

Ector County Independent School District

Dowling Elementary

2026-2027 Board Goals/Performance Objectives/Strategies



Mission Statement

Our Mission:

Dowling Elementary will inspire students to develop intellectually, emotionally, and socially in a safe, orderly, and culturally diverse learning environment.

Vision

Our Vision:

We believe that in our quest for excellence, EVERY child can succeed in reaching his/her academic potential and becoming a responsible and productive citizen.

Value Statement

At Dowling, we enable students to be themselves--to explore their interests, discover their strengths and find the confidence to succeed in the world beyond Dowling.

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 Dowling Elementary will inspire students to develop intellectually, emotionally, and socially in a safe, orderly, and culturally diverse learning environment. 2

Our Vision: 2
 We believe that in our quest for excellence, EVERY child can succeed in reaching his/her academic potential and becoming a responsible and productive citizen. 2

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May of 2027, the percentage of students performing at the Meets level on 3rd-5th Math STAAR will increase from 26% to 34%. Progress will be reviewed in October, January, March, and May using checkpoints, i-Ready Math, PLC notes, student work, and intervention data to adjust reteach and groups toward the 34% Meets target.

HB3 Board Goal

Evaluation Data Sources: STAAR Math, district checkpoints, i-Ready Math Diagnostic, campus progress monitoring, PLC data.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will analyze district checkpoint and i-Ready Math data during PLCs to identify low-performing TEKS, plan reteach lessons, and monitor student progress. Strategy's Expected Result/Impact: Students will receive more targeted reteach and intervention, resulting in increased Math STAAR Meets performance. Staff Responsible for Monitoring: Principal / Assistant Principal Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers and Title I-funded intervention staff will provide targeted small-group math intervention for students performing below Meets, with emphasis on problem solving, computation, and priority TEKS. Strategy's Expected Result/Impact: Students below Meets will close skill gaps and demonstrate growth on checkpoints, i-Ready, and STAAR. Staff Responsible for Monitoring: Admin/MCL's Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Title I tutor and TRT to provide targeted small-group academic intervention for students performing below grade level. - Title One School- Improvement - \$38,000		Formative			Summative
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Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Dowling Elementary student achievement remains below district and state performance levels across tested content areas. In 2024-2025, Dowling's All Grades All Subjects STAAR Meets rate was 26%, compared to 35% for the district and 50% for the state. Campus Meets performance was 32% in RLA, 27% in Math, and 6% in Science, indicating a continued need for accelerated academic growth, Root Cause: Instructional systems have not yet been implemented with consistent fidelity across all tested grade levels, including Tier 1 lesson internalization, academic vocabulary development, checkpoint analysis, reteach cycles, and targeted small-group intervention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. Root Cause: PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May of 2027, the percentage of students performing at the Meets level on 3rd-5th Reading STAAR will increase from 32% to 38%. Progress will be reviewed in October, January, March, and May using checkpoints, i-Ready Reading, student work, written responses, PLC notes, and intervention data to adjust reteach and groups toward the 38% Meets target.

