

Tyler Independent School District

2015-2016 Improvement Plan

Accountability Rating: Improvement Required

Comprehensive Needs Assessment

Demographics

Demographics Summary

Douglas Elementary School serves students in PreK, Kindergarten and 1st - 5th grades. There are currently 649 students enrolled at the campus in both monolingual and bilingual classes.

Ethnic Groups

- Hispanic- 81%, 527 students
- African-American- 7%, 102 students
- White- 2%, 16 students
- Two or More- 0%, 4 students

Socioeconomic

- 94% economically disadvantaged

Gender

- Male, 336
- Female, 313

Special Populations

- Special Education-33 students
- 504- 66 students

Demographics Strengths

Enrollment numbers for 2014-2015 have stayed stable with 634 students at the beginning of the year and 649 students as of the end of May. This results in a low mobility rate for number of students.

Demographics Needs

Douglas has 573 students identified as At-Risk; Douglas uses both state and local indicators to determine which students are identified as At-Risk.

Student Achievement

Student Achievement Summary

- Growth was made in Writing, Science and 4th/5th grade Reading STAAR scores.
- Math STAAR scores were not included because there was no passing standard set by the state.

Student Achievement Strengths

- 4th Grade had great gains in Writing STAAR scores from 2014 to 2015. (12% increase)
- 5th Grade increased Science STAAR scores by 8%.

Student Achievement Needs

- Fill in the reading gaps found in the transition from 2nd to 3rd grade
- Focus on the consistent use of academic language
- Need for increased parental involvement to support student academic success
- Continued understanding of Figure 19 across the curriculum
- Effective implementation of Reader's Workshop and Math Workshop models

School Culture and Climate

School Culture and Climate Summary

The school culture and climate is family oriented and the staff is invested in the success of the students and the well being of the entire family. Campus activities throughout the year promote wide-spread student and family participation and include events such as Cinco de Mayo, STAARY night and Field Day.

School Culture and Climate Strengths

- Teachers and staff are proactive in minimizing disruptions to maximize instruction. The teachers have expectations and classroom contracts posted and in place to refer the students to when there is a discipline issue that can be handled in class.
- Focus on students becoming leaders through classroom jobs and the First Jobs program
- School wide expectations for behavior supported through staff and campus PBIS team
- High expectations placed on academics-Tutorials, School-wide small groups, Saturday school, Engineering Club
- Extracurricular activities available for students such as Garden Club, Soccer Team, Good News Club

School Culture and Climate Needs

- The greatest percentage of referrals (34% combined) was from Kindergarten and First Grade teachers and data reflected incidents during recess and the latter part of the day. This reflects on a need for greater emphasis placed on behavior expectations in the lower grades and closer monitoring of students outside of the classroom.
- Continue growth for parental involvement and parental academic support

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Douglas staff will have a higher number of new members than in previous years. The teachers and staff members that are returning are fully committed to the success of each child at Douglas.

Staff Quality, Recruitment, and Retention Strengths

- Structures and strategies are in place to build teacher capacity- PLC, AVT, Mentor/Model/Coaching with IC, Data Talks, Training with Dr. Campanero, Continued campus and district staff development
- Experienced Staff

Staff Quality, Recruitment, and Retention Needs

- Continued Professional Development in Readers and Writers Workshop (K-5)
- Staff needs for next year: 1 3rd Grade Bilingual Teacher

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, instruction and assessment are a focus for our campus as there is continued development provided by:

- Snow and Vance in order to better utilize formative assessment strategies
- Dr. Mario Campanero to improve the development of metacognitive strategies and Figure 19
- Utilizing resources and training from Mentoring Minds, Empowering Writers and Literacy Groups

Curriculum, Instruction, and Assessment Strengths

- Teachers are teaching the curriculum with fidelity as shown in data from Vertical Team meetings, PLCs, walk throughs and coaching with the ICs.
- Vertical teams are studying more in depth about the specificity of standards at each grade level
- Data is used for planning
- Assessments are used as a formative tool for lesson and small group planning

Curriculum, Instruction, and Assessment Needs

- Further training and development of metacognitive strategies
- More accurate pacing calendar (the pacing of district checkpoints tends to be faster than the rate of retention)
- Use of data notebooks that are self-monitored by the students

Family and Community Involvement

Family and Community Involvement Summary

Our community and families are offered many opportunities to be involved throughout the year, such as STAARY night, the GREAT program, Cinco de Mayo and PTA. The families at Douglas value their child's education and are always willing to be involved when asked. Newsletters go home from the school and teachers each six weeks to help the families stay updated on what is going on at the campus.

Family and Community Involvement Strengths

- Parent conferences
- STAARY night, GREAT, Cinco de Mayo, Field Day
- College and Career Day and events
- Red Ribbon Week
- Book Fair
- Backpack Club
- PATH Souper Bowl
- PTA
- High teacher expectations-the teachers expect parents to read and return notes, sign agendas, monitor homework and make routine contact.

