

Ector County Independent School District

Dowling Elementary

2019-2020 Campus Improvement Plan

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on the 2018-19 PEIMS student data, the student population at Dowling consists of 567 students. The demographic breakdown includes:

Total Enrollment 567

Kindergarten 86

Grade 1 - 85

Grade 2 - 87

Grade 3 - 94

Grade 4 - 106

Grade 5 - 109

American Indian	1	.18%
Asian	4	.71%
Black/African American	50	8.82%
Hispanic/Latino	457	80.60%
White	49	8.64%
Hawaiian/Pacific Islander	1	.18%
Two or more races	5	.88%

Dowling is a school-wide Title 1 school that has 567 students, 17.64% are English Language Learners, 6.17% are served under gifted and talented, 52.03% are considered at-risk, 8.99% are served through special education, 8.64% are homeless, 64% considered economically disadvantaged students. Dowling has a 19.3% student mobility rate.

Dowling has 301 male students and 266 female students.

The attendance rate for Dowling was 93.2 for 2018-2019.

Employees: Dowling employed 2 administrators and 34 certified teachers and 2 long term substitutes.

Teacher experience: New 2.94%, 1-5 years 38.24%, 6-10 years 17.65%, more than 10 years 41.18%, teachers with masters degrees 26.47%.

Program participation (number of students)

Special ed	39
504/Dyslexia	23
GT	37
LEP	136
Speech	19

Demographics Strengths

Dowling English language learners scored higher in all areas compared to other subgroups. The turnover rate for teachers in grade K-2 is low.

We have two full-time GT teachers on campus that serve 37 of our own students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance at Dowling dropped to a 93.2%. **Root Cause:** Attendance interventions are not monitored.

Student Achievement

Student Achievement Summary

School Progress Academic Growth 2017- 2019

Percent Met or Exceeded Progress years 2017- 2019

Reading

Year	Dowling	H	W	AA	Eco dis	Special Ed
2017	59					
2018	78	79	67	69	76	81
2019						

Math

Year	Dowling	H	W	AA	Eco dis	Special Ed
2017	71					
2018	76	78	70	62	77	81
2019						

(SSI) Student Success Initiative – Percent Passing on First Administration

5th Reading

Year	Dowling	H	W	AA	EcoDis	Special Ed	ELL
2019							
2018	59	62	55		54	31	69
2017	61	61	67		56		91

5th Math

Year	Dowling	H	W	AA	EcoDis	Special Ed	ELL
2019							
2018	67	64	73	88	64	38	75
2017	73	73	78		69		95

STAAR Performance Rates by Tested Grades Subjects and Performance Levels

Grade 3 Reading		Dowling	Hispanic	Eco Dis	EL
Approaches	2019				
	2018				
	2017	52	50	46	56
Meets	2019				
	2018				
	2017	27	27	23	39
Masters	2019				
	2018				
	2017	19	19	14	33
Grade 4 Reading					
Approaches	2019				
	2018	51	49		
	2017	44			
Meets	2019				
	2018	21	19		
	2017	19			
Masters	2019				
	2018	9	8		
	2017	8			
Grade 5 Reading					
Approaches	2019				
	2018	62	63	57	
	2017	71	70	67	95
Meets	2019				
	2018	28	27	26	
	2017	37	39	33	68
Masters	2019				
	2018	10	10	10	
	2017	17	17	15	32
ALL Grades Reading					
Approaches	2019	53	54	54	62
	2018	57	57	52	

	2017	56	54	51	69
Meets	2019	18	20	17	24
	2018	23	23	19	
	2017	28	28	24	41
Masters	2019	5	4	5	7
	2018	8	7	6	
	2017	15	15	12	22
Grade 3 Math Approaches					
	2019				
	2018				
	2017	56	55		
Meets	2019				
	2018				
	2017	30	27		
Masters	2019				
	2018				
	2017	9	8		
Grade 4 Math Approaches					
	2019				
	2018	59	57		
	2017	53		51	
Meets	2019				
	2018	31	30		
	2017	22		19	
Masters	2019				
	2018	9	6		
	2017	9		9	
Grade 5 Math Approaches					
	2019				
	2018	75	72	73	81
	2017	76	75	73	
Meets	2019				
	2018	43	42	39	63
	2017	38	36	35	
Masters	2019				
	2018	18	16	17	38