HB3 Board Goal

Evaluation Data Sources: STAAR Reading, district checkpoints, i-Ready Reading Diagnostic, student work samples, PLC data.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will analyze Reading checkpoint data and student work during PLCs to plan reteach lessons focused on comprehension, vocabulary, written response, and high-priority TEKS. Strategy's Expected Result/Impact: Students will improve reading comprehension, vocabulary, and written response, resulting in increased Reading STAAR Meets performance. Staff Responsible for Monitoring: Principal / Assistant Principal Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers will provide targeted reading intervention for students performing below Meets, using i-Ready data, checkpoints, and classroom progress monitoring to adjust groups. Strategy's Expected Result/Impact: Students will receive timely intervention based on skill need and show progress on i-Ready, checkpoints, and STAAR. Staff Responsible for Monitoring: Principal / MCL Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Dowling Elementary student achievement remains below district and state performance levels across tested content areas. In 2024-2025, Dowling's All Grades All Subjects STAAR Meets rate was 26%, compared to 35% for the district and 50% for the state. Campus Meets performance was 32% in RLA, 27% in Math, and 6% in Science, indicating a continued need for accelerated academic growth. Root Cause: Instructional systems have not yet been implemented with consistent fidelity across all tested grade levels, including Tier 1 lesson internalization, academic vocabulary development, checkpoint analysis, reteach cycles, and targeted small-group intervention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. Root Cause: PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May of 2027, the percentage of 5th grade students performing at the Meets level on Science STAAR will increase from 6% to 15%. Progress will be reviewed in October, January, March, and May using science checkpoints, unit assessments, vocabulary evidence, student work, and PLC notes to adjust reteach and support toward the 15% Meets target.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR Science, district science checkpoints, unit assessments, student work, walkthrough data.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide protected science instruction using district-approved resources, academic vocabulary routines, hands-on learning, and spiral review of priority science TEKS. Strategy's Expected Result/Impact: Students will build science background knowledge, vocabulary, and conceptual understanding, resulting in improved Science STAAR performance. Staff Responsible for Monitoring: Principal / Assistant Principal/5th Grade MCL's Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers will analyze science checkpoint and unit assessment data during PLCs to identify low-performing TEKS, plan reteach lessons, and provide targeted small-group support. Strategy's Expected Result/Impact: Students will receive targeted reteach and intervention in priority science standards, increasing the percentage of students reaching Meets. Staff Responsible for Monitoring: Principal / Science Lead Teacher Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
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Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Dowling Elementary student achievement remains below district and state performance levels across tested content areas. In 2024-2025, Dowling's All Grades All Subjects STAAR Meets rate was 26%, compared to 35% for the district and 50% for the state. Campus Meets performance was 32% in RLA, 27% in Math, and 6% in Science, indicating a continued need for accelerated academic growth. Root Cause: Instructional systems have not yet been implemented with consistent fidelity across all tested grade levels, including Tier 1 lesson internalization, academic vocabulary development, checkpoint analysis, reteach cycles, and targeted small-group intervention.
Curriculum, Instruction, and Assessment
Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. Root Cause: PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May of 2027, the percentage of 3rd grade students performing at the Meets level on their Reading STAAR assessment will increase from 30% to 36%. Progress will be reviewed in October, January, March, and May using 3rd grade reading checkpoints, i-Ready, written responses, student work, and intervention data to adjust support toward the 36% Meets target.

HB3 Board Goal

Evaluation Data Sources: 3rd Grade Reading STAAR, district checkpoints, i-Ready Reading Diagnostic, student work samples, written response data, PLC data.

Strategy 1 Details	Reviews			
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Strategy 1: 3rd grade teachers will analyze i-Ready Reading, district checkpoint, and student work data during PLCs to plan targeted reteach for comprehension, vocabulary, and written response. Strategy's Expected Result/Impact: Students will receive reteach instruction based on identified reading gaps, resulting in improved comprehension, vocabulary, written response, and increased 3rd grade Reading STAAR Meets performance. Staff Responsible for Monitoring: Principal / Assistant Principal / MCLs Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details		Reviews			
Strategy 2: 3rd grade teachers will provide targeted small-group reading intervention for students performing below Meets, using i-Ready, checkpoint, and classroom progress data to adjust instruction. Strategy's Expected Result/Impact: Students performing below Meets will receive targeted intervention matched to their reading needs, resulting in increased growth toward grade-level expectations and improved STAAR performance. Staff Responsible for Monitoring: Principal / Assistant Principal / MCLs Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
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Performance Objective 1 Problem Statements:

Student Achievement
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Curriculum, Instruction, and Assessment
Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. Root Cause: PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By May of 2027, the percentage of students in K-3 achieving or exceeding their i-Ready Reading goal will increase from 46% to 60%. Progress will be reviewed in October, January, March, and May using i-Ready diagnostics, growth reports, phonics progress monitoring, classroom data, and PLC notes to adjust support toward the 60% goal target.

HB3 Board Goal

Evaluation Data Sources: i-Ready Reading Diagnostic, i-Ready growth reports, classroom progress monitoring, phonics progress monitoring, PLC data.