Family and Community Involvement Needs

- Consistent communication with families about their child's academic needs and ways to support them at home
- More specific opportunities for parents to volunteer and be involved

School Context and Organization

School Context and Organization Summary

The Douglas leadership team consists of the Principal, Two Assistant Principals and the two Instructional Coaches. The team meets to discuss goals, data and strategies to help students and teachers in need of support. Our campus makes a collaborative effort to make decisions and support the implementation of those decisions in alignment with the campus and district goals and objectives.

School Context and Organization Strengths

- Campus PBIS team
- CPOC meets on a regular basis
- Campus and district emergency plans are in place and observed
- Stakeholder input is sought out
- Campus is well-maintained and safe

School Context and Organization Needs

- Focus on creating a cohesive school staff
- Continued use of data to drive instruction-through PLCs, AVTs and coaching
- Continued effort to involve parents in their child's education through conferences and data meetings

Technology

Technology Summary

- Each teacher has a laptop
- Desktop computers in each classroom
- Ipads in the library for use and to check-out to teachers
- Projectors and SmartBoards in each classroom
- Document cameras in each classroom
- Access to programs that include but are not limited to Istation, Destination Math/Reading and Dreambox

Technology Strengths

- Knowledgeable MTS who is willing and excited to teach the staff
- Computer lab with experienced teacher
- Growth from beginning to end of year in Technology Information Test-41% increase in student proficiency

Technology Needs

- Continued staff training in new technology
- Integrating technology into all academic areas
- Bandwith issues at school
- Ability or access to better monitor students when they are using technology
- Lack of available internet access at home-getting families partnered with Mustard Seed Ministries and SuddenLink

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Study of best practices






Goals

Goal 1: All students will graduate prepared for college or career, and life-ready to compete in a global economy.

Performance Objective 1: The campus will provide a variety of instructional services for students aimed at meeting individual learning needs.

Summative Evaluation: Academic performance of students increases as measured by state and local data points.


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Continue the initiative and implementation of Readers and Writers workshop K-5 as a Balanced Literacy approach in teaching reading and writing. Assure all teachers are trained in the implementation and processes and procedures of the workshop model utilizing all components in the district/campus K-5 plan.</p>	1, 4, 8, 9	Principal, Asst. Principal, Master Teacher, Inst. coach, Classroom teachers	Evidence by data collected in formal, informal, and coaching walkthroughs. Formative and summative reading assessments. Running Records WRAP Data MAPS				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Train teachers in the Math Workshop Model K-5. Assure all teachers are utilizing strategies and processes to ensure instructional fidelity.</p>	1, 4, 9	Principal, Asst. Principal, Master Teacher, Inst. coach, Classroom teachers	Evidence by data collected in formal, informal, and coaching walkthroughs. Formative and summative Math assessments. TEMI				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) Create data teams-training to begin in August by district TOT.</p> <p>Utilize data to progress monitor, drive instruction, and increase of appropriate intervention.</p> <p>Data teams will meet weekly.</p> <p>Data teams will create data walls to track and progress monitor students.</p>	1, 2, 4, 8, 9	Principal, Asst. Principal, Master Teacher, Inst. coach, Classroom teachers	Evidence by data collected in formal, informal, and coaching walkthroughs. Formative and summative assessments. Data walls Increase in student achievement				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Continue Academic Vertical Teams K-5 Teams will meet 1 time per semester</p>	1, 8	Principal, Asst. Principal, Master Teacher, Inst. coach, Classroom teachers	Evidence by data collected in formal, informal, and coaching walkthroughs. Formative and summative assessments. Increase in student achievement				

<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4</p> <p>5) Target specific vocabulary and use journals for explanation and application of concepts across content</p>	1, 8, 9	Principal, Asst. Principal, Master Teacher, Inst. coach, Classroom teachers	Evidence by data collected in formal, informal, and coaching walkthroughs. Formative and summative assessments. Increase in student achievement				
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>6) Differentiate instructional strategies in order to meet the needs of the students. Increase in Level III achievement and higher order thinking skills. Focus on Meta-cognitive strategies (thinking about thinking) Use the books Teach Like a Champion, One Size Does Not Fit All. Ensure all teachers are trained and utilize the strategies for higher level thinking. Implement the Engineering Club-2-5 as an enrichment Embed tutorials/enrichment during the day</p>	1, 4, 8, 9	Principal, Asst. Principal, Master Teacher, Inst. coach, Classroom teachers	Evidence by data collected in formal, informal, and coaching walkthroughs. Formative and summative assessments. Increase in student achievement. Increase in student achievement in Level III				
<p align="center">State System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4</p> <p>7) Struggling students will be referred to the Student Success Team in order to meet the unique needs of individual students. SST/RTI will work closely with the students that qualify for TIER intervention services. Staffing meetings 1X or as needed each 6 weeks to identify students needing RTI support; Progress monitor and follow up with RTI and classroom teachers</p>	1, 3, 8, 9	Principal, Asst. Principal, Master Teacher, Inst. coach, Classroom teachers, RTI teachers	Evidence by data collected in formal, informal, and coaching walkthroughs. Formative and summative assessments. Increase in student achievement.				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: All students will graduate prepared for college or career, and life-ready to compete in a global economy.

