Ector County Independent School District

Dowling Elementary

2023-2024 Campus Improvement Plan

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: By May 2024, 70% of K-5th students will reach their individual RIT Growth scores in MAP Math.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: NWEA data

Strategy 1 Details			Reviews			
Strategy 1: High-impact tutoring for all students scoring in the "Did Not Meet" category for at least 2 hours weekly.			**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in their MAP growth through evidence of RIT score.			**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Grade level teacher, leadership						
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction						
Funding Sources: After-school tutoring pay for teachers - Title One School- Improvement - $19,000						

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Academic gaps and individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** MCLs and leadership **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Differentiated weekly instruction through iReady Math (3-5) and My Math Academy (K-2). Students will complete a minimum of one hour per week.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Classroom teachers, leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Generation Genius videos will be shown to students during morning arrival, lunch, and/or dismissal times to build background knowledge in math.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will score higher on MAP math. **Staff Responsible for Monitoring:** Principal, teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Generation Genius Videos - Title One School-wide - $900				

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Brain Pop videos will be shown to students during morning arrival, lunch, and/or dismissal to build background knowledge in math.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will have an increase in background knowledge. **Staff Responsible for Monitoring:** Teachers, Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Brain Pop - Title One School-wide - $4,050				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: By May 2024, 70% of K-5th students will reach their individual RIT Growth scores in MAP Reading.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
Strategy 1: High-impact tutoring for all students scoring in the Did Not Approach level or below for at least 2 hours weekly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: An increase in their MAP growth through evidence of RIT score.
    Staff Responsible for Monitoring: Grade level teachers, campus leadership
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Leveled Literacy Intervention / Solucciones will be used in all classrooms for students performing at the Approaches level or below, for a minimum of 30 minutes, four times weekly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: An increase in their MAP growth through evidence of RIT score.
    Staff Responsible for Monitoring: Grade level teacher, Reading Coach, Campus Leadership
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Differentiated instruction through Istation will be used at least 60 minutes weekly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teacher, Campus Leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Oct**	**Jan**	**Mar**	**May**

Strategy 4 Details	Reviews			
Strategy 4: Kindergarten and first-grade classrooms will use literacy stations with differentiated activities to meet the needs of all learners.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All students will grow a minimum of one year in reading. **Staff Responsible for Monitoring:** Teachers; administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Materials for reading stations - Title One School-wide - $1,501				

Strategy 5 Details	Reviews			
Strategy 5: All students will use Lyrics2Learn weekly to work on reading fluency.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students' fluency scores on IStation will increase from the beginning to the end of the year.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Classroom teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Lyrics2Learn Program - Title One School-wide - $3,000				

Strategy 6 Details		Reviews		
Strategy 6: All grades 1-5 students will participate in the Accelerated Reading program.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Students will read more books as compared to last year and comprehension scores will increase as measured by MAP and STAAR. **Staff Responsible for Monitoring:** Librarian, classroom teachers **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** AR Program - Title One School-wide - $4,000	**Oct**	**Jan**	**Mar**	**May**

Strategy 7 Details		Reviews		
Strategy 7: A part-time certified teacher will tutor kindergarteners, first graders, and/or second graders below grade level in reading.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase in MAP reading scores.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, tutor **Title I:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing **Funding Sources:** Part time Tutor - Title One School-wide - $19,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: By May 2024, 45% of 3rd-5th students will reach STAAR Meets in Math.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
Strategy 1: During weekly professional learning communities, the Data-Driven Instruction protocol (DDI) will be followed to create Know and Show charts that identify the level of rigor and questioning in the daily lesson plans.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** classroom teachers, MCLs, leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will ask at least two Costa's Level 3 questions daily that align with the TEKS, evident in their lesson plans and weekly walkthroughs.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** classroom teachers, MCLs, leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: The daily objective will be written on the board in 100% of the classrooms. It will be aligned to the TEKS, bite-sized, and able to be completed in one day.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction. Students will know what they should learn during the lesson. **Staff Responsible for Monitoring:** Classroom teachers, MCLs, Leadership **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will use Kagan Cooperative Learning structures to increase student participation during math lessons.	Formative			Summative
Strategy's Expected Result/Impact: Student engagement will increase as measured by TTESS walkthroughs.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Teachers and Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Kagan Coaching 4 times yearly - Title One School-wide - $16,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: By May 2024, 45% of 3rd-5th students will reach STAAR Meets in Reading.