	2017	11	9	11	
ALL Grades Math Approaches	2019	56	57	52	60
	2018	62	60	59	71
Meets	2017	62	61	60	70
	2019	22	25	20	40
	2018	32	31	28	40
Masters	2017	30	27	28	39
	2019	8	8	8	20
	2018	11	9	8	18
	2017	10	7	8	13
Grade 4 Writing Approaches	2019	44	46	48	74
	2018	36			
	2017	38			
Meets	2019	15	17	16	37
	2018	17			
	2017	15			
Masters	2019	8	8	8	22
	2018	3			
	2017	1			
Grade 5 Science Approaches	2019	44	48	44	55
	2018	49			
	2017	59			
Meets	2019	22	22	21	32
	2018	15			
	2017	28			
Masters	2019	5	3	5	5
	2018	2			
	2017	4			

TELPAS

Yearly Progress Indicator

1 Level Higher

2 Levels Higher 3 Levels Higher

TELPAS Composite Rating

Beginning Intermediate Advanced High

2017	48.72%	2.56%	0%	35.19%	37.04%	22.22%	5.56%
2018%		%	%	38.16%	28.95%	23.68%	9.21%
2019	43.59%	2.56%	0%	27.52%	44.95%	21.10%	6.42%

Istation 2019 End of Year

	Tier 1	Tier 2	Tier 3	
K	42%	42%	17%	
1st	49%	29%	22%	
2nd	53%	24%	23%	
3rd	58%	4%	38%	
4th	28%	19%	53%	
5th	42%	20%	38%	

Domain 2A Score was a 59

Student Achievement Strengths

Historically ELL students outscore other students in approaches, meets, and masters.

2nd and 3rd grades had over 50% of students reading at Tier 1

We were 1 point away from meeting 2A progress measure at a D

Writing scores increased 7 points in the approaches category

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Growth score fell from an 83 to a 59. **Root Cause:** Campus was not tracking growth and teacher turnover

Problem Statement 2: Reading scores decreased in both reading STAAR and reading Istation. **Root Cause:** Campus needs reading intervention and monitoring.

Problem Statement 3: Math scores decreased on Math STAAR **Root Cause:** Campus needs math intervention and monitoring.

School Culture and Climate

School Culture and Climate Summary

Last year referrals increased from 154 to 345. Out of school suspensions, numbers were 43 down from 44 in year 17-18. In-school suspension increased from 43 in year 17-18 to 66 this year. Most of our behavior issues come from refusing to follow instructions (92), disruption/misbehavior (92), inflicting physical harm (72), fighting (47).

School Culture and Climate Strengths

This year we will begin implementing conscious discipline in order to address student social-emotional needs. All teachers have been trained in August.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Campus increased in discipline referrals from 154 to 345. **Root Cause:** Lack of routines, structures, and procedures for managing student behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

18/19	Administrator	Teachers	Aides	
	2	34	4	
Retention	0%	64.71%	25%	
Experience	0 years	1-5 Years	6-10 Years	10 or more
	2.94	38.24	17.65	41.18

Long term subs

2018-2019

2

2019-2020

7

Staff Quality, Recruitment, and Retention Strengths

We have 41.18% of teachers with 10 or more years of experience.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Math and reading data:

Reading 2019

% at Approaches Grade Level Standard 53%

% at Meets Grade Level Standard 18%

% at Masters Grade Level Standard 5%

Math

% at Approaches Grade Level Standard 56%

% at Meets Grade Level Standard 22%

% at Masters Grade Level Standard 8%

Kinder	%
EOY	
Tier 1	42
Tier 2	42
Tier 3	17
1st EOY	
Tier 1	49
Tier 2	29
Tier 3	22
2nd EOY	
Tier 1	53
Tier 2	24
Tier 3	23

Curriculum, Instruction, and Assessment Strengths

This year we have both a reading specialist and a math specialist.