Performance Objective 2: The campus will provide instruction and services that will lead to academic success for each student.






Summative Evaluation: Students will have increased exposure to post-secondary opportunities.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Use AWARE data to progress monitor students.</p> <p>Use data for instructional adjustments in order to provide differentiated instructional strategies to meet students needs.</p> <p>Use data to guide instruction in the classroom-data talks</p>	1, 8, 9	Principal, Asst. Principal, Master Teacher, Inst. coach, Classroom teachers	Evidence by data collected in formal, informal, and coaching walkthroughs. Formative and summative assessments. Increase in student achievement.				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>2) All teachers will utilize Differentiated Strategies, Meta-cognitive strategies, and Formative Assessment strategies to enhance instruction</p>	1, 8, 9	Principal, Asst. Principal, Master Teacher, Inst. coach, Classroom teachers	Evidence by data collected in formal, informal, and coaching walkthroughs. Formative and summative assessments. Increase in student achievement.				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Data teams will plan instruction based on data from assessments-teams will create a vertically aligned list of vocabulary words that will be used in daily instruction.</p>	1, 8, 9	Principal, Asst. Principal, Master Teacher, Inst. coach, Classroom teachers	Evidence by data collected in formal, informal, and coaching walkthroughs. Formative and summative assessments. Increase in student achievement				
							

Goal 1: All students will graduate prepared for college or career, and life-ready to compete in a global economy.

Performance Objective 3: The campus will prepare students for post-secondary education.






Summative Evaluation: There will be an increase in lessons that integrate post-secondary education skills such as higher level thinking, oral and written communication, collaboration skills, etc.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Professional development focused on Meta-cognitive strategies-level of rigor of instruction, differentiated instructional strategies, journaling/writing across the curriculum.</p> <p>Fig. 19 Data Teams Math Workshop Model Balanced Literacy</p>	1, 8, 9, 10	Principal, Asst. Principal, Master Teacher, Inst. coach, Classroom teachers	Evidence by data collected in formal, informal, and coaching walkthroughs. Formative and summative assessments. Increase in student achievement				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: All students will graduate prepared for college or career, and life-ready to compete in a global economy.

Performance Objective 4: The campus will create a culture of post-secondary career or education through exploration and planning.


Summative Evaluation: Students in 8th-12th grade will have graduation plans that reflect their personal post-secondary career and/or college goals. Students, K-7, will have an increase in the number of career and college exploration opportunities.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Students will have the opportunity to participate in Career day activities. The counselor will host an event on campus for various community leaders and career oriented people Counselor will talk to the students about career and goal setting-morning announcements, Guidance Lessons</p>	1, 6	Principal, Asst. Principal, Master Teacher, Inst. coach, Classroom teachers, counselor	Participation in the career event. Feedback from students, parents, teachers Word walls by the counselor in common areas				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) UT Tyler Mobile bus will come to the campus and speak to the students about College aspects.</p> <p>Counselor will follow up with college events and Guidance lessons. Information on Monthly newsletter for parents.</p>	1, 6	Principal, Asst. Principal, Master Teacher, Inst. coach, Classroom teachers, counselor	Participation in the career event. Feedback from students, parents, teachers				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) 5th grade students will have the opportunity to participate in First Jobs Program. Students apply for certain jobs on the campus, go through the interview process and are chosen by the counselor and an interview committee. Students keep their jobs throughout the entire school year, however must maintain good behavior and classroom expectations in order to remain in the program.</p>		Principal, Classroom teachers, counselor	Observation of students in leadership roles Counselor feedback Classroom discipline				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Provide 1/2 day Bilingual PreK program for students to transition from early childhood to kindergarten</p>	7	Bilingual Executive director, Principal, Classroom teacher	PreK teacher to observe kindergarten teachers during Reading and Writing workshop, Classroom observation-walkthroughs Formative assessments				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: All students will learn in schools that meet the needs of our diverse community.

Performance Objective 1: Campus relationships with students and parents support the success of each student.


Summative Evaluation: Parental involvement will increase. Increase in communication efforts and engagement with parents and community.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Host fall and spring Open House with emphasis on % of parent participation in order to enhance and develop the home-school relationship</p>		Principal, Teachers, Asst. Principal, Counselor	Sign in sheets, % of parent involvement/attendance				
<p>Critical Success Factors CSF 5</p> <p>2) Inform parents in a monthly newsletter of upcoming events and strategies to promote learning.</p>	6	Principal, Asst. Principal, ISS assistant, Counselor	Newsletter-Provide a suggestion box in the foyer to address any parent issues				
<p>Critical Success Factors CSF 5</p> <p>3) Utilize Blackboard Connect system to assure timely mass communication when necessary.</p>	6	Principal, Counselor	Communication effectiveness				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Assure the outside Marquee is updated on a weekly basis</p>	6	Secretary, Principal	Observation of updated information Communication				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>5) Focus on increasing PTA efforts, membership, and volunteers</p> <p>Work with PTA parent leaders to host a Fall and Spring Carnival</p>	1, 6	Principal, Asst. Principal, Counselor, Classroom teachers, PTA members	Increase in % of parent volunteers Community involvement and participation				
							

Goal 2: All students will learn in schools that meet the needs of our diverse community.

