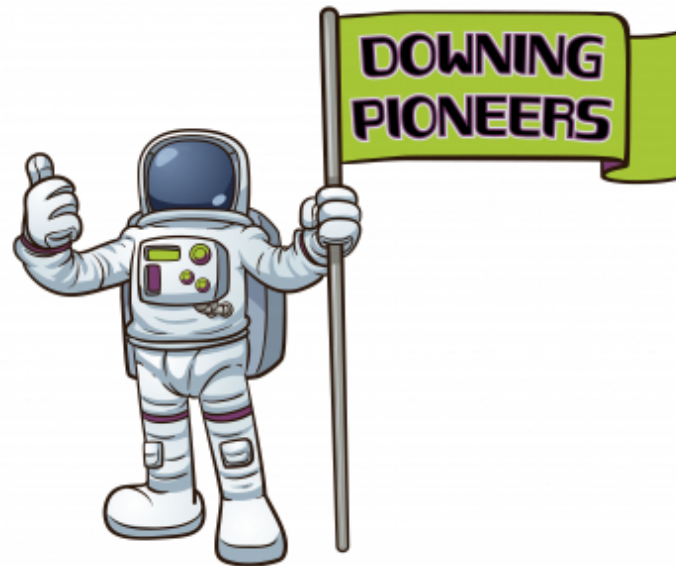


Ector County Independent School District

Edward K. Downing Elementary

Improvement Plan

2020-2021



Mission Statement

Edward K. Downing Elementary's Mission is to work in partnership with students, families and the community to ensure that each student acquires the knowledge, skills and core values necessary to achieve continuous improvement with personal and academic success that will in turn enrich their lives and our community

Vision

The vision at Edward K. Downing Elementary is to prepare and motivate our students for a rapidly changing world by instilling in them the skills of collaboration, communication, critical thinking, and creativity in a highly engaging learner centered environment to achieve continuous improvement toward academic success. Our students with the partnership from our community and parents will demonstrate mastery of the core values of respect, loyalty, perseverance, compassion, good manners, responsibility and self-control.

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Comprehensive Needs Assessment

Revised/Approved: July 31, 2020

Demographics

Demographics Summary

Edward K. Downing Elementary (EKD Elementary) was built in 2015. It is located at 1480 N. Knox Ave. Odessa TX. It is located in West Odessa. This is the school's 6th school year. Edward K. Downing Elementary (EKD Elementary) current enrollment is 687 K-5 students. This is a difference of 80 student less from the school year of 2019-2020 due to COVID-19. EKD Elementary is a Title One school.

The account for the increase is due the fact the campus was the influx of growth in West Odessa. The campus was designed and built for 650 students. EKD Elementary as of the 2018-2019 school year has:

- 476 (67%) students listed as AT-RISK.
- 512 (73%) students listed as Economically Disadvantaged.
- 294 (41%) students listed as LEP and 284 96% of the total LEP population) are being served in a bilingual program. 1 of the LEP students are being served through the ESL program. The remainder of the LEP students were parent denials to the bilingual program.
- 56 (8%) students listed as Special Education
- 62 (8.7%) students listed as GT
- 44 (6%) White students
- 656 (93%) Hispanic students
- 2 (0.2%) African American students
- 2 (0.2%) Pacific Islander students

Total Enrollment 687

- Total Membership 708
- Kindergarten 110
- 1 Grade 106
- Grade 2 129
- Grade 3 111
- Grade 4 105
- Grade 5 120

Based on the last 5 years the trend seems to be that Edward K. Downing Elementary has a high number of Hispanic and economically disadvantaged students that seem to be consistent and correlates to the population in West Odessa.

At-risk students are identified using the 13 state indicators. All students identified for at-risk will be identified as what needs are needing to be addressed through interventions. Such interventions will be tutoring throughout the school day, mentoring through WATCH DOG program, and parent workshops, parent meetings, attendance incentives.

Special Ed: Last year approximately 50 students were served in the special ed program by speech, learning disability, and/or intellectual disability. Students who qualified for a learning disability/intellectual disability qualified due to quality response to intervention strategies that were done by our staff or other schools. These students possessed strengths in which to build upon for their instruction. Those that did not qualify held very low IQ without any strengths in which to build upon for instruction. These students were placed in an intervention program throughout the school year.

The special ed program is a majority of inclusion practices for most of our students identified as learning disabled/intellectually disabled.

Student Attendance: Last year our yearly attendance average was 95%. Our goal for this year is to maintain 96% or higher. A campus attendance committee was developed and used to identify students with high attendance issues. Parent conferences were held to discuss reasons for high attendance and provide intervention for parents. The EKD classroom teachers call parents after 3 absences to visit with parents about reasons for student absences and catching up with student work. After 5 absences the EKD attendance clerk calls parents to discuss the purpose for the high number of absences and offer any assistance the school can provide to prevent any further unnecessary absences. After 10 absences the attendance committee meets with the parents. Most of the absences are excused due to doctor appt., or students who are called in ill.

English Language Learners:

Most of our ELL learners are served through a late exit bilingual program. Each grade level has 2 certified bilingual teachers. A small number of students are served through our ESL program in which they are placed with a teacher who is ESL certified. All other ELL students are listed as parent denials of the bilingual program. All denials must meet with the principal to discuss the benefits of their child being in the bilingual program. If the parent still denies the program then he/she must meet with the Director of Bilingual/ESL services.

Staff Demographics:

Total Staff 48.4

- Teachers 38.5
- Professional Support 4.8
- Campus Administration 2.0
- Educational Aides 3.0
- Beginning Teachers 7.0
- 1-5 Years Experience 14.0

- 6-10 Years Experience 4.0
- 11-20 Years Experience 4.5
- Over 20 Years Experience 7.0

Average class size is about 24 students.

Demographics Strengths

The number of Gifted and Talented students identified have exceed the recommended 2% by ECISD, but rather 6% of our students have been identified.

Our student population consists of mainly Hispanic students and about a 1/3 of the population is in bilingual classrooms.

The student population mirrors the district demographics, and enrollment is increasing. We have increased 70 more students since the our doors opened in 2015.

Economically Disadvantage is at a high 73%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall attendance rate 94% **Root Cause:** Attendance meetings were not held consistently, incentives were only done at the end of the year.

Problem Statement 2: Homeless students has increased from 3 to 7% **Root Cause:** Although our economy in Odessa is at an all time high with very low employment, the cost of living is very high and some housing is unaffordable to many of our families.