Our approaches reading all grades increased in 2019.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Math decreased from a 23 meets in 2018 to an 18 meets in 2019 and reading data decreased from a 32 meets in 2018 to a 22 meets in 2019. **Root Cause:** No daily spiral review

Problem Statement 2: We did not meet 2A growth measure because not enough students showed a year's growth. **Root Cause:** Dowling did not have a targeted intervention plan.

Problem Statement 3: Only 45% of our students K-5th are reading at or above grade level as measured by Istation. **Root Cause:** Not monitoring reading interventions

Parent and Community Engagement

Parent and Community Engagement Summary

We have on average 20% of parents come to family engagement nights.

We had 20% parent participation on TXConnect Parent Portal.

Partners for Dowling are Grace Christian Church and Living Word.

Parent and Community Engagement Strengths

We will begin the implementation of a school family plan.

We will involve our community partners.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of parental Involvement **Root Cause:** Students may not feel welcomed or needed at the school.

School Context and Organization

School Context and Organization Summary

School leaders are one principal and one assistant principal, one counselor, and 3 full-time office staff.

We meet as a professional learning community (PLC) on Tuesdays. Teachers plan as a grade level on Wednesday.

Teachers have a 45-minute conference every day.

Our class sizes range from 18-30

Our 5th grade is departmentalized, 4th-grade team teaches

Re-teach time is built into the schedule through a dedicated intervention time or through guided reading and guided math.

School Context and Organization Strengths

This year we added 2 full-time instructional coaches.

Technology

Technology Summary

Every teacher has at least 3 student computers and 3 Ipads in the classroom. We have one fully functioning computer lab with 24 computers, and each grade level has a computer on wheels unit. Teachers at our campus use technology for Accelerated Reader, Istation, Stride/Imagine Math, Brain Child, Google Classroom, See Saw, among other applications and interventions.

Technology Strengths

Some of the old computers (Dells) will be replaced this year.

We have a new instructional specialist.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology is outdated and insufficient ratio of devices to students. **Root Cause:** Lack of funding and future planning

Priority Problem Statements

Problem Statement 1: Growth score fell from an 83 to a 59.

Root Cause 1: Campus was not tracking growth and teacher turnover

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Math decreased from a 23 meets in 2018 to an 18 meets in 2019 and reading data decreased from a 32 meets in 2018 to a 22 meets in 2019.

Root Cause 2: No daily spiral review

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Lack of parental Involvement

Root Cause 3: Students may not feel welcomed or needed at the school.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: Technology is outdated and insufficient ratio of devices to students.

Root Cause 4: Lack of funding and future planning

Problem Statement 4 Areas: Technology

Problem Statement 5: Reading scores decreased in both reading STAAR and reading Istation.

Root Cause 5: Campus needs reading intervention and monitoring.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Math scores decreased on Math STAAR

Root Cause 6: Campus needs math intervention and monitoring.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Only 45% of our students K-5th are reading at or above grade level as measured by Istation.

Root Cause 7: Not monitoring reading interventions

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: We did not meet 2A growth measure because not enough students showed a year's growth.

Root Cause 8: Dowling did not have a targeted intervention plan.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Student attendance at Dowling dropped to a 93.2%.

Root Cause 9: Attendance interventions are not monitored.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Campus increased in discipline referrals from 154 to 345.

Root Cause 10: Lack of routines, structures, and procedures for managing student behavior.

Problem Statement 10 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data

Goals

Goal 1: Dowling Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 20% to 30% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Build a foundation of reading and math 1) Using data driven instruction modeled from Relay protocols once a month minimum.	2.4	Administrators and Instructional specialist	Every month students should increase 5% growth target as measured by their data mats.				
Problem Statements: Student Achievement 1, 2, 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Tutoring and targeted intervention after school	2.4	Administrators	Student growth in math and reading				
	Problem Statements: Student Achievement 2, 3 Funding Sources: Title One School-wide - 3000.00						
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Mentoring Minds products will be used for targeted intervention in the areas of math, ELAR/SLAR, and science.	2.4	Administrators	Student growth in math, reading, writing, and science				
	Problem Statements: Student Achievement 1, 2, 3 Funding Sources: Title One School-wide - 8800.00						

Performance Objective 1 Problem Statements:


Student Achievement
Problem Statement 1: Growth score fell from an 83 to a 59. Root Cause 1: Campus was not tracking growth and teacher turnover
Problem Statement 2: Reading scores decreased in both reading STAAR and reading Istation. Root Cause 2: Campus needs reading intervention and monitoring.
Problem Statement 3: Math scores decreased on Math STAAR Root Cause 3: Campus needs math intervention and monitoring.