Performance Objective 2: Comprehensive community involvement supports student success on each campus.


Summative Evaluation: Community involvement/partnerships will increase.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Boys and Girls club will be a site for afterschool program. Teachers will collaborate if necessary with site staff to assure students are completing homework during "power hour"</p>	1, 6	Principal, classroom teachers, Boys and Girls club site director	Assignments complete-teacher feedback				
<p>Critical Success Factors CSF 5</p> <p>2) Partnership with the Literacy Council and Tyler Junior College to provide facilities for adult ESL classes both during and after regular school hours.</p> <p>Literacy council-uses the Douglas building as a site for ESL adult classes in the evening.</p> <p>TJC in partnership with TISD established the Family Learning Center of Tyler</p>		Principal, Tyler Junior College director-Lynn Sitton, Literacy Council-Nancy Crawford	Memorandum of Understanding with TJC/Literacy Council				
<p>Critical Success Factors CSF 5</p> <p>3) Partnership with East Texas Food Bank to implement the Back Pack Club</p>		Counselor, Principal, ISS assistant	Documentation and observation of activities				
							

Goal 2: All students will learn in schools that meet the needs of our diverse community.

Performance Objective 3: An array of alternative services, settings and arrangements are available to support student success.

Summative Evaluation: Student performance will increase.


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) RTI teachers will service and support students that are at-risk of failing by providing TIER II/III intervention services. Intervention is provided during the regular school day.</p>	1, 2, 9	Principal, Assistant Principal, RTI, Classroom teachers	Increase in student success on formative and summative assessments data, Lesson Plans, Collaboration with classroom teachers, STAFFING agenda, Student progress monitoring				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Implement an enrichment program-Engineering club focused on reaching level III</p>	1, 9	Principal, Classroom teachers	EOY program evaluation, % of students reaching Level III in index 4				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Bilingual teachers will utilize SIOP strategies during lesson implementation to support student success.</p>	8, 9	Principal, classroom teachers	Teacher observations, lesson plans, TELPAS data				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Teachers will utilize strategies focused on Differentiated instruction and Formative Assessment lesson design-Incorporating strategies in lesson plans</p>	1, 4, 9	Principal, Assistant Principal, Classroom teachers, Master Teacher, IC	Formative and Summative Assessment Data. Increase in state accountability scores Classroom walkthroughs/PDAS				
<p>5) Join partnership with Mustard Seed to provide computers and information to 5th grade students who choose the opportunity to receive a free computer. Students will follow Mustard Seed protocol for qualifications</p>	6	Principal, Counselor, Classroom teachers	Sign in sheet from Mustard Seed				
							

Goal 2: All students will learn in schools that meet the needs of our diverse community.

Performance Objective 4: Students engage in learning with real world interactions and embedded workforce skills.

Summative Evaluation: Increase in campus instructional and program opportunities to integrate real world skills.


Increase in integration of process skills, communication skills, writing skills, collaborative skills, etc. into instructional delivery and strategies.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Organize a First Jobs program on campus that focuses on 5th grade students. Jobs consist of: Library Morning Announcers Campus Ambassadors Morning Greeters Art Computer lab Front porch team Backpack club</p>	1, 9	Counselor, Principal, Classroom Teachers	EOY program evaluation Student involvement				
<p>Critical Success Factors CSF 1 CSF 3 CSF 5</p> <p>2) Organize a Douglas Garden Club consisting of 3rd-5th grade students. Students learn about Science fundamentals through real world and hands-on experiences. Students will integrate learning through and outdoor learning/greenhouse area.</p>	6, 8, 9	Garden club sponsor, Principal, Master Teacher, Classroom teachers	EOY program evaluation				
							

Goal 3: All students will learn from highly effective educators.

Performance Objective 1: The campus will recruit highly effective teachers.


Summative Evaluation: The campus will increase the recruitment of staff members who are qualified and effective in their position as evidenced by certifications and highly qualified status.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 7</p> <p>1) Partner with UT Tyler to host student teachers in Phase 2-4. Work with the university supervisor to assure a quality, comprehensive, and effective learning experience.</p>	1, 3	Principal, Classroom teachers, UT Tyler supervisors	Recruitment and retention of Highly Qualified Teachers				
2) Communicate and collaborate with district Human Resource Department	3	Principal, Assistant principal	recruitment and retention of Highly Qualified Teachers				
							

Goal 3: All students will learn from highly effective educators.

Performance Objective 2: The campus will retain highly effective teachers.