Student Achievement

Student Achievement Summary

2019 STAAR Performance Data Table

EDWARD K DOWNING EL (068901131) - ECTOR COUNTY ISD

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current) & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects Percent of Tests															
% at Approaches GL Standard or Above	56%	100%	55%	69%	-	-	-	50%	54%	48%	49%	24%	55%	56%	55%
% at Meets GL Standard or Above	24%	33%	24%	26%	-	-	-	0%	22%	21%	23%	10%	15%	24%	28%
% at Masters GL Standard	10%	33%	10%	10%	-	-	-	0%	8%	9%	10%	0%	10%	10%	12%
Number of Tests															
# at Approaches GL Standard or Above	527	3	476	47	-	-	-	1	358	198	207	21	11	455	72

2019 STAAR Performance Data Table

# at Meets GL Standard or Above	227	1	208	18	-	-	-	0	146	87	96	9	3	191	36
# at Masters GL Standard	95	1	87	7	-	-	-	0	54	37	41	0	2	79	16
Total Tests	939	3	866	68	-	-	-	2	663	411	420	87	20	809	130
ELA/Reading Percent of Tests															
% at Approaches GL Standard or Above	61%	100%	60%	74%	-	-	-	0%	59%	51%	52%	39%	43%	61%	62%
% at Meets GL Standard or Above	29%	0%	28%	35%	-	-	-	0%	27%	25%	26%	15%	14%	28%	34%
% at Masters GL Standard	12%	0%	12%	17%	-	-	-	0%	10%	9%	10%	0%	14%	12%	15%
Number of Tests															
# at Approaches GL Standard or Above	213	1	195	17	-	-	-	0	146	78	81	13	3	184	29
# at Meets GL Standard or Above	100	0	92	8	-	-	-	0	66	38	41	5	1	84	16
# at Masters GL Standard	43	0	39	4	-	-	-	0	24	14	16	0	1	36	7
Total Tests	350	1	325	23	-	-	-	1	247	153	156	33	7	303	47

2019 STAAR Performance Data Table

Mathematics

Percent of

Tests

% at Approaches GL Standard or Above	60%	100%	59%	70%	-	-	-	100%	57%	59%	60%	24%	71%	60%	60%
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Meets GL Standard or Above

% at Meets GL Standard or Above	26%	100%	26%	22%	-	-	-	0%	24%	24%	26%	12%	29%	25%	30%
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Masters GL Standard

% at Masters GL Standard	13%	100%	13%	9%	-	-	-	0%	11%	14%	14%	0%	14%	12%	15%
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Number of Tests

# at Approaches GL Standard or Above	210	1	192	16	-	-	-	1	141	90	93	8	5	182	28
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at Meets GL Standard or Above

# at Meets GL Standard or Above	91	1	85	5	-	-	-	0	59	37	40	4	2	77	14
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at Masters GL Standard

# at Masters GL Standard	44	1	41	2	-	-	-	0	26	21	22	0	1	37	7
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Total Tests

Total Tests	349	1	324	23	-	-	-	1	246	152	155	34	7	302	47
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Writing Percent of Tests

% at Approaches GL Standard or Above	40%	100%	38%	55%	-	-	-	-	37%	29%	29%	0%	100%	41%	31%
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Edward K. Downing Elementary

2019 STAAR Performance Data Table

% at Meets GL Standard or Above	9%	0%	7%	27%	-	-	-	-	9%	10%	10%	0%	0%	8%	13%
% at Masters GL Standard	2%	0%	2%	0%	-	-	-	-	2%	2%	2%	0%	0%	1%	6%
Number of Tests															
# at Approaches GL Standard or Above	51	1	44	6	-	-	-	-	34	17	17	0	3	46	5
# at Meets GL Standard or Above	11	0	8	3	-	-	-	-	8	6	6	0	0	9	2
# at Masters GL Standard	2	0	2	0	-	-	-	-	2	1	1	0	0	1	1
Total Tests	127	1	115	11	-	-	-	-	91	58	58	10	3	111	16
Science															
Percent of Tests															
% at Approaches GL Standard or Above	47%	-	44%	73%	-	-	-	-	47%	27%	31%	0%	0%	46%	50%
% at Meets GL Standard or Above	22%	-	23%	18%	-	-	-	-	16%	13%	18%	0%	0%	23%	20%
% at Masters GL Standard	5%	-	5%	9%	-	-	-	-	3%	2%	4%	0%	0%	5%	5%

2019 STAAR Performance Data Table

Number of Tests																
# at Approaches GL Standard or Above	53	-	45	8	-	-	-	-	37	13	16	0	0	43	10	
# at Meets GL Standard or Above	25	-	23	2	-	-	-	-	13	6	9	0	0	21	4	
# at Masters GL Standard	6	-	5	1	-	-	-	-	2	1	2	0	0	5	1	
Total Tests	113	-	102	11	-	-	-	-	79	48	51	10	3	93	20	

2019 Academic Growth

EDWARD K DOWNING EL (068901131) - ECTOR COUNTY ISD

Data Table

ELA/Reading and Mathematics

Current-Year Performance on STAAR

Prior-Year Performance on STAAR	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		Growth Points Earned	Total Possible Points
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)			
Did Not Meet Approaches Grade Level	-	<u>50</u>	<u>66</u>	-	0	<u>47</u>	-	-	<u>5</u>	0			
Grade Level	-	<u>31</u>	0	-	<u>30</u>	<u>36</u>	-	-	<u>23</u>	<u>6</u>			

2019 Academic Growth

Meets Grade Level	<u>8</u>	-	-	<u>27</u>	-	-	-	<u>5</u>	<u>10</u>	<u>14</u>		
Masters Grade Level	0	-	-	<u>8</u>	-	-	<u>19</u>	-	-	<u>33</u>		
Total Number of Tests	<u>8</u>	<u>81</u>	<u>66</u>	<u>35</u>	<u>30</u>	<u>83</u>	<u>19</u>	<u>5</u>	<u>38</u>	<u>53</u>		
Total Points Score	0	0	66	0	15	83	0	2.5	38	53	257.5	418.62

ELA/Reading

Current-Year Performance on STAAR

Prior-Year Performance on STAAR	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		Growth Points Earned	Total Possible Points
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)			
Did Not Meet Approaches Grade Level	-	<u>16</u>	<u>32</u>	-	0	<u>29</u>	-	-	<u>4</u>	0			
Meets Grade Level	-	<u>10</u>	0	-	<u>11</u>	<u>15</u>	-	-	<u>12</u>	<u>5</u>			
Masters Grade Level	0	-	-	<u>7</u>	-	-	-	<u>2</u>	<u>5</u>	<u>5</u>			
Total Number of Tests	0	<u>26</u>	<u>32</u>	<u>12</u>	<u>11</u>	<u>44</u>	<u>9</u>	<u>2</u>	<u>21</u>	<u>22</u>			
Total Points Score	0	0	32	0	5.5	44	0	1	21	22	125.5	179.70	

Mathematics

Current-Year Performance on STAAR

2019 Academic Growth

Prior-Year Performance on STAAR	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		Growth Points Earned	Total Possible Points
	Progress Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Progress Not Applicable (1 point)			
Did Not Meet Approaches Grade Level	-	<u>34</u>	<u>34</u>	-	0	<u>18</u>	-	-	<u>1</u>	0			
Meets Grade Level	<u>8</u>	-	-	<u>20</u>	-	-	-	<u>3</u>	<u>5</u>	<u>9</u>			
Masters Grade Level	0	-	-	<u>3</u>	-	-	<u>10</u>	-	-	<u>21</u>			
Total Number of Tests	<u>8</u>	<u>55</u>	<u>34</u>	<u>23</u>	<u>19</u>	<u>39</u>	<u>10</u>	<u>3</u>	<u>17</u>	<u>31</u>			
Total Points Score	0	0	34	0	9.5	39	0	1.5	17	31	132	239 55	