Strategy 1 Details	Reviews			
Strategy 1: K-3 teachers will use i-Ready Reading Diagnostic data and classroom progress monitoring to identify student reading needs and provide targeted foundational reading instruction. Strategy's Expected Result/Impact: Students will receive reading instruction matched to their identified skill needs, resulting in increased progress toward i-Ready Reading growth goals and stronger foundational literacy skills. Staff Responsible for Monitoring: Principal / Assistant Principal / MCLs Title I: 2.51, 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: K-3 teachers will implement district-approved phonics and reading routines with fidelity to strengthen early literacy skills. Strategy's Expected Result/Impact: Students will receive consistent phonics, fluency, vocabulary, and comprehension instruction, resulting in improved reading growth and stronger readiness for 3rd grade Reading STAAR. Staff Responsible for Monitoring: Principal / Assistant Principal / MCLs Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1		Formative			Summative
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Curriculum, Instruction, and Assessment
Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. Root Cause: PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.
Technology
Problem Statement 1: Dowling has access to student devices, digital platforms, and instructional technology, but technology use is not yet consistently connected to priority academic needs, progress monitoring, intervention, and differentiated instruction. Root Cause: Technology systems and digital tools need clearer expectations, monitoring, and alignment to campus instructional goals so they support learning outcomes rather than operate as separate resources.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By May of 2027, School Connectedness Panorama favorable responses will increase from 61% to 66%.

Evaluation Data Sources: Panorama

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will implement Emergent Tree Tier 1 culture and behavior practices to strengthen classroom community, student belonging, and consistent adult responses. Strategy's Expected Result/Impact: Students will experience more consistent expectations, stronger classroom relationships, and increased school connectedness. Staff Responsible for Monitoring: Principal / Assistant Principal Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide student voice, classroom roles, and recognition opportunities to increase student ownership and connection to school. Strategy's Expected Result/Impact: Students will have more opportunities to feel seen, heard, and valued, increasing favorable School Connectedness responses. Staff Responsible for Monitoring: Principal / Counselor Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
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Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. Root Cause: Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May of 2027, School Connectedness Panorama not favorable responses will decrease from 15% to 10%.

Evaluation Data Sources: Panorama

Strategy 1 Details		Reviews			
Strategy 1: Campus staff will use Emergent Tree student support practices, Panorama data, attendance concerns, discipline data, and teacher input to identify students needing additional connection or support. Strategy's Expected Result/Impact: Students with low connectedness will be identified earlier and connected to support, reducing not favorable Panorama responses. Staff Responsible for Monitoring: Counselor / Assistant Principal Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Campus staff will increase adult-student connection through intentional check-ins, counseling support, and family communication for students identified as disconnected or at risk. Strategy's Expected Result/Impact: Students who report low connectedness or demonstrate attendance, behavior, or academic concerns will receive consistent adult support, reducing not favorable responses. Staff Responsible for Monitoring: Counselor / Teachers Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1		Formative			Summative
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Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. Root Cause: Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.
Family and Community Engagement
Problem Statement 1: Dowling serves many economically disadvantaged, Emergent Bilingual, homeless, immigrant, and mobile students. These factors require consistent bilingual family communication connected to attendance, academic progress, intervention needs, and school engagement. Root Cause: Family engagement systems need to be more intentionally connected to student achievement, attendance, language development, and intervention progress so families receive timely and actionable information.
School Organization
Problem Statement 1: Dowling has established PLCs, intervention blocks, duty schedules, MTSS processes, attendance monitoring, and support services; however, these systems are not yet consistently aligned across grade levels to protect instructional time and ensure students receive timely academic and behavioral support. Root Cause: Campus schedules, intervention systems, PLC expectations, and monitoring routines need tighter alignment so staff can implement supports consistently and adjust quickly when student needs change.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: By May of 2027, student daily attendance will increase from 94.3% to 95%.

Evaluation Data Sources: Daily attendance reports, chronic absenteeism data, parent contact logs, attendance team documentation.