Summative Evaluation: There will be a decrease in the number of teachers leaving the campus. Increase in feedback given to teachers to promote and support effective instruction.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide campus lead mentor teacher to all new teachers.</p>	3, 5	Principal, Assistant Principal, Lead mentor teacher, Master Teacher	Retention of highly qualified teachers				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Complete regular coaching walkthroughs and PDAS to provide support and feedback on daily instruction.</p> <p>Goal setting-campus, grade, classroom</p>	3, 4, 8	Principal, Assistant principal, IC, Master Teacher, Classroom teacher	Walkthrough data, coaching-pre/post conferences Teacher feedback Survey of resources and materials needed				
<p>3) Support provided through district Instructional Specialist, Campus team and campus mentor</p>	3	Principal, Instructional Specialist, Campus Mentor	Retention of highly qualified teachers				
							

Goal 3: All students will learn from highly effective educators.

Performance Objective 3: The campus will provide high quality and differentiated professional growth opportunities for teachers and staff.

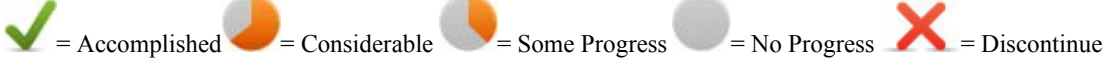
Summative Evaluation: The campus will offer a wide variety of professional development to meet the individual professional needs of staff members in order to achieve campus and district goals.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will participate in PLC training in order to disaggregate data to drive instruction. PLC will meet on a weekly basis.</p>	1, 4, 8, 9	Principal, Asst. Principal, Master Teacher, Classroom teacher	Evidence by data collected in formal, informal, and coaching walkthroughs. Formative and summative assessments. Data walls Increase in student achievement				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Teachers will train on the MAPS system for assessment.</p>	1, 4, 8	Principal, Asst. Principal, MTS, Master Teacher, Classroom teacher	Evidence by data collected in formal, informal, and coaching walkthroughs. Formative and summative assessments. Increase in student achievement				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Implement Academic Vertical Teams to review data from data teams. Teams will ensure vertical alignment for instruction.</p>	1, 4, 8, 9	Principal, Master Teacher, IC	Evidence by data collected in formal, informal, and coaching walkthroughs. Formative and summative assessments. Increase in student achievement				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) Teachers will train in the Balanced Literacy model K-5</p>	1, 3, 4, 8	Principal, Asst. Principal, IC, Master Teacher	Evidence by data collected in formal, informal, and coaching walkthroughs. Formative and summative assessments. Increase in student achievement				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Teachers will train in the Math Workshop Model</p>	1, 3, 4, 8	Principal, Asst. Principal, IC, Master Teacher	Evidence by data collected in formal, informal, and coaching walkthroughs. Formative and summative assessments. Increase in student achievement				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: All students will learn in a safe, secure and positive learning environment.

Performance Objective 1: Campus facilities will have comprehensive security measures in place.






Summative Evaluation: The campus will increase and improve security measures.
The campus will ensure appropriate communication and training regarding safety measures.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Campus will continue to use the RAPTOR system for all visitors to the campus beginning at 8:00am. All visitors must have a visitors pass visible.</p>	6	Office staff, Principal, Asst. Principal, All campus staff	Increase and improvement of security measures				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Campus security cameras will be monitored at all times by the front office-Attendance clerk and campus secretary.</p>		Office staff, Principal, Asst. Principal, All campus staff	Increase and improvement of security measures.				
<p>Critical Success Factors CSF 6</p> <p>3) Campus will conduct 2 Lock Down and Shelter in Place drills throughout the year. Fire Drills will be conducted each month-Goal is to evacuate the building in 3 minutes or less.</p>		Principal, Asst. Principal, All campus staff	Increase and improvement of security measures. Appropriate protocol followed by the staff.				
<p>Critical Success Factors CSF 6</p> <p>4) Campus will assure that all doors are locked throughout the day and all visitors must enter through the front office only.</p>		Principal, Asst. Principal, All office staff	Increase and improvement of security measures. Appropriate protocol followed by the staff.				
							

Goal 4: All students will learn in a safe, secure and positive learning environment.

Performance Objective 2: Campus interventions support a safe learning environment for all students.

Summative Evaluation: The campus will provide active monitoring and support for the implemented positive behavior support plan. Increase in effective RtI behavioral support and intervention for struggling students.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Campus playground will be inspected daily for any items that can cause injury to a child, before students are allowed on the playground. All work orders will be turned in to the secretary as soon as an issue arises.</p>		Custodians, Principal, Asst. Principal, Secretary	Increase in the improvement of campus safety measures.				
<p>Critical Success Factors CSF 6</p> <p>2) Campus will implement a fire drill each month with a goals of 2:50 minutes or less.</p>	6	Principal, Asst. Principal, All staff	Increase in the improvement of campus safety measures.				
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 6</p> <p>3) Incorporate a PBIS committee of teachers, leadership team, and parents to analyze data and work with the campus and teachers to assure a culture of self-discipline, safety, and treat others with courtesy, dignity, and respect.</p>		PBIS committee, Principal, Asst. Principal, Counselor, Classroom Teachers	Increase in the improvement of campus safety measures.				
<p>Critical Success Factors CSF 6</p> <p>4) Monthly educational programs conducted by the school nurse-topics include Hygiene, Dental , Food Safety, Poison control, Germs, Proper hand washing, choking, Information on lice.</p>		Nurse, Principal	Completion of programs, Parent communication				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: All students will learn in a safe, secure and positive learning environment.