Goal 1: Dowling Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 6% to 16% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 2: State Accountability 2019, 2020

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Using data driven instruction modeled from Relay protocols once a month minimum.	2.4	Administrators and Instructional specialist	Every month students should increase 5% growth target as measured by their data mats.				
Problem Statements: Student Achievement 1, 2, 3							
							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Growth score fell from an 83 to a 59. Root Cause 1: Campus was not tracking growth and teacher turnover
Problem Statement 2: Reading scores decreased in both reading STAAR and reading Istation. Root Cause 2: Campus needs reading intervention and monitoring.
Problem Statement 3: Math scores decreased on Math STAAR Root Cause 3: Campus needs math intervention and monitoring.

Goal 1: Dowling Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

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 14% to 24%

4th Grade Reading from 10% to 20%

5th Grade Reading from 31% to 41%

4th Grade Writing from 13% to 23%.

Evaluation Data Source(s) 3: State Accountability 2019, 2020

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Using data driven instruction modeled from Relay protocols once a month minimum.</p>	2.4	Administrators and Instructional specialist	Every month students should increase 5% growth target as measured by their data mats.				
Problem Statements: Student Achievement 1, 2, 3							
<p>Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Using Accelerated Reader program to increase time students spend reading.</p>	2.4	Media Specialist Teachers Administrators	Student reading proficiency and time spent reading will increase from beginning of year to end of year as measured by the Accelerated Reader program.				
Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 2 Funding Sources: Title One School-wide - 5800.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Guided reading and balanced literacy support and implementation of new district reading adoption.	2.4, 3.2	Teachers Administrators Instructional specialists	Reading scores will increase in all grade levels from beginning of year to end of year.				
Problem Statements: Student Achievement 2							

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Growth score fell from an 83 to a 59. Root Cause 1: Campus was not tracking growth and teacher turnover
Problem Statement 2: Reading scores decreased in both reading STAAR and reading Istation. Root Cause 2: Campus needs reading intervention and monitoring.
Problem Statement 3: Math scores decreased on Math STAAR Root Cause 3: Campus needs math intervention and monitoring.
Curriculum, Instruction, and Assessment
Problem Statement 2: We did not meet 2A growth measure because not enough students showed a year's growth. Root Cause 2: Dowling did not have a targeted intervention plan.

Goal 1: Dowling Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

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 20% to 30%


4th Grade Math from 18% to 28%

5th Grade Math from 28% to 38%

Evaluation Data Source(s) 4: 2020 State Accountability

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Using data driven instruction modeled from Relay protocols once a month minimum.	2.4	Administrators and Instructional specialist	Every month students should increase 5% growth target as measured by their data mats.				
Problem Statements: Student Achievement 1, 2, 3							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Teachers will implement number talks strategies in K-5.	2.4	Teachers Administrators Instructional specialists	Students will engage in math conversations and the campus will begin to use the same math language across grade levels.				
Problem Statements: Student Achievement 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Implementation of Imagine Math computer program across all grade levels	2.4, 2.5	Administrators Instructional specialists	Every month students should increase 5% as measured by the program				
	Problem Statements: Student Achievement 3						
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Implementation of Lonestar TEKS Target Board computer program across all grade levels	2.4, 2.5	Teachers Administrators Instructional Specialists	Students will receive ongoing targeted spiral review				
	Problem Statements: Student Achievement 3 Funding Sources: Title One School-wide - 2929.00						
							

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Growth score fell from an 83 to a 59. Root Cause 1: Campus was not tracking growth and teacher turnover
Problem Statement 2: Reading scores decreased in both reading STAAR and reading Istation. Root Cause 2: Campus needs reading intervention and monitoring.
Problem Statement 3: Math scores decreased on Math STAAR Root Cause 3: Campus needs math intervention and monitoring.