High Priority

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
Strategy 1: During weekly professional learning communities, the Data-Driven Instruction protocol (DDI) will be followed to create Know and Show charts that identify the level of rigor and questioning in the daily lesson plans	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** MCLs, classroom teachers, leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will ask at least two Costa's level 3 questions daily that align with the TEKS, evident in their lesson plans and weekly walkthroughs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** MCLs, classroom teachers, leadership **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: The Instructional Leadership Team will conduct focused walkthroughs to identify the GAP, meet with the teacher to name the GAP, and then coach the teacher to practice the activity or lesson before presenting it to students in the classroom.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Through focused walkthroughs and collaborative discussions between the leadership team, all teachers will be able to SEE the GAP, NAME the GAP, and CLOSE the GAP. **Staff Responsible for Monitoring:** ILT **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: The percentage of Kindergarten students who meet their projected growth on MAP reading will increase from 38% to 65% by May 2024.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: 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 **Staff Responsible for Monitoring:** Leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten teachers will use Heggerty for phonemic awareness instruction daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student scores	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Kindergarten lead teacher				

Title I:
2.6
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: The percentage of 1st-grade students who meet their projected growth on MAP will increase from 44% to 65% by May 2024.

High Priority

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
Strategy 1: High-impact tutoring for all students scoring in the Approaches level or below for a minimum 2 hours weekly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: classroom teachers, leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use Heggerty for phonemic awareness instruction daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student scores	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Lead Teacher **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: The percentage of 2nd-grade students who meet their projected growth on MAP will increase from 67% to 75% by May 2024.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: NWEA

Strategy 1 Details	Reviews			
Strategy 1: Differentiated instruction will be provided to all students based upon the performance of specific TEKS on the short cycle assessments and MAP results.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** classroom teachers, MCLs, leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use Heggerty for phonemic awareness instruction daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Scores **Staff Responsible for Monitoring:** 2nd-grade MCL **Title I:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Oct	Jan	Mar	May

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: The percentage of 3rd-grade students who meet their projected growth on MAP will increase from 50% to 65% by May 2024.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: NWEA

Strategy 1 Details	Reviews			
Strategy 1: Grade-level teachers will receive weekly training, coaching, and mentoring from the MCL and District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: 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
    Staff Responsible for Monitoring: Classroom Teachers, MCL, Campus Leadership
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Differentiated instruction will be provided to all students based on the performance of specific TEKS on SCAs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High-performing students will grow academically.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Classroom teachers, MCL, leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: 100% of classrooms will use AVID strategies across all subjects.

    Evaluation Data Sources: AVID Site Team documentation
Lesson Plans
Student planners and binders

Strategy 1 Details	Reviews			
Strategy 1: The AVID Site Team will send a monthly newsletter highlighting classroom successes using AVID strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will have an increased awareness of how to implement AVID in their classrooms. **Staff Responsible for Monitoring:** AVID Site Team **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	**Oct**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of classrooms will use AVID strategies Documentation will be collected weekly **Staff Responsible for Monitoring:** AVID Site Team **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: The campus AVID Site Team will attend the National Conference in the summer of 2024.	**Formative**			**Summative**
Strategy's Expected Result/Impact: AVID site team will develop a campus plan to strengthen the campus AVID initiative and raise student achievement..	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: AVID Site Coordinator and Principal. **Title I:** 2.5, 2.6 - **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 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** AVID National Conference Funding - Title One School-wide - $35,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: Panorama data in School Connectedness will increase from 66% to 75% by May 2024.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%