Performance Objective 3: The campus will have a defined character education initiative with clear parameters and goals.

Summative Evaluation: The campus will provide a consistent and unified approach to character education.






Increase in the number character education lessons taught on the campus.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Counselor will work with K-5 grade students during guidance classes. Counselor will work with teachers and students focusing on Character Counts</p>		Counselor, Classroom teachers, Principal, Asst. Principal	Consistent and unified approach to character education Morning announcements				
<p>Critical Success Factors CSF 6</p> <p>2) Counselor will work with the staff and leadership team to incorporate Red Ribbon Week, GREAT program for 5th grade, Texas Public School Week.</p>		Counselor, Classroom teachers, Principal, Asst. Principal	Consistent and unified approach to character education Morning announcements Discipline data				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: All students will learn in a safe, secure and positive learning environment.

Performance Objective 4: All students will be equipped with tools to positively address specific social and emotional challenges.

Summative Evaluation: Increase in professional development related to social emotional needs of struggling students.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Campus will continue to implement the PBIS model to set a positive school culture and build relationships with the students by strengthening teacher monitoring and behavior interventions: Douglas Dollars, Wildcat Paw Prints, Student Character Awards</p>	1	Counselor, Principal, Asst. Principal, Classroom teachers, All campus staff	Decrease in student discipline referrals. Increase in student-teacher interaction				
<p>Critical Success Factors CSF 6</p> <p>2) Provide professional development in the area of PBIS model related to social emotional needs of struggling students, focus will be on equipping teachers with strategies to positively address specific challenges.</p>		Counselor, Principal, Asst. Principal, Classroom teachers, All campus staff	Social contracts Decrease in student discipline referrals. Observation of teachers utilizing strategies to reach individual and unique needs of students.				
<p>Critical Success Factors CSF 6</p> <p>3) Post School Wide Behavior expectations for common areas. Teachers will review the expectations of common areas.</p>		Counselor, Principal, Asst. Principal, Classroom teachers, All campus staff	Decrease in student discipline referrals				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>4) Monitor attendance data, provide incentives for students , meet with the PBIS committee regularly for students who have discipline and attendance issues. Teachers will report excessive absences to the attendance clerk. Attendance clerk will follow district policy and procedures for filing a report with Student Services.</p>		Counselor, Principal, Asst. Principal, Classroom teachers, All campus staff	Attendance data Increased learning time and student achievement				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: All students will learn in a safe, secure and positive learning environment.

Performance Objective 5: The campus promotes community partnerships to provide mentors to students.





Summative Evaluation: Increase in the numbers of community/business mentors for students.

Goal 5: All students will learn through comprehensive and innovative education.

Performance Objective 1: The campus will provide innovative learning settings, strategies, schedules, and/or interventions aimed at meeting the individual interests and needs of students.

Summative Evaluation: Increase in the number of innovative strategies implemented or integrated at the campus level.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Incorporate an Engineering is Elementary program that will enhance and enrich on-level and above level students in the area of Science Literacy and Math.</p>		Principal, Asst. Principal, Master Teacher, Classroom teacher	Increase in student achievement for Level III				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Incorporate a Computer club for students afterschool to learn on specific fundamentals of computer literacy Code club-4th and 5th grade</p>	9	computer lab assistant, MTS, Principal	Increase in student scores and achievement on technology				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Purchase materials/resources/books/subscriptions to assist students and teachers in the learning process-such as Mentoring Minds, Measuring up, Classroom libraries, copies, Teacher resources</p>	9	Principal, Asst. Principal, IC, Master teacher	Increase in student scores Documentation in AWARE, Formative and Summative data				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Train teachers in the implementation of Math Workstations and differentiated instruction.</p>	9	Master Teacher, Principal, Asst. Principal, IC	Formative and Summative Data, Increase in student scores				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 5: All students will learn through comprehensive and innovative education.

Performance Objective 2: The campus will provide a variety of intensive, compensatory, and/or accelerated instructional environments for students at risk of dropping out of school.






Summative Evaluation: Increase in the academic achievement of students as measured by local and state assessments. Increase in the number of students graduating on the Recommended Graduation Plan. Increase in the number of students who find success in Tier I, II, and III interventions. Increase in the number of students exiting the Bilingual/ESL program or moving up in levels of achievement (High and Advanced High).