Goal 1: Dowling Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 5: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2020. 5th Science from 23% to 33%.


Evaluation Data Source(s) 5: 2020 State Accountability

Summative Evaluation 5:

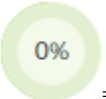
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Using data driven instruction modeled from Relay protocols once a month minimum.	2.4	Administrators and Instructional specialist	Every month students should increase 5% growth target as measured by their data mats.				
Problem Statements: Student Achievement 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) During PLCs the ECISD data process will be utilized and intervention lessons will be created based on student data.	2.4, 2.5	Teacher Administrators Instructional specialist.	Teachers will target TEKS mastery				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 5 Problem Statements:

Student Achievement

Problem Statement 1: Growth score fell from an 83 to a 59. **Root Cause 1:** Campus was not tracking growth and teacher turnover

Goal 1: Dowling Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 6: Dowling student attendance rate will increase from 93.2% to 95% by May 2020 (State average was 95.7% in 2017).

Evaluation Data Source(s) 6: District attendance reports

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy PBMAS TEA Priorities Improve low-performing schools 1) Ensure that students with attendance problems are identified as early as possible to provide appropriate support services and interventions.	2.5	Teachers Attendance Clerk Counselor Administrator	Attendance will increase by 1.8%				
Problem Statements: Demographics 1							

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Student attendance at Dowling dropped to a 93.2%. Root Cause 1: Attendance interventions are not monitored.


Goal 1: Dowling Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 7: Coordinated School Health requirements in fitness assessment and physical activity levels will be met by 2020-21 in all district physical education classes.


Evaluation Data Source(s) 7: FitnessGram Annual Report

Summative Evaluation 7:

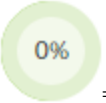
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) All students will participate in daily recess for a minimum of 15 minutes.	2.5	Teachers Administrators	Students will be physically active during the school day in addition to PE time.				
TEA Priorities Improve low-performing schools 2) Teachers K-5 will utilize Go Noodle and Conscious Discipline brain breaks for classroom breaks and indoor recess when needed.	2.5	Administrators Teachers	Students will spend time each week doing physical activity.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Dowling Elementary will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.





Performance Objective 8: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2019-2020.

TELPAS Advanced Level from 21.1% to 26.1%

TELPAS Advanced High Level from 6.42% to 11.42%

Evaluation Data Source(s) 8: TELPAS ratings 2020

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Teachers and administrators will monitor student language learning and use the ELPS standards.	2.4	Teachers Administrators	Students in grades 2nd-5th will increase by one language level.				
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Goal 2: Dowling will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 1: By May 2021, teacher turnover rate will decrease from 18.6% to 16% (state turnover rate is 16.6%).


Evaluation Data Source(s) 1: TAPR

System Data


Exit Survey Data

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals 1) Dowling will reduce teacher vacancies from six in 2019-2020 to two by August of the 2020-21 school year.	2.5	Administrators Directors	Administrators will recruit highly qualified teachers for all positions.				
TEA Priorities Recruit, support, retain teachers and principals 2) Dowling administrators will attend all job fairs sponsored by ECISD to recruit quality teachers.	2.5	Administrators Directors	Administrators will recruit highly qualified teachers for all positions.				




= Accomplished



= Continue/Modify



= No Progress







= Discontinue

Goal 3: Dowling will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Learn and improve how welcome parents feel at Dowling as measured by a campus created Customer Service Survey by May 2020.

Evaluation Data Source(s) 1: Pre and Post Surveys
Campus created survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 1) 1) All parents will be greeted immediately when entering the office. The office staff will listen their concerns, document the needs, and have the appropriate staff member reply within 24 hours.	3.1	Office Administrators	Increase in the response time to parent concerns/needs.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: Dowling will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 2: Provide parent communication so that all parents are aware of campus events before they occur.

Evaluation Data Source(s) 2: Monthly Campus Family Newsletters

Weekly Grade Level / Teacher Newsletters


Parent Link

Class Dojo


Marquee

Summative Evaluation 2:

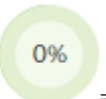
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) All teachers will use Class Dojo as a way to text parents important information.	3.1	Teachers Administrators	All teachers will send out weekly reminders of important events.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 4: Dowling will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Conscious Discipline will be implemented in phases 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.

Office referrals will be reduced by 50% from 354 to 177 by May 2020

Evaluation Data Source(s) 1: Discipline data, attendance data,

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Improve low-performing schools 1) Provide specific brain-friendly, research-backed strategies for responding to each child's individual needs.	2.5, 3.1	Teachers Counselor Administrators	Discipline referrals will decrease by 50%				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Improve low-performing schools 2) Teachers and campus staff will continue professional development with Conscious Discipline E-Courses and a campus team will attend the summer conference.	2.5	Teachers Administrators	Discipline referrals will decrease by 50%				
Problem Statements: School Culture and Climate 1 Funding Sources: Title One School-wide - 10000.00							

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Campus increased in discipline referrals from 154 to 345. **Root Cause 1:** Lack of routines, structures, and procedures for managing student behavior.

Parent and Community Engagement



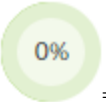

Problem Statement 1: Lack of parental Involvement **Root Cause 1:** Students may not feel welcomed or needed at the school.

Goal 4: Dowling will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: Dowling will ensure training for 100% of the staff will occur annually to promote the safety of all students.

Evaluation Data Source(s) 2: Staff sign-in, archived training documents

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) All staff will be trained in the Standard Response Protocol. Monthly drills will be done to practice routines and procedures.	2.5	Administrators	All staff will know how to respond in the case of emergencies.				
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Goal 5: Dowling will utilize financial resources in a responsible and data-driven manner to support student learning.


Performance Objective 1: Equitable and data driven budgeting will be utilized to determine priority.


Evaluation Data Source(s) 1: Long-range financial plan


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals 1) The leadership team will meet to review expenditures from the past three years and develop a financial plan for this year and the following two years.	2.5	Leadership team/CIT Administrators	A three year plan will be written to address technology, professional development, furniture, teaching supplies, and other major expenses.				
TEA Priorities Improve low-performing schools 2) The leadership team will meet to review expenditures from the past three years and develop a financial plan for this year and the following two years.	2.5	Administrators Teachers	A three year plan will be written to address technology, furniture, teaching supplies, and other major expenses.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 5: Dowling will utilize financial resources in a responsible and data-driven manner to support student learning.


Performance Objective 2: All 2019-2020 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 Source(s) 2: Professional Development Plans


Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 1) Teachers requesting to attend a conference will submit a plan of what they hope to learn and how they plan to share that learning with the campus upon return. Teachers will include in the request any follow up training that will be needed and the cost if applicable.	2.5		Teachers attending training will be responsible to return and train their grade level or all staff on information learned. The cost of follow up training will be included in long-range financial planning.				
TEA Priorities Improve low-performing schools 2) All teachers requesting to attend a conference will submit a plan of what they hope to learn and how they plan to share that learning with the campus upon return. Teachers will include in the request any follow up training that will be needed and the cost if applicable.	2.5	Administrators	Teachers attending training will be responsible to return and train their grade level or all staff on information learned. The cost of follow up training will be included in long-range financial planning.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 6: Dowling Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Increase student computer (wireless device) ratio to a minimum of one computer per four students. Moving towards a long term goal of one computer per student at each campus by 2024 pending approval.

Evaluation Data Source(s) 1: Campus inventory and student enrollment.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Purchase more student devices including laptops and Ipads.	2.4, 2.5, 2.6	Administrators	Increase classroom devices to 10				
Problem Statements: Technology 1 Funding Sources: Title One School-wide - 15000.00							

Performance Objective 1 Problem Statements:





Technology
Problem Statement 1: Technology is outdated and insufficient ratio of devices to students. Root Cause 1: Lack of funding and future planning

Goal 6: Dowling Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 2: Increase the use of digital tools and strategies using cloud-based applications by 2020.

Evaluation Data Source(s) 2: Usage reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 1) All staff will join the Dowling Google Classroom. All announcements, schedules, weekly bulletins, news feeds, TTESS sign ups, lesson plans, etc... will be housed here.	2.5	Administrators Instructional specialists	All staff will know where to find important information pertaining to the campus. All information will be housed in a central location that can be accessed from work or home.				
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Goal 6: Dowling Elementary will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.


Performance Objective 3: Increase the use of parent portal activity from 37% to 60% by 2020.


Evaluation Data Source(s) 3: txConnect administrator reports.


Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) All parents will have immediate access to student grades and attendance. Teachers will promote and support parent portal access during teacher meetings.	3.1, 3.2	Teachers Administrators	By 2020 all parents of returning students will be able to register their child online using Parent Portal and have electronic access to attendance and grades.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Using data driven instruction modeled from Relay protocols once a month minimum.
1	1	2	Tutoring and targeted intervention after school
1	1	3	Mentoring Minds products will be used for targeted intervention in the areas of math, ELAR/SLAR, and science.
1	2	1	Using data driven instruction modeled from Relay protocols once a month minimum.
1	3	1	Using data driven instruction modeled from Relay protocols once a month minimum.
1	3	2	Using Accelerated Reader program to increase time students spend reading.
1	3	3	Guided reading and balanced literacy support and implementation of new district reading adoption.
1	4	1	Using data driven instruction modeled from Relay protocols once a month minimum.
1	4	2	Teachers will implement number talks strategies in K-5.
1	4	3	Implementation of Imagine Math computer program across all grade levels
1	4	4	Implementation of Lonestar TEKS Target Board computer program across all grade levels
1	5	1	Using data driven instruction modeled from Relay protocols once a month minimum.
1	5	2	During PLCs the ECISD data process will be utilized and intervention lessons will be created based on student data.
1	6	1	Ensure that students with attendance problems are identified as early as possible to provide appropriate support services and interventions.
1	8	1	Teachers and administrators will monitor student language learning and use the ELPS standards.
2	1	1	Dowling will reduce teacher vacancies from six in 2019-2020 to two by August of the 2020-21 school year.
3	1	1	1) All parents will be greeted immediately when entering the office. The office staff will listen their concerns, document the needs, and have the appropriate staff member reply within 24 hours.
4	1	1	Provide specific brain-friendly, research-backed strategies for responding to each child's individual needs.
4	1	2	Teachers and campus staff will continue professional development with Conscious Discipline E-Courses and a campus team will attend the summer conference.
6	1	1	Purchase more student devices including laptops and Ipads.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	Using data driven instruction modeled from Relay protocols once a month minimum.
1	1	2	Tutoring and targeted intervention after school
1	1	3	Mentoring Minds products will be used for targeted intervention in the areas of math, ELAR/SLAR, and science.
1	2	1	Using data driven instruction modeled from Relay protocols once a month minimum.
1	3	2	Using Accelerated Reader program to increase time students spend reading.
1	3	3	Guided reading and balanced literacy support and implementation of new district reading adoption.
1	4	2	Teachers will implement number talks strategies in K-5.
1	4	3	Implementation of Imagine Math computer program across all grade levels
1	4	4	Implementation of Lonestar TEKS Target Board computer program across all grade levels
1	5	2	During PLCs the ECISD data process will be utilized and intervention lessons will be created based on student data.
1	6	1	Ensure that students with attendance problems are identified as early as possible to provide appropriate support services and interventions.
1	8	1	Teachers and administrators will monitor student language learning and use the ELPS standards.
4	1	1	Provide specific brain-friendly, research-backed strategies for responding to each child's individual needs.
4	1	2	Teachers and campus staff will continue professional development with Conscious Discipline E-Courses and a campus team will attend the summer conference.

Campus Funding Summary

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	After school tutoring extra duty pay		\$3,000.00
1	1	3	Mentoring Minds- Think up product		\$8,800.00
1	3	2	Accelerated Reading program		\$5,800.00
1	4	4	Lonestar Math Program		\$2,929.00
4	1	2	E-Courses and Conference		\$10,000.00
6	1	1	Student devices		\$15,000.00
Sub-Total					\$45,529.00
Grand Total					\$45,529.00