Strategy 1 Details		Reviews			
Strategy 1: Campus leadership will monitor attendance weekly and provide early intervention for students with attendance concerns. Strategy's Expected Result/Impact: Students with attendance concerns will be identified earlier, reducing chronic absenteeism and increasing overall daily attendance. Staff Responsible for Monitoring: Assistant Principal / Attendance Clerk Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Campus leadership will implement attendance contracts for students with chronic or repeated attendance concerns to increase family accountability, identify barriers, and improve daily attendance. Strategy's Expected Result/Impact: Students with repeated attendance concerns will receive documented intervention and family support, resulting in improved attendance and progress toward the 95% campus attendance goal. Staff Responsible for Monitoring: Attendance clerk/AP/Principal Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1		Formative			Summative
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No Progress



Accomplished



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Performance Objective 3 Problem Statements:**School Culture and Climate**

Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. **Root Cause:** Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.

Family and Community Engagement

Problem Statement 1: Dowling serves many economically disadvantaged, Emergent Bilingual, homeless, immigrant, and mobile students. These factors require consistent bilingual family communication connected to attendance, academic progress, intervention needs, and school engagement. **Root Cause:** Family engagement systems need to be more intentionally connected to student achievement, attendance, language development, and intervention progress so families receive timely and actionable information.

School Organization

Problem Statement 1: Dowling has established PLCs, intervention blocks, duty schedules, MTSS processes, attendance monitoring, and support services; however, these systems are not yet consistently aligned across grade levels to protect instructional time and ensure students receive timely academic and behavioral support. **Root Cause:** Campus schedules, intervention systems, PLC expectations, and monitoring routines need tighter alignment so staff can implement supports consistently and adjust quickly when student needs change.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: By May of 2027, exclusionary disciplinary infractions will decrease from 56 incidents to 48 incidents or fewer.

Evaluation Data Sources: PEIMS Reporting

Strategy 1 Details	Reviews			
Strategy 1: Campus staff will implement the Emergent Tree Tier 1 behavior framework with consistent expectations, routines, common language, and adult responses across classrooms and common areas. Strategy's Expected Result/Impact: Students will experience consistent behavior expectations and proactive support, reducing discipline referrals and exclusionary discipline. Staff Responsible for Monitoring: Data clerk/AP Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Campus leadership will use discipline data and Emergent Tree support structures to identify repeat behaviors, locations, times, and students needing targeted intervention. Strategy's Expected Result/Impact: Behavior concerns will be addressed earlier through consistent support, reducing repeat referrals and improving campus climate. Staff Responsible for Monitoring: AP/Principal/Counselor Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. Root Cause: Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.
School Organization
Problem Statement 1: Dowling has established PLCs, intervention blocks, duty schedules, MTSS processes, attendance monitoring, and support services; however, these systems are not yet consistently aligned across grade levels to protect instructional time and ensure students receive timely academic and behavioral support. Root Cause: Campus schedules, intervention systems, PLC expectations, and monitoring routines need tighter alignment so staff can implement supports consistently and adjust quickly when student needs change.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May of 2027, 100% of classrooms will implement high-yield instructional strategies, including AVID WICOR-aligned practices, across core content areas.

Evaluation Data Sources: Walkthrough data, lesson plans, student work samples, PLC documentation, classroom artifacts.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Teachers will implement campus-identified high-yield instructional strategies, including AVID WICOR-aligned practices, to increase student engagement, writing, collaboration, organization, and academic discourse. Strategy's Expected Result/Impact: Students will experience more consistent instructional routines across classrooms, increasing engagement and improving access to rigorous content. Staff Responsible for Monitoring: Principal / Assistant Principal / Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1				
Strategy 2 Details	Reviews			
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Strategy 2: PLCs will intentionally plan for student writing, academic vocabulary, collaboration, and student discourse within core content lessons. Strategy's Expected Result/Impact: Students will have more frequent opportunities to explain thinking, use academic language, and produce evidence of learning. Staff Responsible for Monitoring: MCLs / Grade-Level Teachers Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1				



No Progress



Accomplished



Continue/Modify



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Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Dowling Elementary student achievement remains below district and state performance levels across tested content areas. In 2024-2025, Dowling's All Grades All Subjects STAAR Meets rate was 26%, compared to 35% for the district and 50% for the state. Campus Meets performance was 32% in RLA, 27% in Math, and 6% in Science, indicating a continued need for accelerated academic growth. **Root Cause:** Instructional systems have not yet been implemented with consistent fidelity across all tested grade levels, including Tier 1 lesson internalization, academic vocabulary development, checkpoint analysis, reteach cycles, and targeted small-group intervention.