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Provide a comprehensive during and afterschool tutorial program for struggling students-TIER II/III Transportation</p>	8	Classroom teachers, IC, Principal, Master Teacher, RTI teachers	Increase in student scores, Formative and Summative data				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Teachers will collaborate with RTI teachers to assure that intervention strategies are used in TIER II/III settings as well as in the general classroom.</p>		RTI teachers, Classroom teachers, Principal, Asst. Principal, IC, Master Teacher	Increase in student scores, Documentation in AWARE, Assessment data				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Collaboration between Bilingual and monolingual teachers utilizing TELPAS and TELPAS simulation to focus and track language development</p>	9	Classroom teachers, RTI teachers, IC, Principal, Asst. Principal	Increase in student achievement, Assessment data				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: All students will learn through comprehensive and innovative education.

Performance Objective 3: The integration of Visual and Performing Arts, Athletics, CTE and other extra-curricular activities will be used as a tool to enhance student education.






Summative Evaluation: Increase in participation in extra-curricular activities, 6th - 12th. Increase in activities that promote health and fine arts in students at the elementary level.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Continue implementation of the Douglas Garden Club for students in 3-5 grade. This is an afterschool program sponsored by 4 teachers to enhance student learning.</p>		Garden club teacher sponsors, Principal	Increase in participation of extra curricular activities that promote real world experiences.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Incorporate a Soccer club with 5th grade students-teaching team work, responsibility Social skills, problem solving</p>		Soccer club teacher sponsors, Principal	Increase in participation of extra curricular activities.				
<p>3) Good News Club-focuses on non-denomination fellowship for students in grades PK-5. Iglesia Bautista Centro de Vida. Afterschool</p>		Iglesia de Bautista volunteers, Teacher sponsors, Principal	Increase in participation of extra curricular activities.				
<p>4) Students have the opportunity to participate in Academic Rodeo, UIL Art, Choir, Running club</p>		Principal, Teachers, Assistant Principal,	Participation logs, teacher feedback				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 6: All students will learn using a cutting edge technology device in the educational environment.

Performance Objective 1: The campus will provide differentiated and ongoing professional learning opportunities to increase the integration of technology in the instructional delivery.

Summative Evaluation: Increase in the number professional development sessions offered and attended that focus on technology integration. Increase the observational data indicating teachers are utilizing innovative technology in lessons.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Purchase technology equipment that enhances, supplements, and expands learning opportunities.</p>	8	MTS, Principal, district technology support	Increase in opportunity for students to use technology integration. Increase student understanding of technology capability				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Fund a computer lab assistant to coordinate and plan lessons in the computer lab-utilize technology standards</p>	1	MTS, Principal	Increase in opportunity for students to use technology. Increase student understanding of technology capability.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Teachers will utilize STEMSCOPES in the classroom K-5 to enhance Science learning through the integration of technology</p>		Classroom teachers, MTS	Increase student use of technology integration. Increase academic scores				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Teachers will utilize Smartboard technology lesson integration throughout all core content area. Staff responsible will assure that all teachers are trained to incorporate lessons using technology.</p>	1	Principal, Asst. Principal, MTS, IC, Classroom teacher	Increase opportunity for students to use technology in the classroom. Increase student understanding of technology. Increase in academic scores.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Train teachers in the Math Workshop Model K-5. Assure all teachers are utilizing strategies and processes to ensure instructional fidelity.
1	1	3	Create data teams-training to begin in August by district TOT. Utilize data to progress monitor, drive instruction, and increase of appropriate intervention. Data teams will meet weekly. Data teams will create data walls to track and progress monitor students.
1	1	5	Target specific vocabulary and use journals for explanation and application of concepts across content
1	1	6	Differentiate instructional strategies in order to meet the needs of the students. Increase in Level III achievement and higher order thinking skills. Focus on Meta-cognitive strategies (thinking about thinking) Use the books Teach Like a Champion, One Size Does Not Fit All. Ensure all teachers are trained and utilize the strategies for higher level thinking. Implement the Engineering Club-2-5 as an enrichment Embed tutorials/enrichment during the day
1	1	7	Struggling students will be referred to the Student Success Team in order to meet the unique needs of individual students. SST/RTI will work closely with the students that qualify for TIER intervention services. Staffing meetings 1X or as needed each 6 weeks to identify students needing RTI support; Progress monitor and follow up with RTI and classroom teachers
1	2	1	Use AWARE data to progress monitor students. Use data for instructional adjustments in order to provide differentiated instructional strategies to meet students needs. Use data to guide instruction in the classroom-data talks
1	2	2	All teachers will utilize Differentiated Strategies, Meta-cognitive strategies, and Formative Assessment strategies to enhance instruction
1	2	3	Data teams will plan instruction based on data from assessments-teams will create a vertically aligned list of vocabulary words that will be used in daily instruction.
1	4	1	Students will have the opportunity to participate in Career day activities. The counselor will host an event on campus for various community leaders and career oriented people Counselor will talk to the students about career and goal setting-morning announcements, Guidance Lessons
2	3	1	RTI teachers will service and support students that are at-risk of failing by providing TIER II/III intervention services. Intervention is provided during the regular school day.
2	3	2	Implement an enrichment program-Engineering club focused on reaching level III
2	3	3	Bilingual teachers will utilize SIOP strategies during lesson implementation to support student success.
3	3	1	Teachers will participate in PLC training in order to disaggregate data to drive instruction. PLC will meet on a weekly basis.
3	3	2	Teachers will train on the MAPS system for assessment.
3	3	3	Implement Academic Vertical Teams to review data from data teams. Teams will ensure vertical alignment for instruction.