Texas Education Agency

2019 Closing the Gaps

EDWARD K DOWNING EL (068901131) - ECTOR COUNTY ISD

Status and Data Table

Academic Achievement Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	N		N						N	N	N		N	N		

Texas Education Agency

% at Meets GL Standard or Above	29%	0%	28%	35%	-	-	-	0%	27%	26%	15%	14%	28%	34%
# at Meets GL Standard or Above	100	0	92	8	-	-	-	0	66	41	5	1	84	16
Total Tests (Adjusted)	350	1	325	23	-	-	-	1	247	156	33	7	303	47
Math Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%
Met	N		N						N	N	N		N	N

% at Meets GL Standard or Above	26%	100%	26%	22%	-	-	-	0%	24%	26%	12%	29%	25%	30%	
# at Meets GL Standard or Above	91	1	85	5	-	-	-	0	59	40	4	2	77	14	
Total Tests (Adjusted)	349	1	324	23	-	-	-	1	246	155	34	7	302	47	
Indicators Growth Status														0	14

ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67
Met	Y		Y						Y	Y			Y	Y
Academic Growth Score	70	0	71	70	-	-	-	-	72	84	68	80	70	69
Growth Points	125.5	0	110	15.5	-	-	-	-	89	40.5	13	4	105.5	20

Texas Education Agency

Total Tests	179	1	156	22	-	-	-	-	123	48	19	5	150	29
Math Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70
Met	N		N						N	N			N	N
Academic Growth Score	55	100	55	52	-	-	-	-	57	63	52	50	53	69
Growth Points	132	1	119.5	11.5	-	-	-	-	96.5	67.5	11.5	3	108	24
Total Tests	239	1	216	22	-	-	-	-	169	108	22	6	204	35

Total Indicators															6	12
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Graduation Rate Status ***																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a	
Met																
2017 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2018 % Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2018 # Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2018 Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Total Indicators																
English Language Proficiency Status																
Target																
Target																
Met																
TELPAS Progress Rate																
TELPAS Progress																

Texas Education Agency

TELPAS															
Total															
Total															
Indicators															
Student Success Status															
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45	
Target	N		N	N					N	N	N		N	N	
Met															
STAAR															
Component	30	55	30	35	-	-	-	17	28	27	11	27	30	32	
Score															
% at															
Approaches	56%	100%	55%	69%	-	-	-	50%	54%	49%	24%	55%	56%	55%	
GL Standard															
or Above															
% at															
Meets GL	24%	33%	24%	26%	-	-	-	0%	22%	23%	10%	15%	24%	28%	
Standard or															
Above															
% at															
Masters GL	10%	33%	10%	10%	-	-	-	0%	8%	10%	0%	10%	10%	12%	
Standard															
Total	939	3	866	68	-	-	-	2	663	420	87	20	809	130	
Tests															
Total															
Indicators															0
School Quality															8
Status															
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%	
Target															
Met															
%															
Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
meeting															
CCMR															

Texas Education Agency

# Students															
meeting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CCMR															
Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Students															
Total															
Indicators															
Participation															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
ELA/Reading															
%															
Participation	100%	100%	100%	100%	-	-	-	100%	100%	100%	97%	100%	100%	98%	
#															
Participants	365	1	337	25	-	-	-	2	258	162	36	7	308	57	
Total															
Tests	366	1	338	25	-	-	-	2	259	162	37	7	308	58	
Mathematics															
%															
Participation	99%	100%	99%	100%	-	-	-	100%	99%	99%	100%	100%	100%	98%	
#															
Participants	364	1	336	25	-	-	-	2	257	161	37	7	307	57	
Total															
Tests	366	1	338	25	-	-	-	2	259	162	37	7	308	58	

Student Achievement Strengths

Growth Measure Target was met in all subgroups in Reading.

TELPAS progress rate from 33% to 48 % in 2019

Writing Scores increased from 31% to 40% in 2019

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 27% of our economically disadvantaged students are meeting grade level standard reading and 24% meet grade level standard in Math. **Root Cause:** Quality and effective response to intervention has not been consistently implemented.

Problem Statement 2 (Prioritized): 29% of all students did not meet grade level standards in reading, 28% Hispanic, 35% White, 26% EL students, 15% Spec. Ed., 28% Continuously Enrolled, 34% Non-Continuously Enrolled. **Root Cause:** Tier 1 reading instruction is not taught to the TEKS specificity.

Problem Statement 3 (Prioritized): Percentage of students not meeting grade level standard for Math was 26% All students, 26% Hispanic, 22% White, 24% Economically Disadvantaged, 26% EL, 12% Special Ed, 29% Special Ed. former, 25% continuously enrolled, 30% Non continuously enrolled **Root Cause:** Tier 1 math intervention was not taught to the TEKS specificity due to the lack of experience in 4th and 5th grade math teachers and subject areas.

Problem Statement 4 (Prioritized): Percentage of students who met grade level standard in Science in all students 22%, Hispanic 23%, White 18%, Eco. Dis. 16%, EL 13%, Continuously enrolled 23%, non continuously enrolled 20% **Root Cause:** Science is not taught consistently in grades K-5. Last year lab activities were limited.

Problem Statement 5 (Prioritized): Percentage of students who met grade level standards in writing for all students 9%, Hispanic 7%, White 27%, Eco. Dis. 9%, EL 10%, Continuously Enrolled 8%, Non continuously enrolled 13% **Root Cause:** Tier 1 writing instruction was not taught across all grade levels and subject areas.

School Culture and Climate

School Culture and Climate Summary

Edward K. Downing Elementary is comprised of students from West Odessa. Many of our students are identified as low social economic status. Regardless of their economic status, our students are eager to learn and are excited about being a part of Edward K. Downing Elementary.

Edward K. Downing Elementary is described an innovative campus that is currently still trying to find its footing with using co-teaching and collaboration to help drive instruction for our students. It is very similar to an open concept campus with many opportunities for collaboration by student and staff.

Staff morale is high with the use of a social committee and an active PTA. The staff is well aware of the students needs and short comings, but have the passion and drive to make their future brighter.

Edward K. Downing Elementary offers several opportunities this school year for parents and community involvement such as:

Meet the teacher, Parent Orientation, Reading night, Math night, Science Night, Music programs, P.S I love you, Science night, Cafe' Con el Director (community meeting with principal)

We also had several programs in place such as:

VIPS programs, PTA, AVID, WATCH DOGS program, music programs, RTI time at the last hour of the day for our students.

EKD Elementary mission is to adopt best practice instructional methods that develop collaboration, creativity, communication, and critical thinking for world ready, life-long learners who discover their unique gifts, and achieve personal success. EKD Elementary is committed to ensuring all students learn regardless of obstacles faced. The campus will ensure open communication and alignment of efforts with staff, students, parents and community so that the culture and climate will continue to become more positive for EKD Elementary students.

