringes	211.11.6141.114.24.362.114	\$0.00
2	2	1	Substitute for PD	211.11.6112.114.24.362.114	\$0.00
2	2	3	Region 19 Staff Development	211.13.6239.114.24.801.114	\$0.00
2	2	4	Instructional supplies (Needs to be under function 13)	211.11.6399.24.801.114	\$0.00
2	2	4	Furniture and Equipment	211.11.6396.114.24.801.114	\$0.00
4	1	1	Full time Parental Engagement Leader	211.61.6129.114.24.801.114	\$0.00
4	1	1	PEL Fringes	211.61.614X.114.24.801.114	\$0.00
4	1	3	Parental Engagement Meetings Materials	211.61.6499.114.24.801.114	\$0.00
Sub-Total					\$86,934.00
Budgeted Fund Source Amount					\$188,400.00
+/- Difference					\$101,466.00
Grand Total Budgeted					\$256,200.00
Grand Total Spent					\$91,934.00
+/- Difference					\$164,266.00