Goal	Objective	Strategy	Description
3	3	4	Teachers will train in the Balanced Literacy model K-5
3	3	5	Teachers will train in the Math Workshop Model
4	2	3	Incorporate a PBIS committee of teachers, leadership team, and parents to analyze data and work with the campus and teachers to assure a culture of self-discipline, safety, and treat others with courtesy, dignity, and respect.
5	1	1	Incorporate an Engineering is Elementary program that will enhance and enrich on-level and above level students in the area of Science Literacy and Math.

Title I

Schoolwide Program Plan

Douglas Elementary offers a school-wide Title I program plan for our students based on their academic, social and emotional needs. The program operations are supported by a total of \$163075.00 for 2015-2016 school year.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is used to gather and review data from all areas of the school. Some sources that are reviewed are: TEAMS Reports (retention, discipline, attendance), State Accountability Reports (AEIS, PBMAS, TELPAS, STAAR), Federal Accountability Reports, Aware Reports (Local and State data), Ethnicity and Gender and Subgroups, Personnel Data, Technology Reports (Star, Surveys), PEIMS Incident Reports, etc. Strengths and needs are determined from the study of these areas plus other information. Needs noted: improvement needed in African American sub-group in Math, Reading, and Writing improvement needed in passing and level 3 in all sub-groups, and increase needed in % level 3 passing rate for all in all areas.

2: Schoolwide Reform Strategies

Schoolwide Reform Strategies noted were use of after school and during school reteaching sessions to enhance student learning and achievement. Students were regrouped (flexible grouping) in order to meet their academic needs and strengths. The regrouping maximizes the students time on task focused on priority standards.

3: Instruction by highly qualified professional teachers

All Douglas teachers are highly qualified in their area of instruction with the exception of 1 first grade teacher who is in the Alternative certification process; 1 second grade teacher lacks complete certification credentials.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Professional development opportunities for teachers and staff are offered within the district, campus and PLC sessions. The focus of the professional

training opportunities are based on data from STAAR, MAPS, unit assessments, and Benchmarks.

Opportunities are offered for parents during Open House, PTA, and academic learning sessions in order to enhance their understanding of academic expectations for their student at each level.

5: Strategies to attract highly qualified teachers

Highly qualified teachers are recruited and engaged at the campus and district levels.

6: Strategies to increase parental involvement

PTA will host 4 meetins to promote parental involvement at Douglas elementary.

Douglas elementary will host 6 parental learning sessions-1 every 6 weeks.

Douglas will host 3 College Information sessions for 5th grade students and their parents.

Douglas will host 2 book fairs to promote parental involvement

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Douglas Elementary will host a bilingual PreK program for 4 year old students, focusing on early reading/math/science components in order to transition students from early childhood programs to elementary school programs. Parents will attend a make-take session to foster learning at home.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Douglas Elementary teachers will follow TISD Assessment protocol for assessment implementation.

Douglas Elementary teachers will create unit assessment to progress monitor students throughout unit lessons.

Douglas Elementary teachers will work cooperatively in PLC to focus on priority standards.

Douglas Elementary teachers will serve on vertical teams in order to discuss quality instruction/assessments, vertical alignment of curriculum, and quality lesson planning/delivery.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Rti teachers will work with students who qualify for the RTI program consistently while collaborating with classroom teachers to ensure effective and timely assistance. Rti teachers will progress monitor students to receive data and provide intensive intervention.

Rti teachers will meet with the leadership team and classroom teachers to progress monitor all students who are struggling or are in danger of not meeting mastery of academic skills. (Staffing meetings)

10: Coordination and integration of federal, state and local services and programs

There is a coordination and integration between all services and programs in our program at Douglas.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Everding, James	Computer Lab Assistant (744A)		
Perez, Crystal	RtI Teacher (908D)		
Salonen, Kristina	Master Teacher (905A)		

2015-2016 Campus Performance Objectives Committee

Committee Role	Name	Position
Administrator	Christy Roach	Principal
assistant principal	Sandra Owens	assistant principal
Classroom Teacher	Dana Davis	1st grade
Classroom Teacher	Ashley Green	4th grade
Classroom Teacher	Cathy Lengua	3rd grade
Classroom Teacher	Sara Munoz	5th grade
Classroom Teacher	Misty Rodriquez	Kinder
Classroom Teacher	Amber Wahl	2nd grade
Community Representative	Flor Nichols	Community business
counselor	Kandi Tamez	counselor
Master Teacher	Kris Salonen	Master Teacher
Parent	Mercy Sariemiento	Parent/PTA