School Culture and Climate Strengths

Strengths are the attendance to all student programs. Parents are well represented to all programs and activities. Instructional staff has continued with the study of the 4C model collaboration, creativity, communication, critical thinking. Overall the campus morale is high and motivating. Many of the staff have less than 5 years teaching experience and therefore willing to be creative and think out of the box. Staff is definitely dedicated to the community and therefore determined to move our campus to academic success.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Lack of professional growth amongst all professional staff **Root Cause:** Only 2 Instructional specialist to serve 40 teachers for coaching and therefore spread thin.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Total Staff 61

- Teachers 41
- Professional Support 2
- Campus Administration 3
- Educational Aides 15
- Beginning Teachers 17.0
- 1-5 Years Experience 12.0
- 6-10 Years Experience 4.0
- 11-20 Years Experience 3.0
- Over 20 Years Experience 5.0

Average class size is about 24 students.

Currently we have 1 bilingual substitute in classroom teaching positions and 2 vacancy.

Our school district has just approved a teacher pay raise across all teaching positions and a 4% pay increase from midpoint for all ECISD positions.

Staff Quality, Recruitment, and Retention Strengths

Edward K. Downing Staff is a very energetic staff with a driven purpose for this new school to succeed. Many of the teachers are creative and are wanting to be innovative in the classroom. ECISD offers a 1000 dollar traveling stipend to work at Edward K. Downing and stipends for difficult to fill positions such as SPED, Math, Science, and Bilingual positions. Our school was recently built 5 years ago and therefore offers flexible learning space which does seem to entice many new teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There are 3 vacancies on campus **Root Cause:** The cost of living in Odessa is at all time high and lack of teacher applicants. Professional growth is lacking. COVID-19 and the oil field industry has decreased significantly.

Problem Statement 2: Homeless students has increased from 3 to 7% **Root Cause:** Although our economy in Odessa is at an all time high with very low employment, the cost of living is very high and some housing is unaffordable to many of our families.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Edward K. Downing Elementary uses integral components of instruction, intervention and assessment to meet the educational needs of our student body. We provide an aligned instruction using the TEKS resource system in all core subjects. Students are monitored using DBA, unit assessments, Istation, Imagine Math. Instructional strategies and resources used are guided math, balanced literacy, Writers Workshop, Lonestar Math, Mentoring Minds, Learning A-Z. Tutoring is built within the school day to close the necessary gaps in struggling learners. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, Instructional specialists dyslexia teacher, tutors, and special education personnel support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Nagliari, STAAR, DBAs, unit assessments, Istation, and TELPAS assessments allow for early identification of need and potential targets for intervention.

Curriculum, Instruction, and Assessment Strengths

Edward K Downing appropriately allocated resources in the form as student material, manipulatives, books, online programs, and staff development to meet the learning needs of our students and staff.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Students are not meeting the Meet expectations on assessments. **Root Cause:** Tier1 instruction is not being delivered with high rigor and engagement with at least 1/3 of the staff due to new staff.

Parent and Community Engagement

Parent and Community Engagement Summary

Edward K. Downing provides opportunities through Reading, Math, Science Night for parents to attend and learn concepts with their children. Fall festivals, PTA program, Watch Dog programs have become an important part for parents to be involved at EKD.

Parent and Community Engagement Strengths

Increase of VIPs program and higher percentage of parents that participate in school activities. West Side Choir continues to grow and develop. Last year the Boys and Girls of Odessa have built a club on EKD property. The Boys and Girls club will offer tutoring, art, and computer access for some of our students who will be attending.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Small number of parents in our VIPs program or showing willingness to help in classrooms and in school. **Root Cause:** School staff needs to reach out personally to see if parents would be willing to volunteer.

School Context and Organization

School Context and Organization Summary

Edward K. Downing Elementary will implement a in school intervention time in all classrooms K - 5. Data will be reviewed from istation, brainchild, benchmarks, unit tests,classroom observation during RTI meetings. Intervention will address the content areas of Reading, Math, and Science. PLCs are organized by grade levels and will meet to review student data, classroom instruction, and maintenance. PLC will meet weekly. CIT meets once a month to discuss campus goals and review of campus improvement plans. Leadership committee will meet once a month to review new campus initiatives and changes needed.

School Context and Organization Strengths

Edward K. Downing Elementary continues to maintain a working CIT committee as well as a strong leadership committee. PLCs focus on student data, sharing of best practices,rigorous activities, and help to strengthen individual teachers, grade levels and the school as a whole.

Technology

Technology Summary

Edward K. Downing Elementary has interactive projectors, document cameras, Smart TV, and WIFI system in every classroom. Every child will have 1 to 1 technology. Each teacher is assigned a laptop with a docking station.

Technology Strengths

Edward K. Downing Elementary has interactive projectors, document cameras, Smart TV, and WIFI system in every classroom. Each Grade level in grades K-2 have 30 IPADS and each K-2 classroom has 6 kindle fire HD tablets. Each grade level in grades 3-5 have 50 laptops plus 30 IPADS for the entire 3-5 students. Each teacher is assigned a laptop with a docking station. All teachers have been trained to utilize the equipment.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Large amounts of technology is available from laptops to Ipads to kindles and projectors, but most devices are commonly used for lecture and instruction by the teacher instead of in the hands of students. **Root Cause:** Proper training is needed to assist teachers and aides to utilize better use of technology for the benefit of student engagement and academic success.

Priority Problem Statements

Problem Statement 1: 27% of our economically disadvantage students are meeting grade level standard reading and 24% meet grade level standard in Math.

Root Cause 1: Quality and effective response to intervention has not been consistently implemented.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Overall attendance rate 94%

Root Cause 2: Attendance meetings were not held consistently, incentives were only done at the end of the year.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 29% of all students did not meet grade level standards in reading, 28% Hispanic, 35% White, 26% EL students, 15% Spec. Ed., 28% Continuously Enrolled, 34% Non-Continuously Enrolled.

Root Cause 3: Tier 1 reading instruction is not taught to the TEKS specificity.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Percentage of students not meeting grade level standard for Math was 26% All students, 26% Hispanic, 22% White, 24% Economically Disadvantaged, 26% EL, 12% Special Ed, 29% Special Ed. former, 25% continuously enrolled, 30% Non continuously enrolled

Root Cause 4: Tier 1 math intervention was not taught to the TEKS specificity due to the lack of experience in 4th and 5th grade math teachers and subject areas.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Percentage of students who met grade level standard in Science in all students 22%, Hispanic 23%, White 18%, Eco. Dis. 16%, EL 13%, Continuously enrolled 23%, non continuously enrolled 20%

Root Cause 5: Science is not taught consistently in grades K-5. Last year lab activities were limited.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Percentage of students who met grade level standards in writing for all students 9%, Hispanic 7%, White 27%, Eco. Dis. 9%, EL 10%, Continuously Enrolled 8%, Non continuously enrolled 13%

Root Cause 6: Tier 1 writing instruction was not taught across all grade levels and subject areas.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Lack of professional growth amongst all professional staff

Root Cause 7: Only 2 Instructional specialist to serve 40 teachers for coaching and therefore spread thin.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: There are 3 vacancies on campus

Root Cause 8: The cost of living in Odessa is at all time high and lack of teacher applicants. Professional growth is lacking. COVID-19 and the oil field industry has decreased significantly.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Students are not meeting the Meet expectations on assessments.