Evaluation Data Sources: Increased Attendance

Strategy 1 Details	Reviews			
Strategy 1: SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress. **Staff Responsible for Monitoring:** CIS Coordinator Teachers Counselor Administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Panorama data for the question related to belonging at school will increase from 2022 to 2023. **Staff Responsible for Monitoring:** Teachers; Leadership **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: All staff will receive three days of training in Conscious Discipline.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student connectedness. **Staff Responsible for Monitoring:** Principal and Teachers **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Conscious Discipline Training - Title One School-wide - $13,310, Teacher Stipend for off duty training - Title One School-wide - $10,000	Oct	Jan	Mar	May
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: Panorama Data for Self-Efficacy will increase from 59% to 69% by May 2023.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
Strategy 1: The campus will use Morning Affirmations with all students to build self-esteem.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have positive affirmations they can repeat to themselves when they are facing challenges in the classroom. **Staff Responsible for Monitoring:** Teachers; Leadership **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Students will set SEL and academic goals for themselves. Students will reflect on their goals and track their progress towards meeting them.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Students will learn how to set short-term and long-term goals and determine the steps needed to reach those goals. **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: The 7 Mindsets SEL curriculum will be implemented with 100% of students.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%

Evaluation Data Sources: Reduction discipline referrals, observations,

Strategy 1 Details	Reviews			
Strategy 1: The counselor will provide 7 Mindsets lessons weekly to each class.	**Formative**			**Summative**
Strategy's Expected Result/Impact: self-regulation behaviors by students, reduction of behavior referrals, increased student engagement in academic instruction	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Classroom teachers, campus leadership **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: All classroom teachers will be trained to support the 7 Mindsets curriculum and receive support from the School Counselor as needed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All classroom teachers will know how to effectively implement the 7 Mindsets	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Counselor **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: Students identified as Other Special Populations (OSP - MV Homeless, Foster and Military-Connected) youth will be prioritized and receive additional services designed to increase academic performance and attendance.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%

Evaluation Data Sources: Attendance Data
Grades

Strategy 1 Details	Reviews			
Strategy 1: Community Outreach Center (COC) social workers, specialists, and Communities in Schools (CIS) will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria or in the OSP MV documentation sheets.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Psycho social barriers will be removed so student attendance will be expected to increase to 94%.
 	
    Staff Responsible for Monitoring: CIS Coordinator
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Dowling teachers and administrators will track these students' attendance and academic progress each quarter and provide interventions to help remove barriers to school attendance and success.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Psycho-social barriers will be removed, so student attendance will be expected to increase to 94%.
 	
    Staff Responsible for Monitoring: Administrators
Teachers
 	
    TEA Priorities:
Improve low-performing schools				

Strategy 3 Details	Reviews			
Strategy 3: Communities in Schools Site Coordinator will target these students for support.	Formative			Summative
Strategy's Expected Result/Impact: Increase in grades and attendance. **Staff Responsible for Monitoring:** CIS Site Coordinator **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Oct	Jan	Mar	May

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 6: Dowling will develop a plan to increase the number of students on grade level by grade 3 to 65% by May 2023.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: MAP Growth Assessment, Dyslexia Screener Kinder and 1st grade

Strategy 1 Details	Reviews			
Strategy 1: Dowling will strengthen the instruction in K through 2nd-grade classrooms by supporting the teachers on the instructional framework implementation, through observation/feedback coaching.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: % of 3rd-grade students achieving the meets or exceeds level in both reading and math on STAAR will increase. **Staff Responsible for Monitoring:** Campus Leadership, C&I Specialists, Content Coordinators, MCLs **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Dowling will hold parent meetings for Kindergarten and 1st grade parents to review expectations and provide activities to reinforce learning at home.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased number of students meeting growth measure on MAP reading and math. Increased attendance percentages in kindergarten and first grade. **Staff Responsible for Monitoring:** K-1 Teachers CIS Coordinator Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Funding Sources:** Parent materials for reading and math - Title One School-wide - $1,501				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue