

# **Ector County Independent School District**

## **Dowling Elementary**

### **2025-2026 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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# 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 2026, the percentage of 3rd-5th grade students performing at Meets on the Math STAAR will increase from 30% (2025) to 38% (2026).





**Indicators of Success:**

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

**Evaluation Data Sources:** Map Data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Reteach lessons on low-scoring TEKS from the district check points will be scripted and rehearsed during PLCs for grades 3-5. MCLs and/or leadership will follow up to observe the reteach lessons. <b>Strategy's Expected Result/Impact:</b> Academic gaps and individual student needs will be addressed. <b>Staff Responsible for Monitoring:</b> MCLs and leadership  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
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Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Differentiated weekly instruction through iReady Math (3-5) and My Math Academy (K-2). Students will complete a minimum of two lessons per week. Teachers and students will track the number of lessons completed each week. <b>Strategy's Expected Result/Impact:</b> Academic gaps in individual student needs will be addressed. High-performing students will grow academically. <b>Staff Responsible for Monitoring:</b> Classroom teachers, leadership  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Implement twice weekly math spirals and "Math Talks" focusing on problem-solving, computational fluency, and algebraic reasoning in grades 3-5 on Tuesdays and Thursdays. <b>Strategy's Expected Result/Impact:</b> Increased student proficiency and confidence in mathematics by strengthening foundational skills, improving problem-solving abilities, and deepening conceptual understanding of algebraic reasoning. <b>Staff Responsible for Monitoring:</b> Principal, AP, Fellow and MCL (Math)  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy - Results Driven Accountability</b>		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide data-driven small group instruction and interventions targeting students who are approaching grade level in geometry, measurement, and data analysis in grades 3-5. Minimum 3x per week for 20-30 minutes Mon/Weds/Fri per session in small groups during intervention/enrichment block. Targeted students will be students. scoring just below the Meets cut score -- typically in the Approaches high band -- who can be accelerated to Meets with targeted instruction. Measures will include map growth, campus developed TEK's checkpoints and teacher progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Students receiving targeted small group instruction in geometry, measurement, and data analysis will close skill gaps, demonstrate improved mastery of these TEKS, and show measurable gains on formative assessments,</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Principal Fellow and MCL</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 5: Effective Instruction  <b>- Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Mar	May
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**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 2026, the percentage of 3rd-5th grade students performing at Meets on the Reading STAAR will increase from 34% (2025) to 40% (2026).

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

**Evaluation Data Sources:** STAAR

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> All students who did not meet their individual RIT Growth scores in MAP Reading (English and Spanish) the previous year will receive high-impact tutoring for at least 2 hours weekly from either a classroom teacher or an online tutor. <b>Strategy's Expected Result/Impact:</b> An increase in their MAP growth through evidence of RIT score. <b>Staff Responsible for Monitoring:</b> Grade-level teachers, campus leadership  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Differentiated instruction through Istation (bilingual classes) and IReady (monolingual and bilingual classes) will be used weekly. Students will complete a minimum of two lessons weekly, and teachers and students will track lesson completion data weekly. <b>Strategy's Expected Result/Impact:</b> Academic gaps in individual student needs will be addressed. High-performing students will grow academically. <b>Staff Responsible for Monitoring:</b> teachers, leadership  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
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Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Establish a campus-wide writing initiative, integrating daily writing, grammar, and editing blocks in all grades daily.  <b>Strategy's Expected Result/Impact:</b> Students will develop stronger writing fluency, grammar accuracy, and editing skills across all content areas. This will result in higher quality written responses, improved composition organization, and increased STAAR Writing and Reading performance, with more students moving from Approaches to Meets and Masters Grade Level.  <b>Staff Responsible for Monitoring:</b> MCL's, Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Conduct PLCs focused on analyzing reading/writing student work, calibrating scoring, and adjusting instruction using TEKS-based checkpoints 2 times a month.  <b>Strategy's Expected Result/Impact:</b> Teachers will make more targeted instructional adjustments, leading to measurable gains in reading comprehension and writing proficiency, and increased STAAR Reading Meets/Masters rates.  <b>Staff Responsible for Monitoring:</b> Principal, PLC leads  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**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 2026, the percentage of 5th grade students performing at Meets on the Science STAAR will increase from 28% (2025) to 38% (2026).

**Indicators of Success:**

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

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Science will be taught daily using district-approved resources in grades K-5 a minimum of 30 minutes per day. <b>Strategy's Expected Result/Impact:</b> Increase in students' science background knowledge. <b>Staff Responsible for Monitoring:</b> teachers, leadership  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All grade levels will take the science SCAs and reteach lessons on low-scoring TEKS from the Short Cycle Assessments will be scripted and rehearsed during PLCs. MCLs and/or leadership will follow up to observe the reteach lessons. <b>Strategy's Expected Result/Impact:</b> Academic gaps and individual student needs will be addressed. <b>Staff Responsible for Monitoring:</b> MCLs and leadership  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> In each science unit, all classrooms K-5 will engage students with hands-on experiments that demonstrate scientific concepts using district-approved resources. <b>Strategy's Expected Result/Impact:</b> Increase in student engagement; build background knowledge in science <b>Staff Responsible for Monitoring:</b> teachers, leadership  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 4 Details	Reviews			
<b>Strategy 4:</b> In 3rd, 4th, and 5th-grade teachers will spiral in previously learned material as science "Do Now" activities daily using released STAAR questions. <b>Strategy's Expected Result/Impact:</b> Students will continue to review previously learned material throughout the year. <b>Staff Responsible for Monitoring:</b> 5th-grade teachers, 5th-grade MCL  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide STAAR prep camps and targeted tutoring during spring semester for students performing below Approaches in key science strands. <b>Strategy's Expected Result/Impact:</b> Students will strengthen mastery of targeted TEKS, improve confidence in applying science concepts, and increase their STAAR Science achievement levels. <b>Staff Responsible for Monitoring:</b> Principal, Science Lead Teacher  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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 2026, the percentage of K-2 students meeting or exceeding their MAP Growth RIT goals in Reading will increase from approximately 45% (2025) to 55% (2026).

**Indicators of Success:**

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

**Evaluation Data Sources:** MAP Scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement daily guided reading and phonics interventions with progress monitoring every two weeks. <b>Strategy's Expected Result/Impact:</b> Students will strengthen foundational reading and decoding skills, leading to improved reading fluency, comprehension, and vocabulary. Progress monitoring will show consistent movement toward grade-level expectations, with more students meeting MAP Growth RIT goals and increasing their likelihood of achieving Meets Grade Level on STAAR Reading in later grades. <b>Staff Responsible for Monitoring:</b> Principal, Grade-Level PLC Leads  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I. <b>Strategy's Expected Result/Impact:</b> Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores <b>Staff Responsible for Monitoring:</b> MCL, Team Lead, and Leadership  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Opportunity Culture will be used on campus. Four MCLs 2nd reading, 3rd math, 4th reading and 5th grade math will lead grade-level PLCs and coach teachers using the district coaching framework. <b>Strategy's Expected Result/Impact:</b> All teachers will receive coaching using the district protocol and high-quality PLCs. <b>Staff Responsible for Monitoring:</b> Principal, Opportunity Culture Department  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - Title One School-wide - \$24,000	Formative			Summative
	Oct	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**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 2026, the percentage of 3rd grade students performing at Meets on Reading STAAR will increase from 34% (2025) to 42% (2026).

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

**Evaluation Data Sources:** STAAR

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Provide targeted Tier 2/3 reading interventions based on STAAR-aligned checkpoints and small-group instruction. Tier 2/3 students will be targeted across all grade levels. Three times a week for 20 minutes tier 1 and 5 times a week for for 30 minutes tier 3 students.  <b>Strategy's Expected Result/Impact:</b> Students receiving Tier 2/3 reading interventions will show measurable improvement in comprehension, fluency, and vocabulary, as evidenced by bi-weekly progress monitoring, MAP Growth results, and increased percentages of students moving from Approaches to Meets on STAAR Reading.  <b>Staff Responsible for Monitoring:</b> Principal, MCL, and Teachers.  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Host family literacy events each semester to build home-school connections and support reading growth outside the classroom two times per semester.  <b>Strategy's Expected Result/Impact:</b> Families will gain strategies and resources to support reading growth at home. Increased family engagement will contribute to improved student reading fluency, comprehension, and vocabulary, as measured by progress monitoring, MAP Growth data, and an increase in the percentage of students meeting grade-level reading goals.  <b>Staff Responsible for Monitoring:</b> ILT  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



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Discontinue

**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 3:** By May 2026, the percentage of K-2 bilingual students exceeding their MAP Reading (Spanish) RIT goal will increase from 21% in Spring 2025 to 30% in Spring 2026.

**Indicators of Success:**  
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

**Evaluation Data Sources:** MAP Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional development for bilingual teachers on evidence-based literacy strategies and progress monitoring tools for Spanish literacy growth. <b>Strategy's Expected Result/Impact:</b> Greater instructional consistency across bilingual classrooms, resulting in higher student engagement and improved MAP Reading (Spanish) growth rates. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.51, 2.53, 2.531, 2.534	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement bi-weekly progress monitoring to adjust instruction and interventions. <b>Strategy's Expected Result/Impact:</b> More timely instructional adjustments leading to accelerated reading growth and reduced achievement gaps between bilingual and non-bilingual students. <b>Staff Responsible for Monitoring:</b> MCL, Grade level lead, principal  <b>Title I:</b> 2.51, 2.53	Formative			Summative
	Oct	Jan	Mar	May
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**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:** Panorama data in School Connectedness will increase from 53% to 63% by May 2026.

**Evaluation Data Sources:** Attendance Data, Panorama Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. <b>Strategy's Expected Result/Impact:</b> Psycho-social barriers for students struggling with attendance and academic progress will be removed. <b>Staff Responsible for Monitoring:</b> CIS Coordinator, Counselors, Administrators  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students in all grade levels will have classroom jobs to develop a sense of a School Family. Students in grades 3-5 can apply for campus jobs as Junior VIPs. <b>Strategy's Expected Result/Impact:</b> Panorama data for the question related to belonging at school will increase from 62% to 75%. <b>Staff Responsible for Monitoring:</b> Teachers; Leadership  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All staff will receive Conscious Discipline training multiple times yearly during after-school professional learning. <b>Strategy's Expected Result/Impact:</b> Increase in student connectedness. <b>Staff Responsible for Monitoring:</b> Principal and Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Conscious Discipline E Course and books - Title One School-wide - \$1,600	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Staff will participate in iLead Transformation Tables at weekly staff meetings. <b>Strategy's Expected Result/Impact:</b> Panorama data in belonging will increase from 53% to 70%; Well-being will increase from 51% to 70%; school climate will increase from 65% to 80%;  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
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**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:** Student Panorama data for Self-Efficacy will increase from 46% to 54% by May 2026.

**Evaluation Data Sources:** Panorama Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will use Morning Affirmations with all students to build self-esteem. <b>Strategy's Expected Result/Impact:</b> Students will have positive affirmations they can repeat to themselves when they are facing challenges in the classroom. <b>Staff Responsible for Monitoring:</b> Teachers; Leadership  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
<b>Strategy 2:</b> A mentoring program will be developed and used for students with challenging behaviors. <b>Strategy's Expected Result/Impact:</b> Improved self-esteem, role-modeling; behavioral improvements <b>Staff Responsible for Monitoring:</b> AP, mentors, Counselor  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will set SEL and academic goals for themselves. Students will reflect on their goals and track their progress towards meeting them. <b>Strategy's Expected Result/Impact:</b> Students will learn how to set short-term and long-term goals and determine the steps needed to reach those goals. Students will gain confidence. <b>Staff Responsible for Monitoring:</b> Teachers, CIS, Counselors  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



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Discontinue

**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 2026, Dowling Elementary will reduce total discipline referrals by 15% from 47 incidents (2025) to 40 incidents or fewer as measured by discipline reports.

**Indicators of Success:**  
College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%,  
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

**Evaluation Data Sources:** PEIMS Discipline Data Submission

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement the Emergent Tree behavior framework to strengthen Tier 1 supports campus wide. Train all staff in proactive classroom management, clear behavior expectations, and consistent reinforcement strategies. Integrate daily SEL and PBIS lessons aligned with the Emergent Tree model.  <b>Strategy's Expected Result/Impact:</b> Increased consistency in behavior expectations across classrooms, reduced low-level disruptions, and fewer discretionary discipline referrals. <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Emergent Tree Team  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Train staff in restorative conversations and use reflection circles to address conflicts and repair relationships. Provide structured follow-up to prevent repeat incidents. Frequency: After each relevant incident  <b>Strategy's Expected Result/Impact:</b> Reduction in repeated behavior referrals, stronger relationships between staff and students, and improved school climate indicators. <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Classroom Teachers  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

**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 2026, Dowling Elementary will increase the average daily attendance rate from 93.9% to 95%

**Indicators of Success:**  
Attendance - % of student daily attendance - 2026 Goal: 92.5%





**Evaluation Data Sources:** PEIMS Daily Attendance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review attendance data weekly to identify students trending toward chronic absenteeism. Make early contact with families through phone calls, conferences, and home visits, and connect them with needed resources.  <b>Strategy's Expected Result/Impact:</b> Earlier interventions will reduce chronic absenteeism and increase the percentage of students attending 95% or more of instructional days. <b>Staff Responsible for Monitoring:</b> Principal, Clerk, Counselor and CIS representative  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement monthly and semester attendance challenges with recognition for students and classes meeting attendance goals (e.g., certificates, special activities, school-wide recognition).  <b>Strategy's Expected Result/Impact:</b> Increased student motivation to attend daily, contributing to improved average daily attendance and fewer chronic absences. <b>Staff Responsible for Monitoring:</b> Principal, Clerk, Counselor and CIS representative  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

## Board Goal 4: Classroom Excellence

**Performance Objective 1:** By May 2026, 100% of classrooms will implement AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies across all core subjects, as evidenced by classroom walkthrough data, lesson plans, and student work samples.





**Evaluation Data Sources:** By May 2026, 100% of classrooms will implement AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies across all core subjects, as evidenced by classroom walkthrough data, lesson plans, and student work samples.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The AVID Site Team will send a monthly newsletter highlighting classroom successes using AVID strategies. <b>Strategy's Expected Result/Impact:</b> Increased teacher awareness and collaboration around AVID best practices, leading to more consistent use of WICOR strategies across classrooms. Teachers will feel recognized for their instructional efforts, which will strengthen campus-wide AVID implementation fidelity. <b>Staff Responsible for Monitoring:</b> AVID Site Team  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will submit documentation of the use of AVID strategies in the form of pictures or other artifacts to their grade-level Site Team members at least monthly. <b>Strategy's Expected Result/Impact:</b> 100% of classrooms will use AVID strategies Documentation will be collected monthly <b>Staff Responsible for Monitoring:</b> AVID Site Team  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

## Board Goal 4: Classroom Excellence

**Performance Objective 2:** By May 2026, increase retention of classroom teachers to at least 90% from the district average of 76%, as confirmed through state accountability reports.

**Evaluation Data Sources:** TAPR Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a structured mentoring program pairing new and early-career teachers with experienced teacher leaders. Provide on-boarding, classroom management coaching, and regular check-ins during the first two years. <b>Strategy's Expected Result/Impact:</b> Improved teacher satisfaction and retention, particularly for first- and second-year teachers. <b>Staff Responsible for Monitoring:</b> Principal, Mentor Teacher Lead  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement staff recognition programs, collaborative decision-making opportunities, and wellness initiatives to strengthen morale. Include regular climate feedback sessions to address concerns early. Frequency: Recognition events monthly; climate checks quarterly. <b>Strategy's Expected Result/Impact:</b> Higher teacher satisfaction ratings and reduced turnover. <b>Staff Responsible for Monitoring:</b> Principal, Campus Leadership Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Board Goal 4: Classroom Excellence

**Performance Objective 3:** By May 2026, at least 90% of teachers will earn Proficient or above on TTESS Domains 2.1 (Achieving Expectations) and 2.2 (Content Knowledge).

**Evaluation Data Sources:** Eduphoria, Strive





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor MCL/grade level lead coaching cycles focused on lesson design, TEKS alignment, and student engagement strategies. Use walkthrough data to provide actionable feedback aligned to TTESS Domains 2.1 and 2.2. <b>Strategy's Expected Result/Impact:</b> Teachers consistently deliver rigorous, standards-aligned lessons, improving TTESS ratings in targeted domains. <b>Staff Responsible for Monitoring:</b> Principal/ILT  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Facilitate structured learning walks where teachers visit one another's classrooms to observe instructional strategies aligned to TTESS Domains 2.1 and 2.2. Follow each observation with a guided reflection session to share best practices and identify areas for growth once a month. <b>Strategy's Expected Result/Impact:</b> Increased teacher collaboration, shared ownership of instructional improvement, and stronger alignment to TTESS expectations, resulting in more teachers scoring Proficient or above. <b>Staff Responsible for Monitoring:</b> Principal, team leads, MCL's  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				



Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2026, Panorama Sense of Belonging will increase from 54% to 62%.





Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Pair at-risk students with a staff mentor for weekly check-ins, goal-setting, and encouragement. <b>Strategy's Expected Result/Impact:</b> Improved trust and consistent adult connections for students most at risk of disengagement. <b>Staff Responsible for Monitoring:</b> Principal, Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students in grades 3-5 will complete a brief SEL reflection journal at the end of each project-based or hands-on learning activity. Prompts will ask students to rate their teamwork, describe how they contributed, and reflect on how they felt connected to their group. <b>Strategy's Expected Result/Impact:</b> Increased student awareness of collaboration and connectedness. Data from journals will be reviewed monthly to monitor growth in positive peer interactions and sense of belonging. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, MTSS team  <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

## Board Goal 5: Culture of Excellence

**Performance Objective 2:** By May 2026, Panorama Engagement will increase from 46% to 55%.





**Evaluation Data Sources:** Panorama Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement at least one project-based or hands-on learning unit per semester in each grade level. <b>Strategy's Expected Result/Impact:</b> Students will demonstrate increased engagement, collaboration, and problem-solving skills through active participation in project-based and hands-on learning activities. These instructional approaches will lead to deeper understanding of content, higher student motivation, and improved performance on classroom assessments and Panorama Engagement survey indicators. <b>Staff Responsible for Monitoring:</b> Principal/ILT  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement a short, weekly student engagement survey (1-3 quick questions) where students rate their interest and participation in class activities. Teachers will review results to adjust lessons and incorporate more student-driven, high-interest learning opportunities. <b>Strategy's Expected Result/Impact:</b> Increased relevance and variety in instruction based on student feedback, leading to higher participation and an improvement in Panorama Engagement scores from 46% to 55%. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Principal, Team Leads.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

## Board Goal 5: Culture of Excellence

**Performance Objective 3:** By May 2026, the percentage of students who report feeling connected to peers and adults at Dowling Elementary will increase from 63% in Spring 2025 to 70%, as measured by the Panorama School Connectedness survey.

**Evaluation Data Sources:** Panorama Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Expand classroom morning meetings and restorative circles to all grade levels, embedding structured time for peer-to-peer relationship building and social-emotional learning at least twice per week. <b>Strategy's Expected Result/Impact:</b> Increased student-to-student connection, improved classroom climate, and higher engagement as measured by Panorama peer relationship indicators and improved attendance. <b>Staff Responsible for Monitoring:</b> Teachers, ILT, Admin  <b>Title I:</b> 2.531 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Host a monthly "Lunch with the Principal" for randomly selected students from each grade level, ensuring representation across all subgroups. Students will have the opportunity to share ideas, discuss concerns, and celebrate successes in an informal, supportive setting. <b>Strategy's Expected Result/Impact:</b> Strengthens relationships between students and campus leadership, builds trust, increases students' sense of belonging, and is expected to raise Panorama "School Connectedness" scores -- especially in the areas of teacher-student relationships and feeling valued at school. <b>Staff Responsible for Monitoring:</b> Principal/Teachers/Secretary  <b>Title I:</b> 2.531 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				