Root Cause 9: Tier1 instruction is not being delivered with high rigor and engagement with at least 1/3 of the staff due to new staff.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Large amounts of technology is available from laptops to Ipads to kindles and projectors, but most devices are commonly used for lecture and instruction by the teacher instead of in the hands of students.

Root Cause 10: Proper training is needed to assist teachers and aides to utilize better use of technology for the benefit of student engagement and academic success.

Problem Statement 10 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Federal Report Card Data

Student Data: Assessments

- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Section 504 data
- Gifted and talented data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data





Goals

Goal 1: Foundational Excellence: Edward K. Downing Elementary will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Edward K. Downing Elementary student attendance rate will increase from 95% to 96% by May 2021 (State average was 95.7% in 2017).

Evaluation Data Sources: District attendance reports





Summative Evaluation: None

Strategy 1: Teachers, registrar and administrators will follow ECISD protocol for students with high absences stating at 3 absences.	
Strategy's Expected Result/Impact: Move percentage of attendance to 96%	Formative
Staff Responsible for Monitoring: Classroom teacher, registrar, campus admin	Oct
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
	May
 No Progress  Accomplished  Continue/Modify  Discontinue	
Demographics	
Problem Statement 1: Overall attendance rate 94% Root Cause: Attendance meetings were not held consistently, incentives were only done at the end of the year.	

Performance Objective 2: All 2020-21 requests for professional development will include an implementation plan that reflects the financial impact from the initial training to follow up training for years 2 and 3 and include planning for new employees.

Evaluation Data Sources: Professional Development Plans

Summative Evaluation: None





Strategy 1: Each staff member will meet with the campus administration to review professional development needs to continue growth.						
Strategy's Expected Result/Impact: 100 % staff has set professional growth and is being measured through conferences by campus admin	Formative Oct Jan Mar					
Staff Responsible for Monitoring: campus admin and teachers.						
<table border="0"> <tr> <td>Title I Schoolwide Elements: 2.5</td> <td>Problem Statements: School Culture and Climate 1</td> </tr> <tr> <td>TEA Priorities: Recruit, support, retain teachers and principals</td> <td>Funding Sources: PD resources Local</td> </tr> <tr> <td>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</td> <td></td> </tr> </table>		Title I Schoolwide Elements: 2.5	Problem Statements: School Culture and Climate 1	TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources: PD resources Local	ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
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TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources: PD resources Local					
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction						
Summative May						
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>						
School Culture and Climate						
Problem Statement 1: Lack of professional growth amongst all professional staff Root Cause: Only 2 Instructional specialist to serve 40 teachers for coaching and therefore spread thin.						

Performance Objective 3: Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Targeted or ESF High Priority

Evaluation Data Sources: Program rosters, attendance data, completion





Summative Evaluation: None

Strategy 1: Each class will visit the counselor classroom daily to receive SEL lessons. This will be built into our master schedule.	
Strategy's Expected Result/Impact: 100% of the students will receive SEL instruction.	Formative
Staff Responsible for Monitoring: counselor, classroom teachers	Oct
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Summative
Problem Statements: Demographics 1	May
Funding Sources: SEL resources Local	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Demographics	
Problem Statement 1: Overall attendance rate 94% Root Cause: Attendance meetings were not held consistently, incentives were only done at the end of the year.	

Performance Objective 4: Improve customer service and community perceptions of Edward K. Downing Elementary from 65% to 80% as measured by a campus created Customer Service Survey by 2024.

Evaluation Data Sources: Pre and Post Surveys
District/Campus Customer Satisfaction Feedback





Summative Evaluation: None

Strategy 1: continue to communicate with community through "coffee with the principal" social media and parent teacher conferences.							
Strategy's Expected Result/Impact: move perceptions of campus from 65 to 80%	<table border="1"> <tr><td>Formative</td></tr> <tr><td>Oct</td></tr> <tr><td>Jan</td></tr> <tr><td>Mar</td></tr> <tr><td>Summative</td></tr> <tr><td>May</td></tr> </table>	Formative	Oct	Jan	Mar	Summative	May
Formative							
Oct							
Jan							
Mar							
Summative							
May							
Staff Responsible for Monitoring: campus admin and teachers							
Title I Schoolwide Elements: 3.1							
TEA Priorities: Improve low-performing schools							
ESF Levers: Lever 3: Positive School Culture							
Problem Statements: Demographics 1							
Funding Sources: Parent communication resources Local							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>							
Demographics							
Problem Statement 1: Overall attendance rate 94% Root Cause: Attendance meetings were not held consistently, incentives were only done at the end of the year.							

Performance Objective 5: Streamline the flow of communication so that teachers and parents are efficiently directed to the proper department in order to have their questions answered in a timely manner.

Evaluation Data Sources: staff and parent survey





Summative Evaluation: None

Strategy 1: Parent newsletter to go out on a bi weekly basis.	
Strategy's Expected Result/Impact: 100% of parents receive the newsletter.	Formative
Staff Responsible for Monitoring: campus admin	Oct
Title I Schoolwide Elements: 3.1	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: Demographics 1	May
Funding Sources: Parent communication and newsletter resources Local	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Demographics	
Problem Statement 1: Overall attendance rate 94% Root Cause: Attendance meetings were not held consistently, incentives were only done at the end of the year.	

Performance Objective 6: Encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of Edward K. Downing students, faculty, staff, and their families.

Evaluation Data Sources: presentations to the students

Summative Evaluation: None

Strategy 1: MCH and ORH will be invited to come provide health guidelines for all students. Holding Career Day for all grade levels.	
Strategy's Expected Result/Impact: 100% of students receive the information of various careers	Formative
Staff Responsible for Monitoring: Grade level teachers	Oct
Title I Schoolwide Elements: 2.5, 3.1	Jan
TEA Priorities: Connect high school to career and college, Improve low-performing schools	Mar
ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Summative
Problem Statements: Demographics 1 Curriculum, Instruction, and Assessment 1 Technology 1	May
Funding Sources: Career Day resources Local	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Demographics	
Problem Statement 1: Overall attendance rate 94% Root Cause: Attendance meetings were not held consistently, incentives were only done at the end of the year.	
Curriculum, Instruction, and Assessment	
Problem Statement 1: Students are not meeting the Meet expectations on assessments. Root Cause: Tier1 instruction is not being delivered with high rigor and engagement with at least 1/3 of the staff due to new staff.	
Technology	
Problem Statement 1: Large amounts of technology is available from laptops to Ipad to kindles and projectors, but most devices are commonly used for lecture and instruction by the teacher instead of in the hands of students. Root Cause: Proper training is needed to assist teachers and aides to utilize better use of technology for the benefit of student engagement and academic success.	

Goal 2: Invest in Talent: Edward K. Downing Elementary will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: By May 2021, the Edward K Downing teacher turnover rate will decrease from 27% to 10% (state turnover rate is 16.6%).

Evaluation Data Sources: TAPR

System Data

Exit Survey Data

Summative Evaluation: None

Strategy 1: EKD is using TalentEd to hire incoming teachers. EKD is visiting with teachers in the Odessa Pathway to Teaching program.