Curriculum, Instruction, and Assessment

Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. **Root Cause:** PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May of 2027, Dowling will maintain teacher retention at 90% or higher.

Evaluation Data Sources: Teacher retention data, staffing reports, exit data, staff feedback, campus climate data.

Strategy 1 Details	Reviews			
Strategy 1: Campus leadership will provide structured support for new and returning teachers through onboarding, coaching, feedback, and regular check-ins. Strategy's Expected Result/Impact: Teachers will receive clearer expectations and stronger support, increasing retention and improving classroom consistency. Staff Responsible for Monitoring: Principal / Assistant Principal Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Campus leadership will strengthen staff culture through clear communication, recognition, shared leadership opportunities, and timely response to staff concerns. Strategy's Expected Result/Impact: Teachers will experience stronger campus support and clearer communication, increasing staff morale and retention. Staff Responsible for Monitoring: Principal / Assistant Principal Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. Root Cause: Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Dowling serves a high-needs student population that requires consistent support from trained, effective staff. The campus has significant instructional demands in bilingual/ESL, Special Education, intervention, and core content areas, making staff retention, coaching, and instructional alignment critical. Root Cause: Staff support systems must continue to strengthen onboarding, coaching cycles, PLC leadership, instructional feedback, and retention practices so teachers and support staff can consistently meet student needs.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May of 2027, at least 90% of teachers will earn Proficient or above on T-TESS Domains 2.1 Achieving Expectations and 2.2 Content Knowledge and Expertise.

Evaluation Data Sources: T-TESS walkthroughs, formal observations, coaching notes, PLC documentation, lesson plans, student work samples.

Strategy 1 Details	Reviews			
Strategy 1: Campus leadership and MCLs will provide coaching cycles focused on lesson alignment, rigor, questioning, student engagement, and evidence of learning. Strategy's Expected Result/Impact: Teachers will improve lesson design and instructional delivery, increasing the percentage of teachers rated Proficient or above in T-TESS Domains 2.1 and 2.2. Staff Responsible for Monitoring: Principal / Assistant Principal / MCLs Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: Title I School Improvement funding for instructional leadership, MCL coaching support, PLC implementation, intervention planning, and teacher support systems. - Title One School- Improvement - \$182,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Campus leadership will conduct structured learning walks and walkthroughs aligned to T-TESS Domains 2.1 and 2.2. Strategy's Expected Result/Impact: Teachers will receive consistent feedback aligned to instructional expectations, resulting in improved classroom practice and stronger T-TESS performance. Staff Responsible for Monitoring: Principal / Assistant Principal Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



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Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: Dowling serves a high-needs student population that requires consistent support from trained, effective staff. The campus has significant instructional demands in bilingual/ESL, Special Education, intervention, and core content areas, making staff retention, coaching, and instructional alignment critical. **Root Cause:** Staff support systems must continue to strengthen onboarding, coaching cycles, PLC leadership, instructional feedback, and retention practices so teachers and support staff can consistently meet student needs.

Curriculum, Instruction, and Assessment

Problem Statement 1: Dowling has established PLCs, intervention blocks, coaching cycles, district curriculum resources, and assessment systems, but instructional alignment and differentiation remain inconsistent across classrooms. Assessment data is not always translated into timely reteach, intervention, and instructional adjustment. **Root Cause:** PLC and coaching systems have not yet consistently moved from data review to aligned lesson planning, targeted reteach, differentiated small groups, and measurable student progress.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May of 2027, Panorama Sense of Belonging favorable responses will increase from 57% to 62%.

Evaluation Data Sources: Panorama student survey data, classroom culture walkthroughs, Emergent Tree documentation, student feedback, campus culture documentation.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will implement Emergent Tree culture practices to strengthen student belonging, classroom community, and consistent adult-student relationships. Strategy's Expected Result/Impact: Students will experience stronger classroom connection and belonging, increasing favorable Sense of Belonging responses. Staff Responsible for Monitoring: Principal / Assistant Principal Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Campus staff will increase student recognition and leadership opportunities to help students feel seen, valued, and connected to the campus. Strategy's Expected Result/Impact: Students will have increased opportunities to participate, lead, and be recognized, improving Sense of Belonging results. Staff Responsible for Monitoring: CIT Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. Root Cause: Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May of 2027, Panorama Sense of Belonging not favorable responses will decrease from 19% to 14%.

Evaluation Data Sources: Panorama student survey data, counseling/support documentation, MTSS documentation, discipline data, attendance data.

Strategy 1 Details	Reviews			
Strategy 1: Campus staff will use Panorama, attendance, discipline, academic, and teacher input data to identify students reporting low belonging or showing signs of disconnection. Strategy's Expected Result/Impact: Students with low belonging or signs of disconnection will be identified earlier and connected to appropriate campus supports, resulting in fewer students reporting not favorable responses on the Panorama Sense of Belonging survey. Staff Responsible for Monitoring: Counselor / Assistant Principal Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Campus staff will provide targeted adult check-ins and family communication for students identified as disconnected or at risk. Strategy's Expected Result/Impact: Students with low belonging will receive consistent adult support, reducing not favorable Sense of Belonging responses. Staff Responsible for Monitoring: Counselor / Assistant Principal Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:**School Culture and Climate**

Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. **Root Cause:** Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.

Family and Community Engagement

Problem Statement 1: Dowling serves many economically disadvantaged, Emergent Bilingual, homeless, immigrant, and mobile students. These factors require consistent bilingual family communication connected to attendance, academic progress, intervention needs, and school engagement. **Root Cause:** Family engagement systems need to be more intentionally connected to student achievement, attendance, language development, and intervention progress so families receive timely and actionable information.

School Organization

Problem Statement 1: Dowling has established PLCs, intervention blocks, duty schedules, MTSS processes, attendance monitoring, and support services; however, these systems are not yet consistently aligned across grade levels to protect instructional time and ensure students receive timely academic and behavioral support. **Root Cause:** Campus schedules, intervention systems, PLC expectations, and monitoring routines need tighter alignment so staff can implement supports consistently and adjust quickly when student needs change.

Board Goal 5: Culture of Excellence

Performance Objective 3: By May of 2027, Dowling will implement at least 4 documented family/campus connection opportunities and maintain monthly family communication to strengthen family and campus connection.

Evaluation Data Sources: Family communication logs, parent participation data, campus event documentation, student recognition documentation, family feedback.

Strategy 1 Details	Reviews			
Strategy 1: Campus leadership and staff will provide consistent family communication connected to student progress, attendance, behavior, and campus priorities. Strategy's Expected Result/Impact: Families will receive timely and actionable communication, strengthening family connection to the campus. Staff Responsible for Monitoring: Principal / Assistant Principal Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Dowling will provide family engagement opportunities connected to student learning, campus culture, and student recognition. Strategy's Expected Result/Impact: Families will have increased opportunities to engage with the campus, improving trust, communication, and connection to school. Staff Responsible for Monitoring: Principal / Assistant Principal Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



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Performance Objective 3 Problem Statements:

School Culture and Climate

Problem Statement 1: Dowling Elementary improved attendance to 94.3% in 2025-2026 and reduced discipline referrals by 33% from the previous year. However, continued attention to connectedness, attendance, and behavior remains necessary to sustain these gains and meet district expectations for school climate, discipline prevention, and student engagement. **Root Cause:** Campus behavior, attendance, and connectedness systems are improving but must be sustained through consistent Tier 1 routines, early identification of students needing support, family communication, and MTSS follow-up rather than stand-alone activities.

Family and Community Engagement

Problem Statement 1: Dowling serves many economically disadvantaged, Emergent Bilingual, homeless, immigrant, and mobile students. These factors require consistent bilingual family communication connected to attendance, academic progress, intervention needs, and school engagement. **Root Cause:** Family engagement systems need to be more intentionally connected to student achievement, attendance, language development, and intervention progress so families receive timely and actionable information.