Strategy's Expected Result/Impact: 100% of all campus vacancies filled

Staff Responsible for Monitoring: campus admin

Title I Schoolwide Elements: 2.5

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements:

Staff Quality, Recruitment, and Retention 1

Funding Sources:

Talent Ed Local

Formative

Oct


Jan


Mar

Summative

May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Staff Quality, Recruitment, and Retention

Problem Statement 1: There are 3 vacancies on campus **Root Cause:** The cost of living in Odessa is at all time high and lack of teacher applicants. Professional growth is lacking. COVID-19 and the oil field industry has decreased significantly.

Performance Objective 2: Implement Opportunity Culture at all grade levels. Recruiting and hiring a Multi-Classroom Leader at each grade level and a Reach associate at each grade level

Evaluation Data Sources: Staffing report

Summative Evaluation: None

Strategy 1: Multi Classroom Leaders hire at each grade level with a Reach associate	
Strategy's Expected Result/Impact: Each grade level has a MCL and Reach Associate.	Formative
Staff Responsible for Monitoring: Campus Admin	Oct
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning	Summative
Problem Statements: School Culture and Climate 1 Staff Quality, Recruitment, and Retention 1 Curriculum, Instruction, and Assessment 1	May
Funding Sources: Staffing position salaries Local	
 No Progress  Accomplished  Continue/Modify  Discontinue	
School Culture and Climate	
Problem Statement 1: Lack of professional growth amongst all professional staff Root Cause: Only 2 Instructional specialist to serve 40 teachers for coaching and therefore spread thin.	
Staff Quality, Recruitment, and Retention	
Problem Statement 1: There are 3 vacancies on campus Root Cause: The cost of living in Odessa is at all time high and lack of teacher applicants. Professional growth is lacking. COVID-19 and the oil field industry has decreased significantly.	
Curriculum, Instruction, and Assessment	
Problem Statement 1: Students are not meeting the Meet expectations on assessments. Root Cause: Tier1 instruction is not being delivered with high rigor and engagement with at least 1/3 of the staff due to new staff.	

Goal 3: Learning Journey: Edward K. Downing Elementary will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Edward K. Downing Elementary will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 24% to 34% across all tested grade levels and content areas by May 2020.

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None

Strategy 1: PLCs held weekly to review instructional strategies	
Strategy's Expected Result/Impact: Improve our meet grade level standard by 10% compared to 2019 STAAR results.	Formative
Staff Responsible for Monitoring: campus admin	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Comprehensive Support Strategy	May
Targeted Support Strategy	

Strategy 2: Implement a data system used to measure the amount of growth for all students K-5

<p>Strategy's Expected Result/Impact: Become 100% knowledgeable for students's performance and growth. Teachers will then develop more targeted instruction</p> <p>Staff Responsible for Monitoring: After each unit assessment and DBA. and final results of STAAR by campus admin and classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May

Problem Statements:
 School Culture and Climate 1
 Curriculum, Instruction, and Assessment 1
 Technology 1

Funding Sources:
 resources for data wall such as cards, printer ink, pocket charts Title One School-wide \$20,000

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Culture and Climate

Problem Statement 1: Lack of professional growth amongst all professional staff **Root Cause:** Only 2 Instructional specialist to serve 40 teachers for coaching and therefore spread thin.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not meeting the Meet expectations on assessments. **Root Cause:** Tier1 instruction is not being delivered with high rigor and engagement with at least 1/3 of the staff due to new staff.





Technology

Problem Statement 1: Large amounts of technology is available from laptops to Ipads to kindles and projectors, but most devices are commonly used for lecture and instruction by the teacher instead of in the hands of students. **Root Cause:** Proper training is needed to assist teachers and aides to utilize better use of technology for the benefit of student engagement and academic success.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 10% to 20% across all tested grade levels and content areas by May 2021.

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None

Strategy 1: EKD instructional staff will improve the quality of Tier 1 instruction. Teacher will be trained in depth and complexity and teaching to the level of the TEKS	
Strategy's Expected Result/Impact: Improve our meet grade level standard by 10% based on 2019 STAAR results.	Formative
Staff Responsible for Monitoring: PLCs held weekly to review instructional strategies	Oct
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1, 2, 3, 4, 5	May
Funding Sources: instructional materials Local	
Strategy 2: Implement a data system used to measure the amount of growth for all students K-5	
Strategy's Expected Result/Impact: Become 100% knowledgeable for students's performance and growth. Teachers will then develop more targeted instruction	Formative
Staff Responsible for Monitoring: All instructional staff	Oct
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Curriculum, Instruction, and Assessment 1	May
Funding Sources: data system resources Local	
Comprehensive Support Strategy	
Targeted Support Strategy	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Student Achievement

Problem Statement 1: 27% of our economically disadvantage students are meeting grade level standard reading and 24% meet grade level standard in Math. **Root Cause:**

Quality and effective response to intervention has not been consistently implemented.

Problem Statement 2: 29% of all students did not meet grade level standards in reading, 28% Hispanic, 35% White, 26% EL students, 15% Spec. Ed., 28% Continuously Enrolled, 34% Non-Continuously Enrolled. **Root Cause:** Tier 1 reading instruction is not taught to the TEKS specificity.

Problem Statement 3: Percentage of students not meeting grade level standard for Math was 26% All students, 26% Hispanic, 22% White, 24% Economically Disadvantaged, 26% EL, 12% Special Ed, 29% Special Ed. former, 25% continuously enrolled, 30% Non continuously enrolled **Root Cause:** Tier 1 math intervention was not taught to the TEKS specificity due to the lack of experience in 4th and 5th grade math teachers and subject areas.

Problem Statement 4: Percentage of students who met grade level standard in Science in all students 22%, Hispanic 23%, White 18%, Eco. Dis. 16%, EL 13%, Continuously enrolled 23%, non continuously enrolled 20% **Root Cause:** Science is not taught consistently in grades K-5. Last year lab activities were limited.

Problem Statement 5: Percentage of students who met grade level standards in writing for all students 9%, Hispanic 7%, White 27%, Eco. Dis. 9%, EL 10%, Continuously Enrolled 8%, Non continuously enrolled 13% **Root Cause:** Tier 1 writing instruction was not taught across all grade levels and subject areas.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not meeting the Meet expectations on assessments. **Root Cause:** Tier 1 instruction is not being delivered with high rigor and engagement with at least 1/3 of the staff due to new staff.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by 10% by May 2020.

3rd Grade Reading from 35% to 45%

4th Grade Reading from 23% to 33%





5th Grade Reading from 26% to 36%

4th Grade Writing from 8% to 18%.

Targeted or ESF High Priority

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None

Strategy 1: Continue to use Balanced Literacy framework in all ELAR classrooms	
Strategy's Expected Result/Impact: Increase STAAR ELAR by 10%	Formative
Staff Responsible for Monitoring: classroom teachers	Oct
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1, 2	May
Funding Sources: Balanced Literacy Materials Local	
Strategy 2: Intervention Time continue to be used at the beginning and end of the day.	
Strategy's Expected Result/Impact: Move MAP growth by 30%	Formative
Staff Responsible for Monitoring: classroom teachers and campus admin	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 2, 5	May
Funding Sources: Intervention materials and tutorial pay for teachers Title One School-wide	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	

Problem Statement 1: 27% of our economically disadvantage students are meeting grade level standard reading and 24% meet grade level standard in Math. Root Cause: Quality and effective response to intervention has not been consistently implemented.
Problem Statement 2: 29% of all students did not meet grade level standards in reading, 28% Hispanic, 35% White, 26% EL students, 15% Spec. Ed., 28% Continuously Enrolled, 34% Non-Continuously Enrolled. Root Cause: Tier 1 reading instruction is not taught to the TEKS specificity.
Problem Statement 5: Percentage of students who met grade level standards in writing for all students 9%, Hispanic 7%, White 27%, Eco. Dis. 9%, EL 10%, Continuously Enrolled 8%, Non continuously enrolled 13% Root Cause: Tier 1 writing instruction was not taught across all grade levels and subject areas.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in each tested grade level by May 2020.

3rd Grade Math from 25% to 35%

4th Grade Math from 20% to 30%

5th Grade Math from 28% to 38%

Evaluation Data Sources: State Accountability 2020-2021

Summative Evaluation: None


Strategy 1: Guided Math and Number talks will continue to be used in all math classrooms	
Strategy's Expected Result/Impact: Increase STAAR Math by 10%	Formative
Staff Responsible for Monitoring: Classroom teachers will conduct: classroom assessments - exit tickets Unit assessments Map growth assessments	Oct
	Jan
	Mar
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Summative
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	May
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
Comprehensive Support Strategy	
Targeted Support Strategy	
Problem Statements: Student Achievement 3	
Funding Sources: number talk and guided math materials Local	

Strategy 2: EKD instructional staff will improve the quality of Tier 1 instruction. Teacher will be trained in depth and complexity and teaching to the level of the TEKS

Strategy's Expected Result/Impact: Improve our meet grade level standard by 10% based on 2019 STAAR results.	Formative
Staff Responsible for Monitoring: PLCs held weekly to review instructional strategies	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Comprehensive Support Strategy	May
Targeted Support Strategy	

Problem Statements:
 Student Achievement 2, 3, 4, 5
 School Culture and Climate 1
 Curriculum, Instruction, and Assessment 1

Funding Sources:
 Scope and Sequence, TEKS resource system, map growth assessment data Local

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Achievement

Problem Statement 2: 29% of all students did not meet grade level standards in reading, 28% Hispanic, 35% White, 26% EL students, 15% Spec. Ed., 28% Continuously Enrolled, 34% Non-Continuously Enrolled. **Root Cause:** Tier 1 reading instruction is not taught to the TEKS specificity.

Problem Statement 3: Percentage of students not meeting grade level standard for Math was 26% All students, 26% Hispanic, 22% White, 24% Economically Disadvantaged, 26% EL, 12% Special Ed, 29% Special Ed. former, 25% continuously enrolled, 30% Non continuously enrolled **Root Cause:** Tier 1 math intervention was not taught to the TEKS specificity due to the lack of experience in 4th and 5th grade math teachers and subject areas.

Problem Statement 4: Percentage of students who met grade level standard in Science in all students 22%, Hispanic 23%, White 18%, Eco. Dis. 16%, EL 13%, Continuously enrolled 23%, non continuously enrolled 20% **Root Cause:** Science is not taught consistently in grades K-5. Last year lab activities were limited.

Problem Statement 5: Percentage of students who met grade level standards in writing for all students 9%, Hispanic 7%, White 27%, Eco. Dis. 9%, EL 10%, Continuously Enrolled 8%, Non continuously enrolled 13% **Root Cause:** Tier 1 writing instruction was not taught across all grade levels and subject areas.

School Culture and Climate

Problem Statement 1: Lack of professional growth amongst all professional staff **Root Cause:** Only 2 Instructional specialist to serve 40 teachers for coaching and therefore spread thin.

Curriculum, Instruction, and Assessment


Problem Statement 1: Students are not meeting the Meet expectations on assessments. **Root Cause:** Tier 1 instruction is not being delivered with high rigor and engagement with at least 1/3 of the staff due to new staff.


Performance Objective 5: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2021. 5th Science from 22% to 32%.


Evaluation Data Sources: State Accountability 2020-2021


Summative Evaluation: None

Strategy 1: EKD instructional staff will improve the quality of Tier 1 instruction. Teacher will be trained in depth and complexity and teaching to the level of the TEKS	
Strategy's Expected Result/Impact: Improve our meet grade level standard by 10% based on 2019 STAAR results.	Formative
Staff Responsible for Monitoring: PLCs held weekly to review instructional strategies by all instructional staff	Oct
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1, 2, 3, 4, 5	May
Funding Sources: TEKS resource, map growth assessment Local	
Strategy 2: Implement a data system used to measure the amount of growth for all students K-5	
Strategy's Expected Result/Impact: Become 100% knowledgeable for students's performance and growth. Teachers will then develop more targeted instruction	Formative
Staff Responsible for Monitoring: All instructional staff after each unit assessment and DBA. and final results of STAAR	Oct
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Curriculum, Instruction, and Assessment 1	May
Funding Sources: map growth assessment Local	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Student Achievement

Problem Statement 1: 27% of our economically disadvantage students are meeting grade level standard reading and 24% meet grade level standard in Math. **Root Cause:** Quality and effective response to intervention has not been consistently implemented.

Problem Statement 2: 29% of all students did not meet grade level standards in reading, 28% Hispanic, 35% White, 26% EL students, 15% Spec. Ed., 28% Continuously Enrolled, 34% Non-Continuously Enrolled. **Root Cause:** Tier 1 reading instruction is not taught to the TEKS specificity.

Problem Statement 3: Percentage of students not meeting grade level standard for Math was 26% All students, 26% Hispanic, 22% White, 24% Economically Disadvantaged,

26% EL, 12% Special Ed, 29% Special Ed. former, 25% continuously enrolled, 30% Non continuously enrolled **Root Cause:** Tier 1 math intervention was not taught to the TEKS specificity due to the lack of experience in 4th and 5th grade math teachers.and subject areas.

Problem Statement 4: Percentage of students who met grade level standard in Science in all students 22%, Hispanic 23%, White 18%, Eco. Dis. 16%, EL 13%, Continuously enrolled 23%, non continuously enrolled 20% **Root Cause:** Science is not taught consistently in grades K-5. Last year lab activities were limited.

Problem Statement 5: Percentage of students who met grade level standards in writing for all students 9%, Hispanic 7%, White 27%, Eco. Dis. 9%, EL 10%, Continuously Enrolled 8%, Non continuously enrolled 13% **Root Cause:** Tier 1 writing instruction was not taught across all grade levels and subject areas.

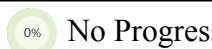
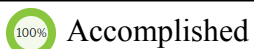
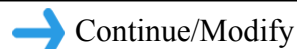
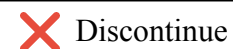
Curriculum, Instruction, and Assessment

Problem Statement 1: Students are not meeting the Meet expectations on assessments. **Root Cause:** Tier1 instruction is not being delivered with high rigor and engagement with at least 1/3 of the staff due to new staff.

Performance Objective 6: The percentage of At Risk students that will Meet Grade Level Standards will increase from 54% to 64% by May 2020. Accelerated instructional materials & remedial programs will be offered to all At Risk students to help close the achievement gap.

Evaluation Data Sources: State Accountability 2020-2021





Summative Evaluation: None

Strategy 1: RTI hour will be built within the school day. Tier 1, Tier 2, and Tier 3 students will be divided and instructed at their level. LLI kits in English and Spanish will be used for Tier 3 instruction to help close the achievement gap.	
Strategy's Expected Result/Impact: 50% reduction of all Tier 3 students. 85% of students in each class will be identified as Tier 1 students.	Formative Oct Jan Mar
Staff Responsible for Monitoring: Classroom teachers and campus administrators	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Summative May
TEA Priorities: Improve low-performing schools	
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	
Problem Statements: Student Achievement 1, 2, 3, 4, 5	
Funding Sources: Intervention materials Title One School-wide	
   	
Student Achievement	
Problem Statement 1: 27% of our economically disadvantage students are meeting grade level standard reading and 24% meet grade level standard in Math. Root Cause: Quality and effective response to intervention has not been consistently implemented.	
Problem Statement 2: 29% of all students did not meet grade level standards in reading, 28% Hispanic, 35% White, 26% EL students, 15% Spec. Ed., 28% Continuously Enrolled, 34% Non-Continuously Enrolled. Root Cause: Tier 1 reading instruction is not taught to the TEKS specificity.	
Problem Statement 3: Percentage of students not meeting grade level standard for Math was 26% All students, 26% Hispanic, 22% White, 24% Economically Disadvantaged, 26% EL, 12% Special Ed, 29% Special Ed. former, 25% continuously enrolled, 30% Non continuously enrolled Root Cause: Tier 1 math intervention was not taught to the TEKS specificity due to the lack of experience in 4th and 5th grade math teachers and subject areas.	
Problem Statement 4: Percentage of students who met grade level standard in Science in all students 22%, Hispanic 23%, White 18%, Eco. Dis. 16%, EL 13%, Continuously enrolled 23%, non continuously enrolled 20% Root Cause: Science is not taught consistently in grades K-5. Last year lab activities were limited.	
Problem Statement 5: Percentage of students who met grade level standards in writing for all students 9%, Hispanic 7%, White 27%, Eco. Dis. 9%, EL 10%, Continuously Enrolled 8%, Non continuously enrolled 13% Root Cause: Tier 1 writing instruction was not taught across all grade levels and subject areas.	

Performance Objective 7: Coordinated School Health requirements in fitness assessment and physical activity levels will be met by end of 2020-21 in all Edward K. Downing Elementary physical education classes.

Evaluation Data Sources: FitnessGram Annual Report

Summative Evaluation: None





Strategy 1: 1) All students participating in PE will track their fitness gram data to measure progress.		
Strategy's Expected Result/Impact: 85% of all student who participate in EKD PE classes will have met the fitness gram targets.		Formative
Staff Responsible for Monitoring: Fitness gram benchmark results at the BOY, MOY, EOY		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements:	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Demographics 1 Curriculum, Instruction, and Assessment 1	Mar
ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Funding Sources: Physical Education materials Local	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		
Demographics		
Problem Statement 1: Overall attendance rate 94% Root Cause: Attendance meetings were not held consistently, incentives were only done at the end of the year.		
Curriculum, Instruction, and Assessment		
Problem Statement 1: Students are not meeting the Meet expectations on assessments. Root Cause: Tier1 instruction is not being delivered with high rigor and engagement with at least 1/3 of the staff due to new staff.		

Performance Objective 8: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2020-2021
 .TELPAS Advanced Level from 37.86% to 42.86%
 TELPAS Advanced High Level from 9.9% to 14.9%

Targeted or ESF High Priority

Evaluation Data Sources: TELPAS ratings 2021

Summative Evaluation: None

Strategy 1: Classroom teachers will be trained in SIOP strategies to assist students comprehension of the English language.	
Strategy's Expected Result/Impact: TELPAS Advanced Level from 37.86% to 42.86% TELPAS Advanced High Level from 9.9% to 14.9% Staff Responsible for Monitoring: campus administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: Improve low-performing schools ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Comprehensive Support Strategy Targeted Support Strategy	Formative Oct Jan Mar Summative May
Problem Statements: Student Achievement 1, 2, 3, 4, 5 Funding Sources: Bilingual classroom materials Title Three Bilingual/ ESL	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 1: 27% of our economically disadvantage students are meeting grade level standard reading and 24% meet grade level standard in Math. Root Cause: Quality and effective response to intervention has not been consistently implemented.	
Problem Statement 2: 29% of all students did not meet grade level standards in reading, 28% Hispanic, 35% White, 26% EL students, 15% Spec. Ed., 28% Continuously Enrolled, 34% Non-Continuously Enrolled. Root Cause: Tier 1 reading instruction is not taught to the TEKS specificity.	
Problem Statement 3: Percentage of students not meeting grade level standard for Math was 26% All students, 26% Hispanic, 22% White, 24% Economically Disadvantaged, 26% EL, 12% Special Ed, 29% Special Ed. former, 25% continuously enrolled, 30% Non continuously enrolled Root Cause: Tier 1 math intervention was not taught to the TEKS specificity due to the lack of experience in 4th and 5th grade math teachers.and subject areas.	
Problem Statement 4: Percentage of students who met grade level standard in Science in all students 22%, Hispanic 23%, White 18%, Eco. Dis. 16%, EL 13%, Continuously enrolled 23%, non continuously enrolled 20% Root Cause: Science is not taught consistently in grades K-5. Last year lab activities were limited.	
Problem Statement 5: Percentage of students who met grade level standards in writing for all students 9%, Hispanic 7%, White 27%, Eco. Dis. 9%, EL 10%, Continuously Enrolled 8%, Non continuously enrolled 13% Root Cause: Tier 1 writing instruction was not taught across all grade levels and subject areas.	

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	attendance incentives		\$0.00
1	2	1	PD resources		\$0.00
1	3	1	SEL resources		\$0.00
1	4	1	Parent communication resources		\$0.00
1	5	1	Parent communication and newsletter resources		\$0.00
1	6	1	Career Day resources		\$0.00
2	1	1	Talent Ed		\$0.00
2	2	1	Staffing position salaries		\$0.00
3	1	1	RTI resources and classroom Tier 1 resources		\$0.00
3	2	1	instructional materials		\$0.00
3	2	2	data system resources		\$0.00
3	3	1	Balanced Literacy Materials		\$0.00
3	4	1	number talk and guided math materials		\$0.00
3	4	2	Scope and Sequence, TEKS resource system, map growth assessment data		\$0.00
3	5	1	TEKS resource, map growth assessment		\$0.00
3	5	2	map growth assessment		\$0.00
3	7	1	Physical Education materials		\$0.00
Sub-Total					\$0.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	resources for data wall such as cards, printer ink, pocket charts		\$20,000.00
3	3	2	Intervention materials and tutorial pay for teachers		\$0.00

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	6	1	Intervention materials		\$0.00
Sub-Total					\$20,000.00
Title Three Bilingual/ ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	8	1	Bilingual classroom materials		\$0.00
Sub-Total					\$0.00
Grand Total					\$20,000.00

Addendums