# Ector County Independent School District

# Dowling Elementary

# Improvement Plan

# 2020-2021

**Accountability Rating: Not Rated: Declared State of Disaster**

# 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.**

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Dowling Elementary was built in 1952. For 68 years, Dowling has served students in the surrounding neighborhood. The 2020-2021 school year is the second year in a row that Dowling is rated an "F" campus.

Dowling serves students in Kindergarten through fifth-grade and has one bilingual class section at each grade level. There are two specialized classrooms at Dowling to serve special education students in kindergarten through fifth-grade. All students are offered classes in music, physical education, and library skills. Dowling has two teachers certified in gifted and talented education and is a receiving campus for gifted and talented students from other campuses.

Dowling is a school-wide Title 1 school that had 624 students in 2019-2020, 16.18% English Language Learners, 6.29% identified gifted and talented, 45.19% considered at-risk, 8.65% served through special education, 12.98% homeless, and 74.03% economically disadvantaged students.

There were 203 transfer students at Dowling in 2019-2020. Transfers coded "C-Campus Transfers" make up 43.84% of all transfers followed by 26.1% coded as "P-Moving" and 14.28% coded as "M-Street Address Changed".

In 2019-2020, Dowling had 328 male students and 296 female students.

The attendance rate for Dowling was 91.7% for 2019-2020 which is down from 93.6% in 2018-2019. According to the latest TEA School Report Card from 2018-19, Dowling's attendance rate lags behind the state.

The class size in third grade was 27 students compared to 19.9 for the district and 18.9 for the state. And the fifth-grade class size average was 28.7 for the campus, 22.6 for the district, and 21.2 for the state. Both of these percentages are a concern for an F rated campus.

The mobility rate is 24.5% for Dowling according to the 2018-19 TAPR report (mobility rate report is lagging; the rate listed is for the 2017-18 school year). This is the sixth-highest mobility rate in the district and higher than the state and district averages. A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (i.e., has missed six or more weeks at a particular school.) The state average mobility rate is 15.4% and the district rate is 18.5%.

### Population Data

### PEIMS Student

|  | 16-17 | 17-18 | 18-19 | 19-20 | Difference |
|---|---|---|---|---|---|
| Total Enrollment | 521 | 516 | 567 | 624 | 57 |
| Kindergarten | 85 | 80 | 86 | 119 | 33 |
| First Grade | 70 | 84 | 85 | 111 | 26 |
| Second Grade | 91 | 76 | 87 | 95 | 8 |
| Third Grade | 101 | 88 | 94 | 97 | 3 |
| Fourth Grade | 86 | 98 | 106 | 87 | -19 |
| Fifth Grade | 88 | 90 | 109 | 115 | 6 |

| Ethnic Distribution | 16-17 | 17-18 | 18-19 | 19-20 | Difference |
|---|---|---|---|---|---|
| White | 59 | 59 | 49 | 60 | 11 |
| Hispanic / Latinx | 420 | 411 | 457 | 510 | 53 |
| Black or African American | 32 | 36 | 50 | 43 | -7 |
| Asian | 4 | 4 | 4 | 2 | -2 |
| American Indian or Alaska Native | 0 | 0 | 1 | 1 | 0 |
| Native Hawaiian / Pacific Islander | 0 | 2 | 1 | 1 | 0 |
| Two or More | 6 | 4 | 5 | 7 | 2 |

| Special Populations | 16-17 | 17-18 | 18-19 | 19-20 | Difference |
|---|---|---|---|---|---|
| At-Risk | 232 | 232 | 295 | 282 | -13 |
| Economic Disadvantaged | 407 | 376 | 397 | 462 | 65 |
| LEP | 109 | 97 | 100 | 112 | 12 |
| Special Education | 49 | 56 | 51 | 54 | 3 |
| Bilingual Education | 96 | 84 | 86 | 95 | 9 |
| ESL | 10 | 11 | 14 | 6 | -8 |
| Gifted & Talented | 30 | 35 | 35 | 33 | -2 |
| Title I | 519 | 516 | 567 | 624 | 57 |
| Immigrant | 21 | 15 | 27 | 35 | -2 |
| Migrant | 0 | 1 | 1 | 1 | 0 |
| Military-Connected | 0 | 0 | 0 | 1 | 1 |
| Foster Care | 0 | 1 | 11 | 7 | -4 |

| Special Populations | 16-17 | 17-18 | 18-19 | 19-20 | Difference |
|---|---|---|---|---|---|
| Homeless | 35 | 15 | 16 | 13 | -3 |
| Dyslexia | 14 | 15 | 16 | 13 | -3 |

## Dowling Staff

Both administrators are new to Dowling this year. As of August 17, 2020, there are two vacancies: 5th-grade bilingual and a Specialized Classroom Teacher. There are eight teachers new to Dowling; two of them are experienced teachers from other campuses in the district. There are five first-year teachers of which three have been previous long-term substitutes at Dowling that have entered an alternative certification program. There is one Bilingual ESL Substitute in the 5th-grade bilingual classroom.

## Fall 2019 PEIMS Data on Employees

| EMPLOYEES | | | |
|---|---|---|---|
| | Administrators (Principals/Asst. Prin) | Teachers | Instructional Paraprofessionals (Aides) |
| 14/15 | 2 | 43 | 7 |
| 15/16 | 1 | 35 | 5 |
| 16/17 | 2 | 38 | 5 |
| 17/18 | 2 | 38 | 4 |
| 18/19 | 2 | 34 | 4 |
| 19/20 | 2 | 34 | 7 |

| EMPLOYEE RETENTION PERCENTAGES | | | |
|---|---|---|---|
| % Remained From Year To Year | Administrators (Principals/Asst. Prin) | Teachers | Instructional Paraprofessionals (Aides) |
| 14/15 to 15/16 | 50.00% | 42.86% | 71.43% |
| 15/16 to 16/17 | 100.00% | 82.86% | 40.00% |
| 16/17 to 17/18 | 100.00% | 86.84% | 60.00% |
| 17/18 to 18/19 | 0.00% | 64.71% | 25.00% |
| 18/19 to 19/20 | 100.00% | 79.41% | 75.00% |

| TEACHER EXPERIENCE |
|---|

| Total Professional Any District | Percent with 0 Years | Percent with 1-5 Years | Percent with 6 -10 Years | Percent with > 10 Years | Percent of Teachers W/Masters Degree |
|---|---|---|---|---|---|
| 14/15 | 9.30% | 25.58% | 18.60% | 46.51% | 11.63% |
| 15/16 | 2.86% | 42.86% | 14.29% | 40.00% | 22.86% |
| 16/17 | 5.26% | 39.47% | 13.16% | 42.11% | 23.68% |
| 17/18 | 2.63% | 36.84% | 15.79% | 44.74% | 26.32% |
| 18/19 | 2.94% | 38.24% | 17.65% | 41.18% | 26.47% |
| 19/20 | 2.94% | 32.35% | 23.53% | 41.18% | 23.53% |

**Demographics Strengths**

1. There are 19 teachers with six or more years of experience.

2. The ethnic distribution of students has remained consistent in the past two years.

3. Three long-term substitutes have enrolled in alternative certification programs in order to return to Dowling as the teacher of record.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Student attendance rate. 91.7%, is below the state and district percentages, **Root Cause:** Families do not understand the importance of school attendance,

**Problem Statement 2 (Prioritized):** The number of GT students has remained constant even with an increase in enrollment. **Root Cause:** The campus is not identifying students for the GT program.

# Student Achievement

**Student Achievement Summary**

Dowling was rated an F campus in 2018-19. Due to COVID-19, there was no state testing in 2020; therefore, Dowling will remain an F campus for the 2020-21 school year.

Data below is from the Texas Education Agency (TEA) *School Report Card from 2018-2019*.

Overall Score/Rating = 59/F

Student Achievement Domain 1 = 54/F

School Progress Domain 2= 59/F

Closing the Gaps Domain 3 = 61/D

Based on these data listed below, Dowling lags behind the district and state in STAAR performance data in all grades and subjects in all performance categories. The Istation data from March 2020 (the last month students were in school to test) shows that no grade level is on track to meet the end of year recommended Lexile levels. All grade levels have a significant amount of students performing in Tier 3 in March.

 TELPAS data from 2018-2019 indicates 71 students were tested. Of those tested, 25 students, or 48%, showed improvement of at least one level. There were 27 students, or 52%, who remained at the same level or below. 19 students took TELPAS for the first time so there is no progress measure for those students. 2019-2020 TELPAS data indicates that only 23% of students in grades 1-5 showed improvement of at least one level. This is 25% below the improvement percentage from the previous year.

STAAR Performance Rates at **Approaches Grade Level or Above** (All Grades Tested)

All Numbers are Percentages

| | | Campus | African American | Hispanic | White | Eco Dis |
|---|---|---|---|---|---|---|
| **All Subjects** | 2020 Spring Benchmark | 43 | 44 | 42 | 49 | 49 |
| | 2019 STAAR | 55 | 44 | 56 | 52 | 54 |
| | 2018 STAAR | 56 | 51 | 56 | 52 | 52 |
| | 2017 STAAR | 56 | 42 | 55 | 69 | 52 |
| | 2016 STAAR | 58 | 31 | 58 | 70 | 52 |

|  |  | Campus | African American | Hispanic | White | Eco Dis |
|---|---|---|---|---|---|---|
| **ELA/Reading** | 2020 Spring Benchmark | 47 | 56 | 47 | 45 | 44 |
|  | 2019 STAAR | 56 | 36 | 57 | 61 | 57 |
|  | 2018 STAAR | 57 | 44 | 57 | 57 | 52 |
|  | 2017 STAAR | 56 | 44 | 54 | 69 | 51 |
|  | 2016 STAAR | 55 | 32 | 54 | 70 | 47 |
|  |  |  |  |  |  |  |
| **Mathematics** | 2020 Spring Benchmark | 44 | 6 | 16 | 27 | 40 |
|  | 2019 STAAR | 59 | 56 | 59 | 57 | 55 |
|  | 2018 STAAR | 62 | 78 | 60 | 62 | 59 |
|  | 2017 STAAR | 62 | 50 | 61 | 69 | 60 |
|  | 2016 STAAR | 61 | 26 | 61 | 73 | 54 |
|  |  |  |  |  |  |  |
| **Writing** | 2020 Spring Benchmark | 37 | 50 | 34 | 53 | 30 |
|  | 2019 STAAR | 47 | 50 | 49 | 33 | 49 |
|  | 2018 STAAR | 40 | 40 | 40 | 14 | 38 |
|  | 2017 STAAR | 37 | N/A | 35 | 56 | 34 |
|  | 2016 STAAR | 60 | N/A | 58 | 88 | 56 |
|  |  |  |  |  |  |  |
| **Science** | 2020 Spring Benchmark | 32 | 17 | 33 | 40 | 29 |
|  | 2019 STAAR | 47 | 25 | 50 | 20 | 49 |
|  | 2018 STAAR | 49 | 13 | 54 | 45 | 48 |
|  | 2017 STAAR | 60 | N/A | 59 | 78 | 55 |
|  | 2016 STAAR | 61 | N/A | 64 | N/A | 56 |
|  |  |  |  |  |  |  |

STAAR Performance Rates at **Meets Grade Level or Above** (All Grades Tested)

All Numbers are Percentages

|  |  | Campus | African American | Hispanic | White | Eco Dis |
|---|---|---|---|---|---|---|
| **All Subjects** | 2020 Spring Benchmark | 13 | 4 | 13 | 18 | 12 |

|  |  | Campus | African American | Hispanic | White | Eco Dis |
|---|---|---|---|---|---|---|
|  | 2019 STAAR | 23 | 11 | 24 | 18 | 21 |
|  | 2018 STAAR | 25 | 8 | 25 | 32 | 22 |
|  | 2017 STAAR (2 or more subjects) | 23 | N/A | 23 | 35 | 21 |
|  | 2016 STAAR (2 or more subjects) | 20 | N/A | 20 | 23 | 16 |
|  |  |  |  |  |  |  |
| **ELA/Reading** | 2020 Spring Benchmark | 14 | 6 | 15 | 14 | 14 |
|  | 2019 STAAR | 21 | 12 | 22 | 17 | 20 |
|  | 2018 STAAR | 23 | 0 | 23 | 33 | 19 |
|  | 2017 STAAR | 28 | N/A | 29 | 38 | 25 |
|  | 2016 STAAR | 23 | N/A | 23 | 30 | 18 |
|  |  |  |  |  |  |  |
| **Mathematics** | 2020 Spring Benchmark | 16 | 6 | 16 | 27 | 15 |
|  | 2019 STAAR | 25 | 8 | 27 | 22 | 22 |
|  | 2018 STAAR | 32 | 22 | 31 | 38 | 28 |
|  | 2017 STAAR | 31 | N/A | 28 | 50 | 29 |
|  | 2016 STAAR | 26 | N/A | 26 | 27 | 21 |
|  |  |  |  |  |  |  |
| **Writing** | 2020 Spring Benchmark | 5 | 0 | 6 | 0 | 6 |
|  | 2019 STAAR | 18 | 13 | 20 | 11 | 17 |
|  | 2018 STAAR | 22 | 0 | 22 | 14 | 21 |
|  | 2017 STAAR | 13 | N/A | 11 | N/A | 12 |
|  | 2016 STAAR | 25 | N/A | 26 | N/A | 26 |
|  |  |  |  |  |  |  |
| **Science** | 2020 Spring Benchmark | 9 | 0 | 8 | 20 | 6 |
|  | 2019 STAAR | 25 | 13 | 24 | 20 | 25 |
|  | 2018 STAAR | 16 | 0 | 17 | 27 | 13 |
|  | 2017 STAAR | 28 | N/A | 30 | N/A | 26 |
|  | 2016 STAAR | 22 | N/A | 22 | N/A | 16 |

STAAR Performance Rates at **Masters Grade Level** (All Grades Tested)

All Numbers are Percentages

|  |  | Campus | African American | Hispanic | White | Eco Dis |
|---|---|---|---|---|---|---|
| **All Subjects** | 2020 Spring Benchmark | 4 | 0 | 4 | 7 | 3 |
| | 2019 STAAR | 6 | 0 | 5 | 7 | 5 |
| | 2018 STAAR | 8 | 2 | 7 | 12 | 6 |
| | 2017 STAAR | 10 | N/A | 9 | 20 | 9 |
| | 2016 STAAR | 7 | N/A | 8 | 8 | 5 |
| | | | | | | |
| **ELA/Reading** | 2020 Spring Benchmark | 5 | 0 | 5 | 6 | 4 |
| | 2019 STAAR | 5 | 0 | 4 | 9 | 4 |
| | 2018 STAAR | 8 | 0 | 7 | 10 | 6 |
| | 2017 STAAR | 15 | N/A | 15 | 19 | 12 |
| | 2016 STAAR | 8 | N/A | 8 | N/A | 6 |
| | | | | | | |
| **Mathematics** | 2020 Spring Benchmark | 5 | 0 | 5 | 7 | 5 |
| | 2019 STAAR | 7 | 0 | 8 | 4 | 7 |
| | 2018 STAAR | 11 | 6 | 9 | 24 | 8 |
| | 2017 STAAR | 10 | N/A | 7 | 27 | 5 |
| | 2016 STAAR | 7 | N/A | 8 | N/A | 5 |
| | | | | | | |
| **Writing** | 2020 Spring Benchmark | 1 | 0 | 1 | 0 | 2 |
| | 2019 STAAR | 3 | 0 | 4 | 0 | 5 |
| | 2018 STAAR | 4 | 0 | 3 | 0 | 3 |
| | 2017 STAAR | N/A | N/A | N/A | N/A | N/A |
| | 2016 STAAR | 10 | N/A | 11 | N/A | N/A |
| | | | | | | |
| **Science** | 2020 Spring Benchmark | 1 | 0 | 1 | 0 | 0 |
| | 2019 STAAR | 5 | 0 | 3 | 20 | 5 |
| | 2018 STAAR | 2 | 0 | 3 | 0 | 1 |
| | 2017 STAAR | N/A | N/A | N/A | N/A | N/A |
| | 2016 STAAR | N/A | N/A | N/A | N/A | N/A |

**Academic Growth Score (All Grades Tested 4/5)**

|  |  | Campus | African American | Hispanic | White | Eco Dis |
|---|---|---|---|---|---|---|
| **Both Subjects** | 2020 Spring Benchmark | 54 | N/A | N/A | N/A | N/A |
|  | 2019 STAAR | 63 | 48 | 65 | 52 | 61 |
|  | 2018 STAAR | 77 | 65 | 79 | 68 | 77 |
|  | 2017 STAAR Met or exceeded progress | 65 | 63 | 64 | 65 | 63 |
|  | 2016 STAAR Met or exceeded progress | 77 | N/A | 78 | 81 | 75 |
| **ELA/Reading** | 2020 Spring Benchmark | 66 | N/A | N/A | N/A | N/A |
|  | 2019 STAAR | 57 | 53 | 58 | 38 | 56 |
|  | 2018 STAAR | 57 | 44 | 57 | 57 | 52 |
|  | 2017 STAAR Met or exceeded progress | 59 | N/A | 60 | N/A | N/A |
|  | 2016 STAAR Met or exceeded progress | 76 | N/A | 60 | N/A | N/A |
| **Mathematics** | 2020 Spring Benchmark | 43 | N/A | N/A | N/A | N/A |
|  | 2019 STAAR | 69 | 43 | 71 | 67 | 66 |
|  | 2018 STAAR | 76 | 62 | 78 | 70 | 77 |
|  | 2017 STAAR Met or exceeded progress | 71 | 75 | 69 | N/A | N/A |
|  | 2016 STAAR Met or exceeded progress | 78 | N/A | 78 | 88 | N/A |

# 3rd Grade STAAR History

**All numbers are percentages**

|  |  | Approaches | Meets | Masters |
|---|---|---|---|---|
| **ELA/Reading** | 2020 Spring Benchmark | 56 | 24 | 7 |
|  | 2019 STAAR | 55 | 16 | 6 |
|  | 2018 STAAR | 59 | 20 | 6 |
|  | 2017 STAAR | 52 |  |  |
|  | 2016 STAAR | 39 |  |  |
|  |  |  |  |  |
| **Mathematics** | 2020 Spring Benchmark | 37 | 13 | 6 |
|  | 2019 STAAR | 52 | 24 | 5 |
|  | 2018 STAAR | 51 | 21 | 5 |
|  | 2017 STAAR | 56 |  |  |

|  |  | Approaches | Meets | Masters |
|---|---|---|---|---|
|  | 2016 STAAR | 46 |  |  |

## 4<sup>th</sup> Grade STAAR History

## All Numbers are Percentages

|  |  | Approaches | Meets | Masters |
|---|---|---|---|---|
| **ELA/Reading** | 2020 Spring Benchmark | 53 | 14 | 2 |
|  | 2019 STAAR | 47 | 15 | 1 |
|  | 2018 STAAR | 51 | 21 | 9 |
|  | 2017 STAAR | 44 |  |  |
|  | 2016 STAAR | 60 |  |  |
|  |  |  |  |  |
| **Mathematics** | 2020 Spring Benchmark | 49 | 16 | 5 |
|  | 2019 STAAR | 51 | 23 | 3 |
|  | 2018 STAAR | 59 | 31 | 9 |
|  | 2017 STAAR | 53 |  |  |
|  | 2016 STAAR | 64 |  |  |
|  |  |  |  |  |
| **Writing** | 2020 Spring Benchmark | 40 | 5 | 1 |
|  | 2019 STAAR | 47 | 18 | 3 |
|  | 2018 STAAR | 40 | 22 | 4 |
|  | 2017 STAAR | 37 |  |  |
|  | 2016 STAAR | 60 |  |  |

## 5<sup>th</sup> Grade STAAR History

## All Numbers are Percentages

|  |  | Approaches | Meets | Masters |
|---|---|---|---|---|
| ELA/Reading | 2020 Benchmark | 49 | 17 | 6 |

|  |  | Approaches | Meets | Masters |
| --- | --- | --- | --- | --- |
|  | 2019 Administrations 1&2 | 65 | 32 | 7 |
|  | 2019 Administration 1 | 51 | 30 | 7 |
|  | 2018 Administrations 1&2 | 60 | 28 | 11 |
|  | 2018 Administration 1 | 59 | 29 | 11 |
|  | 2017 Administrations 1&2 | 70 | 37 | 17 |
|  | 2017 Administration 1 | 58 | 35 | 17 |
|  | 2016 Administrations 1&2 | 67 | 37 | 14 |
|  | 2016 Administration 1 | 64 | 37 | 14 |

|  |  | Approaches | Meets | Masters |
| --- | --- | --- | --- | --- |
| Math | 2020 Benchmark | 47 | 17 | 6 |
|  | 2019 Administrations 1&2 | 72 | 26 | 15 |
|  | 2019 Administration 1 | 63 | 25 | 15 |
|  | 2018 Administrations 1&2 | 73 | 40 | 17 |
|  | 2018 Administration 1 | 66 | 40 | 17 |
|  | 2017 Administrations 1&2 | 71 | 36 | 12 |
|  | 2017 Administration 1 | 69 | 37 | 12 |
|  | 2016 Administrations 1&2 | 74 | 33 | 12 |
|  | 2016 Administration 1 | 61 | 31 | 11 |

|  |  | Approaches | Meets | Masters |
| --- | --- | --- | --- | --- |
| Science | 2020 Benchmark | 32 | 9 | 1 |
|  | 2019 | 47 | 25 | 5 |
|  | 2018 | 49 | 16 | 2 |
|  | 2017 | 60 |  |  |
|  | 2016 | 16 |  |  |

**SSI 2018-19**

Student Success Initiative

Grade 5 Reading

**Grade 5 Reading**
Students Meeting Approaches Grade Level on First STAAR Administration

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2019 | 78% | 64% | **49%** | 38% | 51% | 40% | * | * | - | - | 40% | 50% | 59% |

Students Requiring Accelerated Instruction

| | 2019 | 22% | 36% | **51%** | 63% | 49% | 60% | * | * | - | - | 60% | 50% | 41% |

STAAR Cumulative Met Standard

| | 2019 | 86% | 76% | **64%** | 50% | 67% | 40% | * | * | - | - | 40% | 70% | 73% |

STAAR Met Standard (Non-Proficient in Previous Year)
Retained in Grade 5

| | 2019 | 63% | * | * | * | - | - | - | - | - | - | - | * | - |

**Grade 5 Mathematics**
Students Meeting Approaches Grade Level on First STAAR Administration

| | 2019 | 83% | 73% | **62%** | 50% | 65% | 40% | * | * | - | - | 40% | 65% | 86% |

Students Requiring Accelerated Instruction

| | 2019 | 17% | 27% | **38%** | 50% | 35% | 60% | * | * | - | - | 60% | 35% | 14% |

STAAR Cumulative Met Standard

| | 2019 | 90% | 80% | **72%** | 63% | 75% | 40% | * | * | - | - | 50% | 72% | 86% |

STAAR Met Standard (Non-Proficient in Previous Year)
Retained in Grade 5

| | 2019 | 65% | * | * | * | - | - | - | - | - | - | - | * | - |

**<u>Domain III Scores 2019:</u>** Dowling met 1 out of 9 targets in Domain III

**Student Success Status**

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Target** | 47 | 36 | 41 | 58 | 46 | 73 | 48 | 55 | 38 | 37 | 23 | 43 | 48 | 45 | |
| Target Met | N | N | N | N | | | | | N | N | Y | | N | N | |
| STAAR Component Score | 28 | 18 | 28 | 26 | * | 60 | - | 55 | 27 | 35 | 26 | 38 | 28 | 27 | |
| % at Approaches GL Standard or Above | 55% | 44% | 56% | 52% | * | 90% | - | 83% | 54% | 63% | 45% | 53% | 54% | 56% | |
| % at Meets GL Standard or Above | 23% | 11% | 24% | 18% | * | 50% | - | 50% | 21% | 30% | 30% | 40% | 24% | 19% | |
| % at Masters GL Standard | 6% | 0% | 5% | 7% | * | 40% | - | 33% | 5% | 11% | 3% | 20% | 5% | 6% | |
| Total Tests | 759 | 66 | 614 | 60 | * | 10 | - | ** | 496 | 149 | 100 | 15 | 553 | 206 | |
| **Total Indicators** | | | | | | | | | | | | | | 1 | 9 |

**<u>Data From Federal Report Card 2018-19</u>**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | CWD | EL + |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Performance Status** | | | | | | | | | | | |
| **Reading** | | | | | | | | | | | |
| Interim Goals (2018-2022) | 44% | 32% | 37% | 60% | 43% | 74% | 45% | 56% | 33% | 19% | 29% |
| Target Met | N | N | N | | | | | | N | Y | N |
| Interim Goals (2023-2027) | 52% | 42% | 46% | 66% | 51% | 78% | 53% | 62% | 43% | 31% | 39% |
| Target Met | N | N | N | | | | | | N | Y | N |
| Interim Goals (2028-2032) | 62% | 54% | 58% | 73% | 62% | 82% | 63% | 70% | 55% | 45% | 52% |
| Target Met | N | N | N | | | | | | N | N | N |
| Long-Term Goals | 72% | 66% | 69% | 80% | 72% | 87% | 73% | 78% | 67% | 60% | 65% |
| Target Met | N | N | N | | | | | | N | N | N |
| **Mathematics** | | | | | | | | | | | |
| Interim Goals (2018-2022) | 46% | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 36% | 23% | 40% |
| Target Met | N | N | N | | | | | | N | Y | N |
| Interim Goals (2023-2027) | 54% | 41% | 49% | 65% | 53% | 85% | 57% | 61% | 45% | 34% | 49% |
| Target Met | N | N | N | | | | | | N | N | N |
| Interim Goals (2028-2032) | 63% | 54% | 59% | 73% | 63% | 88% | 66% | 69% | 57% | 48% | 59% |
| Target Met | N | N | N | | | | | | N | N | N |
| Long-Term Goals | 73% | 66% | 70% | 80% | 73% | 91% | 75% | 77% | 68% | 62% | 70% |
| Target Met | N | N | N | | | | | | N | N | N |

| **English Learner Language Proficiency Status** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Interim Goals (2018-2022) | | | | | | | | | | | 36% |
| Target Met | | | | | | | | | | | Y |
| Interim Goals (2023-2027) | | | | | | | | | | | 38% |
| Target Met | | | | | | | | | | | Y |
| Interim Goals (2028-2032) | | | | | | | | | | | 40% |
| Target Met | | | | | | | | | | | Y |
| Long-Term Goals | | | | | | | | | | | 40% |
| Target Met | | | | | | | | | | | Y |

## IStation Summary March 2020

| | Tier 3 % | Tier 2 % | Tier 1% |
|---|---|---|---|
| Kinder English | 21 | 26 | 53 |
| Kinder Spanish | 0 | 100 | 0 |
| 1st English | 41 | 13 | 47 |
| 1st Spanish | 13 | 20 | 67 |

|  | Tier 3 % | Tier 2 % | Tier 1% |
|---|---|---|---|
| 2nd English | 21 | 21 | 58 |
| 2nd Spanish | 16 | 32 | 53 |
| 3rd English | 28 | 21 | 51 |
| 3rd Spanish | 8 | 15 | 77 |
| 4th English | 16 | 33 | 51 |
| 4th Spanish | 8 | 25 | 67 |
| 5th English | 18 | 27 | 56 |
| 5th Spanish | 8 | 17 | 75 |

**IStation Average Lexile Levels**

**March 2020**

|  | Avg Lexile at Dowling | CCR Recommended EOY Lexile Level | 50th Percentile Lexile Level EOY | 90th Percentile Lexile Level EOY |
|---|---|---|---|---|
| Kinder English | NONE | 230L | BR160L | 150L |
| Kinder Spanish | BR | NONE | NONE | NONE |
| 1st English | BR95L | 530L | 165L | 570L |
| 1st Spanish | 90L | NONE | 540L | NONE |
| 2nd English | 365L | 650L | 425L | 795L |
| 2nd Spanish | 450L | NONE | 655L | NONE |
| 3rd English | 565L | 820L | 645L | 985L |
| 3rd Spanish | 510L | NONE | 740L | NONE |
| 4th English | 730L | 940L | 850L | 1160L |
| 4th Spanish | N/A | NONE | 810L | NONE |
| 5th English | 850L | 1010L | 950L | 1260L |
| 5th Spanish | N/A | NONE | 870L | NONE |
|  |  |  |  |  |

**Student Achievement Strengths**

1. Spanish IStation scores in all grade levels show fewer students performing in Tier 3 than their monolingual peers.

2. Fourth-grade reading scores from the Spring 2020 Benchmark show improvement from the 2019 STAAR scores.

3. 2020 projections for Student Progress in Reading show an increase from a 57 to 66.

4. Third-grade reading scores from the Spring 2020 Benchmark show improvement from the 2019 STAAR scores.

5. IStation scores indicate all groups except kindergarten Spanish and first-grade English have over 50% of students performing in Tier I in March 2020.


**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** STAAR Performance Data in all grades all subjects (55% approaches) lags behind the district (63% approaches) and state measures (78% approaches) . **Root Cause:** Students entering third-grade are below grade level in math and reading compared to their peers across the district and state.

**Problem Statement 2 (Prioritized):** Less than 50% of Dowling 4th-graders approach grade level on the writing STAAR. **Root Cause:** Lack of a strong, consistent writing program in K-3.

**Problem Statement 3 (Prioritized):** Less than 50% of Dowling 5th-graders approach grade level on the science STAAR. **Root Cause:** Lack of foundational science knowledge.

**Problem Statement 4 (Prioritized):** Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended. **Root Cause:** Reading instruction is not provided at the depth and complexity of the TEKS.

**Problem Statement 5 (Prioritized):** Less than a fourth, 23%, of all bilingual students are showing increased English proficiency as measured by TELPAS. **Root Cause:** Bilingual students do not have enough practice in listening, speaking, reading, and writing in English.

# School Culture and Climate

**School Culture and Climate Summary**

The total number of student discipline referrals for 2019-2020 totaled 124 which is down from 154 the previous year and 345 in 2017-2018. There were 22 out of school suspensions down from 43 in 2018-2019 and 44 in 2017-2018. There were 30 incidents of in-school suspension which is a decrease from 66 in 2018-2019 and 43 in 2017-2018. However, the In-School Suspension (ISS) and Out of School Suspension (OSS) showed 24% of the school's placements were assigned to African American students who made up only 8% of the school population.

The discipline referrals for the year came from 55 students or 11.34% of the total number of students. 36% of all referrals were from fifth-graders followed by 27% of all referrals from third-graders. 40% of students with discipline referrals also had 10 or more absences for the year. 68% of students with referrals had 6 or more absences. 65% of all referrals for not following the student code of conduct followed 13% of referrals for not following instructions. Hispanic students accounted for 61% of all referrals. Black students accounted for 13% of all referrals and white students accounted for 14%.

Student attendance for 2019-2020 through March 7, 2020, was 91.7% compared to 93.1% at the same time period last year. Student attendance continues to be a concern.

The campus uses CHAMPS procedures for common areas and classroom activities. There is a varied level of implementation across the campus. Last year, the campus began implementing Conscious Discipline. There is a varied level of implementation across the classrooms. During 2020-2021, the campus will participate in the ten online courses as a group. There is a need to have training for families in Conscious Discipline.

The campus has parents who are non-English speaking. All parent notes are sent home in English and Spanish. In addition, all training and meetings are translated into Spanish.

The Campus Improvement Team has not had business or community members serving for the past two years. There are also no parents on the CIT.

Dowling is an older building in need of many updates and/or repairs. It appears that the facility and grounds have been neglected for several years. This is not only a cosmetic issue but a safety issue that affects the campus culture and climate. The district maintenance department is working with campus administration to begin making needed repairs and updates.

**Panorama Student Survey**

Evidence collected from the Panorama survey reports students' perceptions are:

52% believe it is difficult to find help from an adult if they are being bullied

61% see their friends get into fights

66% report being bullied online.

89% believe Dowling teachers are respectful to them

83% of their teachers have positive energy

71% of students feel their teachers are excited to be at school

**ECISD Home Connectivity Survey Spring 2020**

Q.1: To what extent has this student participated in distance learning this spring?

Did not participate at all 20%

Participates rarely 18%

Participates sometimes 12%

Participates often 15%

Participates almost always 34%

Q.2: How often does this student have reliable internet access at home?

Never 23%

Rarely 11%

Sometimes 24%

Frequently 11%

Almost all the time 31%

**Panorama Staff Survey Spring 2020**

All six topics of the Panorama survey indicate Dowling scored below other comparison campuses.

**1. Professional Learning** Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.

Dowling: 52%        Other Elementary Campuses: 73%

2. **School Climate** Perceptions of the overall social and learning climate of the school.

Dowling:44%           Other Elementary Campuses:79%

3. **School Leadership** Perceptions of the school leadership's effectiveness.

Dowling: 78%          Other Elementary Campuses:84%

4. **Staff-Family Relationships** Perceptions of faculty and staff relationships with the families at their school.

Dowling: 48%           Other Elementary Campuses71%

5.**Staff-Leadership Relationships** Perceptions of faculty and staff relationships with school leaders.

Dowling: 87%           Other Elementary Campuses88%

6. **Feedback and Coaching** Perceptions of the amount and quality of feedback faculty and staff receive.

Dowling: 40%           Other Elementary Campuses71%

**School Culture and Climate Strengths**

1. Returning staff have had initial training in Conscious Discipline.

2. There have been fewer discipline referrals during the past two years.

3. 89% of students believe their teachers are respectful towards them.

**Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** Conscious Discipline is not fully implemented in all classrooms. **Root Cause:** Lack of ongoing training.

**Problem Statement 2 (Prioritized):** CHAMPS expectations are not consistently taught and enforced. **Root Cause:** Inadequate follow through from administration and staff.

**Problem Statement 3 (Prioritized):** There is inequity in the number of ISS and OSS placements assigned to African American students at Dowling. **Root Cause:** Lack of equity for student groups.

**Problem Statement 4 (Prioritized):** Parent Involvement is poor; 50% of families never meet with their child's teacher during the year. 67% of teachers surveyed responded that it is somewhat challenging to communicate with the families of students. **Root Cause:** There is not consistent communication between home and school.

**Problem Statement 5 (Prioritized):** Campus Improvement Team does not meet the district membership requirements. **Root Cause:** Lack of parental, community, and business owner representation.

**Problem Statement 6 (Prioritized):** During distance learning in Spring 2020, 38% of students participated rarely, or never. **Root Cause:** Lack of access to broadband internet access.

**Problem Statement 7 (Prioritized):** Staff perceptions of the campus score low compared to other elementary campuses. Feedback and Coaching scored 40% compared to 71% for other elementaries. School climate scored 44% compared to 79% for all elementary campuses. Professional Learning scored 52% compared to 73% for elementaries. And School Leadership scored 78% compared to 84% for elementary campuses. **Root Cause:** There is no campus plan for school culture in place.

**Problem Statement 8 (Prioritized):** Fifty-two percent of students surveyed believe it is difficult to find help from an adult if they are being bullied. **Root Cause:** Strong relationships between staff and students are lacking.

**Problem Statement 9 (Prioritized):** Dowling is in need of many repairs and/or updates to the facility and grounds. **Root Cause:** There has been no plan in place to keep the building up-to-date and in good repair.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

There are currently vacancies in first-grade and in fifth-grade bilingual. 78% of teachers are returning to Dowling for the 2020-21 school year. 86.4% of the Dowling staff including custodial and cafeteria staff are returning for the 2020-21 school year. Two of the long-term substitutes from last year have entered alternative certification programs and will return to Dowling as the teachers of record.

Recruitment and placement of high-quality staff are done at the district level. The campus principal interviews candidates from the pool in TalentEd and makes recommendations for hire.

All new teachers are given a mentor on campus. The mentor teaches the same grade or a grade below/above the new teacher. Currently, there are six first-year teachers on staff for 2020-2021.

Dowling employs a librarian, a music teacher, two instructional specialists, one dyslexia therapist, two administrators, one counselor, one Secretary, one office clerk, and one attendance clerk. There are two PE aides and one certified PE teacher. The two specialized classrooms are staff by two full-time special ed certified teachers and three special education aides. There is one resource/inclusion teacher. There are 23 monolingual teachers and six bilingual teachers on staff. The diagnostician, speech therapist, behavior specialist, student assistant services counselor, nurse, and technology specialist are all assigned by their respective departments and work at Dowling per their schedule.

Professional development is planned at the district and campus levels. In 2019-2020 at the campus level, Conscious Discipline was the focus in August 2019. Other professional learning opportunities focused on improving teaching strategies.

The district technology specialist assigned to Dowling, Jessica Dominguez, provides training and follow-up for using technology to enhance instruction.

Grade-level PLCs are held weekly in the conference room. The Relay format of DDI is used to examine data and plan for instruction and remediation.

**Staff Full-Time Equivalent (FTE) Summary**

|  | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|---|---|---|---|
| **Total Staff** |  |  |  |  |
| Teachers | 51.4 | 47.2 | 44.5 | 50.5 |
| Professional Staff | 5.8 | 4.5 | 4.4 | 5.7 |
| Campus Administration | 2.0 | 2.0 | 1.9 | 2.0 |
| Educational Aides | 5.0 | 4.0 | 3.9 | 6.0 |

|  | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|---|---|---|---|---|
|  |  |  |  |  |
| **Personnel by Ethnicity and Sex** |  |  |  |  |
| White | 19.8 | 16.2 | 14.5 | 18.5 |
| Hispanic | 29.5 | 31.1 | 30 | 30 |
| Black | 2 | 1 | 0 | 2 |
|  |  |  |  |  |
| White Male | .9 | .4 | .2 | .1 |
| White Female | 18.9 | 15.8 | 14.3 | 18.4 |
| Hispanic Male | 0 | 1 | 4 | 4.1 |
| Hispanic Female | 29.5 | 30.1 | 26 | 25.9 |
| Black Male | 0 | 0 | 0 | 0 |
| Black Female | 2 | 1 | 0 | 2 |
|  |  |  |  |  |
| **Teachers by Highest Degree Held** |  |  |  |  |
| No Degree | 2 | 1 | 2 | 7 |
| Bachelors | 28.6 | 26.7 | 23.2 | 25.1 |
| Masters | 8 | 9 | 9 | 4.7 |
| Doctorate | 0 | 0 | 0 | 0 |
|  |  |  |  |  |
| **Teachers by Years of Experience** |  |  |  |  |
| Beginning Teachers | 3.8 | 1 | 2 | 6 |
| 1-5 Years of Experience | 15 | 14.4 | 13 | 11 |
| 6-10 Years of Experience | 5 | 6 | 6 | 8 |
| 11-20 Years of Experience | 6 | 4 | 5.2 | 4.1 |
| Over 20 Years of Experience | 8.8 | 11.4 | 8 | 7.7 |
|  |  |  |  |  |
| **Teachers by Population Served** |  |  |  |  |
| Regular Education | 26.6 | 24/4 | 23 | 26 |
| Bilingual/ESL Education | 7 | 7 | 6 | 6 |
| Compensatory Education | 0 | 1 | 1 | 1 |
| Gifted & Talented | 0 | 2 | 2 | .7 |
| Special Education | 5 | 2.3 | 2.2 | 3.2 |

**Long term substitutes / Vacancies:**

2018-2019: 2

2019-2020: 7

2020-21: As of August 2, 2020, there are two vacancies: 1st-grade and 5th-grade bilingual

**2019-2020 T-TESS Summary Data for Teachers**

| Dimension | Categories | Percent |
|---|---|---|
| 1.1 **The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.** | Distinguished | 0% |
| | Accomplished | 4% |
| | Proficient | 93% |
| | Developing | 4% |
| | Improvement Needed | 0% |
| | | |
| 1.2 **The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.** | Distinguished | 0% |
| | Accomplished | 0% |
| | Proficient | 96% |
| | Developing | 4% |
| | Improvement Needed | 0% |
| | | |
| 1.3 **Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.** | Distinguished | 0% |
| | Accomplished | 4% |
| | Proficient | 89% |
| | Developing | 7% |
| | Improvement Needed | 0% |
| | | |
| 1.4 **The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.** | Distinguished | 0% |

| Dimension | Categories | Percent |
|---|---|---|
| | Accomplished | 4% |
| | Proficient | 70% |
| | Developing | 36% |
| | Improvement Needed | 0% |
| | | |
| **2.1 The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.** | Distinguished | 0% |
| | Accomplished | 4% |
| | Proficient | 81% |
| | Developing | 11% |
| | Improvement Needed | 0% |
| | | |
| **2.2 The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.** | Distinguished | 0% |
| | Accomplished | 4% |
| | Proficient | 85% |
| | Developing | 11% |
| | Improvement Needed | 0% |
| | | |
| **2.3 The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.** | Distinguished | 0% |
| | Accomplished | 22% |
| | Proficient | 74% |
| | Developing | 4% |
| | Improvement Needed | 0% |
| | | |
| **2.4 The teacher differentiates instruction, aligning methods and techniques to diverse student needs.** | Distinguished | 0% |
| | Accomplished | 0% |
| | Proficient | 74% |
| | Developing | 22% |
| | Improvement Needed | 0% |
| | | |
| **2.5 The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.** | Distinguished | 0% |
| | Accomplished | 7% |

| Dimension | Categories | Percent |
|---|---|---|
| | Proficient | 74% |
| | Developing | 11% |
| | Improvement Needed | 0% |
| | | |
| 3.1 **Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.** | Distinguished | 0% |
| | Accomplished | 33% |
| | Proficient | 59% |
| | Developing | 7% |
| | Improvement Needed | 0% |
| | | |
| 3.2 **The teacher establishes, communicates and maintains clear expectations for student behavior.** | Distinguished | 0% |
| | Accomplished | 30% |
| | Proficient | 63% |
| | Developing | 7% |
| | Improvement Needed | 0% |
| | | |
| 3.3 **The teacher leads a mutually respectful and collaborative class of actively engaged learners.** | Distinguished | 0% |
| | Accomplished | 33% |
| | Proficient | 56% |
| | Developing | 7% |
| | Improvement Needed | 0% |

-

**Staff Quality, Recruitment, and Retention Strengths**

1. Returning staff and principals are trained in the Relay format for DDI.

2. PLCs occur weekly with administrators.

3. The number of vacancies has decreased from last year.

4. There are 12 teachers with more than 11 years of teaching experience.

5. 86% of all Dowling staff, including cafeteria and custodial staff, are returning to Dowling.


**Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1 (Prioritized):** There is no formal plan for supporting first through third year teachers. **Root Cause:** A plan has not been developed and implemented.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

Research-based curriculum, instruction and assessment are integral components to meeting the educational needs of our student population. Teachers are provided with an aligned curriculum in every grade level in all core subject areas. The curriculum is reinforced in tutoring, dyslexia services, balanced literacy, and guided math.

IStation, Brainchild, and Imagine Math are digital platforms used to close the achievement gap. Additionally, resource allocations in the form of supplemental materials and technology contribute to student performance by providing additional teaching tools. COGAT, Naglieri, STAAR, SBAs, DBAs, unit assessments, IStation, Imagine Math, Brainchild, and TELPAS assessments allow for early identification of need and potential targets for intervention. This year the bilingual department purchased a program to specifically prepare bilingual students for the listening and speaking portions of TELPAS.

The campus is not a one-to-one campus. This makes using technology on a regular basis difficult. During remote learning, teachers were not prepared to use a digital platform for all instruction due to the limited use of technology in the classroom.

**Curriculum, Instruction, and Assessment Strengths**

1. All teachers K-5 are provided with a district scope and sequence to follow as well as unit assessments and DBAs to measure growth in grades 1-5.

2. All students K-5 have access to IStation and Imagine Math.

3. District purchased program for TELPAS preparation.

**Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1 (Prioritized):** T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning.

**Problem Statement 2 (Prioritized):** T-TESS shows that only 4% of teachers scored above proficient in planning engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement. **Root Cause:** Dowling is not a schoolwide AVID campus.

# Parent and Community Engagement

**Parent and Community Engagement Summary**

Parent involvement at Dowling is lacking. Many parents move and/or change their phone numbers and do not notify the campus. There is not a consistent messaging app used across the campus to inform parents of campus events. This year the campus will use Class Dojo as a consistent messaging platform for parents. The campus social media accounts, Facebook and Twitter, are in place and need to be utilized more often to showcase the good things happening at Dowling.

Dowling has on average 20% of parents come to family engagement nights including Meet the Teacher and Open House. When parents move or change phone numbers they often do not notify the campus and it is difficult to make contact with them.

All parents are not utilizing TxConnect to monitor student grades and attendance.

Community partners for Dowling are Grace Christian Church and Living Word; however, they were not active partners last year.

The following data is from the Fall 2019 Parent Survey.

**Family Engagement**

How involved have you been with a parent group(s) at your child's school? 59% are not involved at all

**School Climate**

To what extent do you think that children enjoy going to your child's school? 50% of parents answered "quite a bit"

How motivating are the classroom lessons at your child's school? 43% answered "Quite Motivating"

Overall, how high are the school's academic expectations for all children? 45% answered "Quite High"

How well do administrators at your child's school create a school environment that helps children learn? 41% answered "extremely well"

Overall, how much respect do you think the teachers at your child's school have for the children? 41% answered "A tremendous amount"

**School Safety**

School safety scored 69% overall which is below the district, elementary schools, Region 18, and texas schools percentages.

How often do you worry about violence at your child's school? 32% of parents replied "almost always"

Overall, how unsafe does your child feel at school? 23% answered "extremely unsafe"

## 2020-2021 Parent and Family Engagement Policy

Dowling Elementary will involve parents in the partnership and development of the Dowling Parent and Family Engagement Policy, as well as the process of school review and improvement. Each year, there will be an annual Title I meeting, at a convenient time, to which all parents will be invited and encouraged to attend, to inform parents of the school's participation in Title I and to explain the requirements of Title I funding, and the right of parents to be involved. PL 114-95 Section 1116 c (1)

Parents will have the opportunity to work together with the school in a professional, organized and timely manner to plan, review and improve the school parent and family engagement policy PL 114-95, section 1116 (b) (1) and the schoolwide program plan (Campus Improvement Plan, or CIP). Parents will receive a timely response to their suggestions and questions. If the schoolwide program plan (CIP) is not satisfactory to parents, the school will submit any parent comments on the plan when the plan is made available to the school district. PL 107-110, section 1116 c (5)

A flexible number of parent involvement meetings will be held each year. PL 114-95, Section 1116 c (2) Meetings will be held in the following settings: Parent/Teacher Conferences, School Report Card Review, School-wide Programs, Coffee & Conversation and Cokes & Conversation with the Principal, and Parent Workshops. During these meetings, parents will be provided with opportunities to formulate suggestions, share experiences with other parents, and to participate in decisions relating to the education and behavior of their children. The school will provide materials and training multiple times yearly to help parents work with their children to improve their children's achievement. PL 114-95 Section 1116 (e)(2) The school may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and childcare costs, to enable parents/families to participate in school-related meetings and training. PL 114-95 Section 1116 (e) (8) The school will provide other reasonable support for parental involvement activities as parents may request. PL 114-95 Section 1116 (e)(14)

Parents will be provided timely and available information about school events through e-mail, school planners, flyers, notes, phone calls, campus website, campus Facebook page, campus Twitter, Class Dojo, school marquee. PL 114-95 Section 1116 c (4) (A) Communication will be provided in a format and, to the extent practicable, in a language the parents can understand. PL 114-95 Section 1116 (e) (5)

School performance profiles will be posted on the campus website. Teachers will be available to meet with parents to assist in interpreting their child's individual assessment results.

During parent-teacher conferences and/or other meetings, parents will be provided a description and explanation of the curriculum in use at the school, the types and forms of assessments used to measure students' progress, and the proficiency levels students are expected to meet. PL 114-95 Section 1116 c (4) C Parents will be given information by the classroom teacher on how to monitor students' progress and how to work to improve the achievement of their children. PL 114095 Section 1116 (e)(2)

Each year, with the assistance of parents, all staff will be educated in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build tired between the parents and the school. PL 114-95 Section 1116 (e)(3)

Parents will work collaboratively in revising the content and effectiveness of the parental involvement policy as necessary.

**Parent and Community Engagement Strengths**

1. All parents will have access to TxConnect this year to monitor student attendance and grades. The program is being used to register students which means all parents will have an account.

2. Both churches have agreed to support Dowling this school year and both were thankful for the communication from the campus.

3. One new community partner, Texas Tech Nursing Student Association, has been contacted as is currently raising funds to provide teachers and students with supplies. They will be supporting Dowling this year as their community service.

**Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1 (Prioritized):** 59% of parents are not engaged. **Root Cause:** No consistent system for reaching out to parents. Lack of opportunities to engage families.

**Problem Statement 2 (Prioritized):** Zero percent of Community Partners are not engaged. **Root Cause:** Community Partners are not informed of campus needs and asked to be involved in the campus.

# School Context and Organization

**School Context and Organization Summary**

All classrooms schedule a 30 minute remediation time during the school day to pull small groups of less than six students who need intervention in reading and/or math. All K-5 classrooms schedule 90 minutes for ELAR and math. All classes attend PE three days a week for 45 minutes, the library and music are scheduled one day per week for 45 minutes. Classes have two recess periods per day. Before and after school duty schedules are determined by staff.

Dowling uses Conscious Discipline and PBIS / CHAMPS as part of our schoolwide discipline plan. All campus staff is trained in CHAMPS / PBIS. 2019-2020 was the first year of implementing Conscious Discipline at Dowling. There is a varying degree of implementation of Conscious Discipline among staff members. Conscious Discipline training for all staff will occur during ten sessions throughout this year.

**The main campus goals for 2020-2021 are:**

1. Improve Student Achievement Domain I score from a 54 to a 70 as measured by STAAR.

2. Improve Student Progress Domain 2 score from a 59 to a 70 as measured by STAAR.

3. Improve Closing the Gaps Domain 3 score from a 61 to a 70 as measured by STAAR.

4. All K-3rd grade students will make at least one year of progress in reading and math as measured by the MAP assessment.

Student progress in **ALL** grade levels is the focus. This goal is known among the staff and is posted in the PLC Conference Room. Data from unit tests, MAP assessments, interim assessments, and released STAAR tests will be examined to determine progress towards meeting this goal.

**School Context and Organization Strengths**

1. All classrooms have built-in time for RTI.

2. MAP assessments will be given to all K-5 grade students in the 2020-2021 year.

3. Scheduled time for ELAR/SLAR and math.

**Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1 (Prioritized):** Students spend 0 minutes silently reading each day. **Root Cause:** This has not been a campus focus and included in the master schedule.

# 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 Dowling use technology for Accelerated Reader, Istation, Stride/Imagine Math, Brain Child, Google Classroom, See Saw, among other applications and interventions.

ECISD is moving to a one-to-one district in 2020-2021. All K-2nd graders will have an IPad and all 3-5th graders will have a Chromebook. The campus will purchase technology applications for teachers to use when planning instruction. The administration will work with the campus technology specialist to plan relevant professional learning.

Kindergarten, first-grade, and second-grade will use SeeSaw as their learning platform during 2020-21. Third, fourth, and fifth grades will use Google Classroom as their Learning Management System this year. There is a need for training for all teachers on how to efficiently and successfully use these platforms to roll out instruction to all students.

Dowling anticipates having a full class (at least 20) on each grade-level of students who will receive virtual instruction five days per week. Second-grade has over 30 students signed up for virtual instruction and will need two teachers to meet this need.

**Technology Strengths**

1. One-to-one devices for 2020-21.

2. Computer lab with 24 computers.

**Problem Statements Identifying Technology Needs**

**Problem Statement 1 (Prioritized):** There are zero schoolwide site licenses for technology applications. **Root Cause:** Funds have not been allocated for these purchases.

**Problem Statement 2 (Prioritized):** At least 25% of all students will learn in a completely virtual environment and 0% of teachers and leaders have experience in leading a fully virtual classroom. **Root Cause:** Lack of experience with virtual teaching and learning.

# Priority Problem Statements

**Problem Statement 1**: Student attendance rate. 91.7%, is below the state and district percentages,

**Root Cause 1**: Families do not understand the importance of school attendance,

**Problem Statement 1 Areas**: Demographics

**Problem Statement 2**: The number of GT students has remained constant even with an increase in enrollment.

**Root Cause 2**: The campus is not identifying students for the GT program.

**Problem Statement 2 Areas**: Demographics

**Problem Statement 3**: STAAR Performance Data in all grades all subjects (55% approaches) lags behind the district (63% approaches) and state measures (78% approaches) .

**Root Cause 3**: Students entering third-grade are below grade level in math and reading compared to their peers across the district and state.

**Problem Statement 3 Areas**: Student Achievement

**Problem Statement 4**: Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended.

**Root Cause 4**: Reading instruction is not provided at the depth and complexity of the TEKS.

**Problem Statement 4 Areas**: Student Achievement

**Problem Statement 5**: Less than a fourth, 23%, of all bilingual students are showing increased English proficiency as measured by TELPAS.

**Root Cause 5**: Bilingual students do not have enough practice in listening, speaking, reading, and writing in English.

**Problem Statement 5 Areas**: Student Achievement

**Problem Statement 6**: Conscious Discipline is not fully implemented in all classrooms.

**Root Cause 6**: Lack of ongoing training.

**Problem Statement 6 Areas**: School Culture and Climate

**Problem Statement 7**: CHAMPS expectations are not consistently taught and enforced.

**Root Cause 7**: Inadequate follow through from administration and staff.

**Problem Statement 7 Areas**: School Culture and Climate

**Problem Statement 8**: Parent Involvement is poor; 50% of families never meet with their child's teacher during the year. 67% of teachers surveyed responded that it is somewhat challenging to communicate with the families of students.

**Root Cause 8**: There is not consistent communication between home and school.

**Problem Statement 8 Areas**: School Culture and Climate

**Problem Statement 9**: Campus Improvement Team does not meet the district membership requirements.

**Root Cause 9**: Lack of parental, community, and business owner representation.

**Problem Statement 9 Areas**: School Culture and Climate

**Problem Statement 10**: During distance learning in Spring 2020, 38% of students participated rarely, or never.

**Root Cause 10**: Lack of access to broadband internet access.

**Problem Statement 10 Areas**: School Culture and Climate

**Problem Statement 11**: Staff perceptions of the campus score low compared to other elementary campuses. Feedback and Coaching scored 40% compared to 71% for other elementaries. School climate scored 44% compared to 79% for all elementary campuses. Professional Learning scored 52% compared to 73% for elementaries. And School Leadership scored 78% compared to 84% for elementary campuses.

**Root Cause 11**: There is no campus plan for school culture in place.

**Problem Statement 11 Areas**: School Culture and Climate

**Problem Statement 12**: Fifty-two percent of students surveyed believe it is difficult to find help from an adult if they are being bullied.

**Root Cause 12**: Strong relationships between staff and students are lacking.

**Problem Statement 12 Areas**: School Culture and Climate

**Problem Statement 13**: There is no formal plan for supporting first through third year teachers.

**Root Cause 13**: A plan has not been developed and implemented.

**Problem Statement 13 Areas**: Staff Quality, Recruitment, and Retention

**Problem Statement 15**: T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction.

**Root Cause 15**: Lack of knowledge about blended and personalized learning.

**Problem Statement 15 Areas**: Curriculum, Instruction, and Assessment

**Problem Statement 16**: T-TESS shows that only 4% of teachers scored above proficient in planning engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.

**Root Cause 16**: Dowling is not a schoolwide AVID campus.

**Problem Statement 16 Areas**: Curriculum, Instruction, and Assessment

**Problem Statement 17**: There is inequity in the number of ISS and OSS placements assigned to African American students at Dowling.

**Root Cause 17**: Lack of equity for student groups.

**Problem Statement 17 Areas**: School Culture and Climate


**Problem Statement 18**: 59% of parents are not engaged.

**Root Cause 18**: No consistent system for reaching out to parents. Lack of opportunities to engage families.

**Problem Statement 18 Areas**: Parent and Community Engagement


**Problem Statement 19**: Zero percent of Community Partners are not engaged.

**Root Cause 19**: Community Partners are not informed of campus needs and asked to be involved in the campus.

**Problem Statement 19 Areas**: Parent and Community Engagement


**Problem Statement 21**: Students spend 0 minutes silently reading each day.

**Root Cause 21**: This has not been a campus focus and included in the master schedule.

**Problem Statement 21 Areas**: School Context and Organization


**Problem Statement 22**: There are zero schoolwide site licenses for technology applications.

**Root Cause 22**: Funds have not been allocated for these purchases.

**Problem Statement 22 Areas**: Technology


**Problem Statement 23**: Dowling is in need of many repairs and/or updates to the facility and grounds.

**Root Cause 23**: There has been no plan in place to keep the building up-to-date and in good repair.

**Problem Statement 23 Areas**: School Culture and Climate

**Problem Statement 24**: Less than 50% of Dowling 4th-graders approach grade level on the writing STAAR.

**Root Cause 24**: Lack of a strong, consistent writing program in K-3.

**Problem Statement 24 Areas**: Student Achievement

**Problem Statement 25**: Less than 50% of Dowling 5th-graders approach grade level on the science STAAR.

**Root Cause 25**: Lack of foundational science knowledge.

**Problem Statement 25 Areas**: Student Achievement

**Problem Statement 26**: At least 25% of all students will learn in a completely virtual environment and 0% of teachers and leaders have experience in leading a fully virtual classroom.

**Root Cause 26**: Lack of experience with virtual teaching and learning.

**Problem Statement 26 Areas**: Technology

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

**Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Enrollment trends

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

**Parent/Community Data**

- Parent Involvement Rate

# Goals

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

**Performance Objective 1:** Dowling will utilize technology to provide quality blended learning for all students.

**Evaluation Data Sources:** Lesson plans; device inventory; student, parent, staff surveys

**Summative Evaluation:** None

| **Strategy 1:** Standardize classroom instructional technology to include 1:1 staff and 1:1 scholar mobile devices. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Increase timely access to digital content and online educational systems. | | **Formative** |
| **Staff Responsible for Monitoring:** Principal | | **Oct** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** School Culture and Climate 6 Curriculum, Instruction, and Assessment 1 | **Jan** |
| **TEA Priorities:** None | | **Mar** |
| **ESF Levers:** Lever 5: Effective Instruction | **Funding Sources:** | **Summative** |
| | Stickers and luggage tags to identify devices and carrying cases. Title One School-wide $750 | **May** |

**Strategy 2:** Dowling teachers will embed student use of technology tools that align with the TEKS into daily lesson plans.

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Increase in student participation in online learning programs that focus on closing learning gaps in reading and math. | | Oct |
| | | Jan |
| **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialists, Teachers | | Mar |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** Student Achievement 4, 5 Curriculum, Instruction, and Assessment 1 Technology 1 | Summative |
| **TEA Priorities:** Build a foundation of reading and math | | May |
| **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | |
| | **Funding Sources:** Flocabulary Online Program Title One School-wide $2,500 BrainPop Online Program Title One School-wide $2,550 Generation Genius Online Program Title One School-wide $795 See Saw Online App for K-2 Title One School-wide $1,700 Lyrics2Learn Online Program Title One School-wide $2,500 | |

**Strategy 3:** Dowling staff will participate in a book study using the book Blended Learning in Action by Caitlin Tucker.

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Staff will have knowledge of blended learning best practices. | | Oct |
| **Staff Responsible for Monitoring:** Principal | | Jan |
| **Title I Schoolwide Elements:** None | **Problem Statements:** Curriculum, Instruction, and Assessment 1 Technology 2 | Mar |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools | | Summative |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum | **Funding Sources:** Blended Learning in Action books for each staff member Title One School-wide $980 | May |

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

## Student Achievement

**Problem Statement 4:** Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended. **Root Cause:** Reading instruction is not provided at the depth and complexity of the TEKS.

**Problem Statement 5:** Less than a fourth, 23%, of all bilingual students are showing increased English proficiency as measured by TELPAS. **Root Cause:** Bilingual students do not have enough practice in listening, speaking, reading, and writing in English.

## School Culture and Climate

**Problem Statement 6:** During distance learning in Spring 2020, 38% of students participated rarely, or never. **Root Cause:** Lack of access to broadband internet access.

## Curriculum, Instruction, and Assessment

**Problem Statement 1:** T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning.

## Technology

**Problem Statement 1:** There are zero schoolwide site licenses for technology applications. **Root Cause:** Funds have not been allocated for these purchases.

**Problem Statement 2:** At least 25% of all students will learn in a completely virtual environment and 0% of teachers and leaders have experience in leading a fully virtual classroom. **Root Cause:** Lack of experience with virtual teaching and learning.

**Performance Objective 2:** Dowling student attendance rate will increase from 91.7% in March 2020 to 95% by May 2021.

**Evaluation Data Sources:** Attendance data

**Summative Evaluation:** None

| **Strategy 1:** Teachers will make daily contact with parents when a scholar is absent and document the contact. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Parents/guardians will have an increased awareness of the importance of attendance. | | **Formative** |
| **Staff Responsible for Monitoring:** Attendance Clerk/Registrar | | **Oct** |
| **Title I Schoolwide Elements:** 2.6 | **Problem Statements:** Demographics 1 School Culture and Climate 4 Parent and Community Engagement 1 | **Jan** |
| **TEA Priorities:** Improve low-performing schools | | **Mar** |
| **ESF Levers:** Lever 3: Positive School Culture | | **Summative** |
| | **Funding Sources:** None | **May** |
| **Strategy 2:** Weekly recognition for classes and scholars with perfect attendance. | | |
| **Strategy's Expected Result/Impact:** Increase in daily attendance. | | **Formative** |
| **Staff Responsible for Monitoring:** Attendance Clerk / Registrar Principal | | **Oct** |
| | | **Jan** |
| **Title I Schoolwide Elements:** 2.6 | **Problem Statements:** Demographics 1 | **Mar** |
| **TEA Priorities:** Improve low-performing schools | | |
| **ESF Levers:** None | **Funding Sources:** Prizes for weekly perfect attendance awards. Title One School-wide $5,000 | **Summative** |
| | | **May** |

**Strategy 3:** The principal will contact a parent/guardian when a scholar reaches 7 absences and for each absence thereafter. The call will be logged in Eduphoria and a growth plan will be implemented where parents have to meet with the principal each grading period to monitor attendance.

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Parents / guardians will feel supported and be offered resources if needed. Attendance will improve. | | **Oct** |
| **Staff Responsible for Monitoring:** Attendance Clerk Principal | | **Jan** |
| **Title I Schoolwide Elements:** 2.6 | **Problem Statements:** Demographics 1 School Culture and Climate 4 Parent and Community Engagement 1 | **Mar** |
| **TEA Priorities:** Improve low-performing schools | | **Summative** |
| **ESF Levers:** Lever 3: Positive School Culture | | **May** |
| | **Funding Sources:** None | |

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

**Demographics**

**Problem Statement 1:** Student attendance rate. 91.7%, is below the state and district percentages, **Root Cause:** Families do not understand the importance of school attendance,

**School Culture and Climate**

**Problem Statement 4:** Parent Involvement is poor; 50% of families never meet with their child's teacher during the year. 67% of teachers surveyed responded that it is somewhat challenging to communicate with the families of students. **Root Cause:** There is not consistent communication between home and school.

**Parent and Community Engagement**

**Problem Statement 1:** 59% of parents are not engaged. **Root Cause:** No consistent system for reaching out to parents. Lack of opportunities to engage families.

**Performance Objective 3:** Dowling will establish and maintain strong partnerships with parents, community members, and businesses.

**Evaluation Data Sources:** Parent Survey Responses, Community Partnership documentation

**Summative Evaluation:** None

| Strategy 1: The Campus Improvement Team will include two parents, two community members, and two business representatives who will meet with the team a minimum of three times a year. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** CIT will be aligned with mandated representation. | | **Formative** |
| **Staff Responsible for Monitoring:** Principal<br>CIT | | **Oct**<br><br>**Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** None | **Problem Statements:**<br>School Culture and Climate 5<br>Parent and Community Engagement 1, 2 | |
| **TEA Priorities:** Improve low-performing schools | | **Summative** |
| **ESF Levers:** Lever 3: Positive School Culture | **Funding Sources:**<br>None | **May** |
| **Strategy 2:** Weekly teacher/grade-level newsletters will be provided digitally and sent via Class Dojo and posted on teacher websites. Monthly campus newsletters will be published via Smore. | | |
| **Strategy's Expected Result/Impact:** Parents will have timely information about school activities and weekly learning objectives. | | **Formative** |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Teachers | | **Oct**<br><br>**Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** None | **Problem Statements:**<br>School Culture and Climate 4<br>Parent and Community Engagement 1 | |
| **TEA Priorities:** Improve low-performing schools | | **Summative** |
| **ESF Levers:** Lever 3: Positive School Culture | **Funding Sources:**<br>None | **May** |

| **Strategy 3:** Three new relationships with community partners will be established to help support the needs of Dowling. | |
|---|---|
| **Strategy's Expected Result/Impact:** Increase in community involvement at Dowling from two to five partners. | **Formative** |
| **Staff Responsible for Monitoring:** ILT | **Oct** |
| **Title I Schoolwide Elements:** None | **Problem Statements:** Parent and Community Engagement 2 | **Jan** |
| **TEA Priorities:** Improve low-performing schools | | **Mar** |
| **ESF Levers:** Lever 3: Positive School Culture | **Funding Sources:** None | **Summative** |
| | | **May** |

| **Strategy 4:** Quarterly Virtual Coffee and Conversations with the Principal will be held to build strong relationships with parents. Sessions will be available in English and Spanish. | |
|---|---|
| **Strategy's Expected Result/Impact:** Increase in parent/guardian involvement in school. Parent survey in the spring of 2021 will indicate the majority of Dowling parents have had a positive experience with the campus. Parent input will be gathered for the Title I Parent and Family Engagement Policy. | **Formative** |
| | **Oct** |
| **Staff Responsible for Monitoring:** Principal Assistant Principal | **Jan** |
| | **Mar** |
| **Title I Schoolwide Elements:** 3.1, 3.2 | **Problem Statements:** School Culture and Climate 4 Parent and Community Engagement 1 | **Summative** |
| **TEA Priorities:** Improve low-performing schools | | **May** |
| **ESF Levers:** Lever 3: Positive School Culture | **Funding Sources:** None | |

**Strategy 5:** The Campus Improvement Team (CIT) will begin working on the campus core values, vision, and mission in the fall of 2020. In the Spring of 2021, the CIT will solicit input and feedback from all staff, parents, and students. By May 2021, the Dowling core values, mission, and vision will be published.

| | **Formative** |
|---|---|
| **Strategy's Expected Result/Impact:** All stakeholders will have input in developing core values, a common mission and vision to guide the work of the campus in the years to come. | **Oct** |
| | **Jan** |
| **Staff Responsible for Monitoring:** CIT | **Mar** |
| **Title I Schoolwide Elements:** None  **Problem Statements:** School Culture and Climate 7 | |
| **TEA Priorities:** None | **Summative** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture  **Funding Sources:** None | **May** |

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

### School Culture and Climate

**Problem Statement 4:** Parent Involvement is poor; 50% of families never meet with their child's teacher during the year. 67% of teachers surveyed responded that it is somewhat challenging to communicate with the families of students. **Root Cause:** There is not consistent communication between home and school.

**Problem Statement 5:** Campus Improvement Team does not meet the district membership requirements. **Root Cause:** Lack of parental, community, and business owner representation.

**Problem Statement 7:** Staff perceptions of the campus score low compared to other elementary campuses. Feedback and Coaching scored 40% compared to 71% for other elementaries. School climate scored 44% compared to 79% for all elementary campuses. Professional Learning scored 52% compared to 73% for elementaries. And School Leadership scored 78% compared to 84% for elementary campuses. **Root Cause:** There is no campus plan for school culture in place.

### Parent and Community Engagement

**Problem Statement 1:** 59% of parents are not engaged. **Root Cause:** No consistent system for reaching out to parents. Lack of opportunities to engage families.

**Problem Statement 2:** Zero percent of Community Partners are not engaged. **Root Cause:** Community Partners are not informed of campus needs and asked to be involved in the campus.

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

**Evaluation Data Sources:** Referral data; student, teacher, and parent survey results

**Summative Evaluation:** None

| Strategy 1: Conscious Discipline training will occur through a combination of online modules and a book study. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** All staff will be trained in Conscious Discipline and utilize it daily to meet the social-emotional needs of scholars. Students will feel safe at school and be able to regulate their emotions. | | **Formative** |
| | | **Oct** |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Counselor | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.6 | **Problem Statements:**<br>School Culture and Climate 1, 8 | **Summative** |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools | | **May** |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | **Funding Sources:**<br>Conscious Discipline eCourse Workbooks Title One School-wide $720<br>Conscious Discipline Classroom Resources Title One School-wide $12,000<br>Conscious Discipline Books Title One School-wide $1,400<br>Conscious Discipline eCourse Title One School-wide $979 | |

| **Strategy 2:** CHAMPS will be used in all common areas and classrooms to organize learning for scholar success. Staff will be trained in CHAMPS during August and display their CHAMPS chart in their classrooms. CHAMPS charts will be used by teachers during each lesson and transition. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Scholars will be orderly, responsive, engaged, and motivated. | | **Formative** |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Instructional Specialists<br>Teachers | | **Oct**<br><br>**Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** 2.5, 2.6 | **Problem Statements:**<br>School Culture and Climate 2 | **Summative** |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools | | **May** |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction | **Funding Sources:**<br>None | |

| **Strategy 3:** The counselor will provide lessons on preventing bullying, including cyber-bullying, to all scholars a minimum of twice a year. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Scholars will recognize bullying behaviors and strategies for prevention. All scholars will know how to find help from an adult if they are being bullied. | | **Formative** |
| | | **Oct** |
| **Staff Responsible for Monitoring:** Counselor<br>Principal<br>Assistant Principal<br>Teachers | | **Jan**<br><br>**Mar** |
| | | **Summative** |
| **Title I Schoolwide Elements:** 2.6 | **Problem Statements:**<br>School Culture and Climate 8 | **May** |
| **TEA Priorities:** Improve low-performing schools | | |
| **ESF Levers:** Lever 3: Positive School Culture | **Funding Sources:**<br>None | |

**Strategy 4:** The counselor will provide monthly guidance lessons to all classes.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Scholars will develop social-emotional skills and learn to self-regulate their emotions. | **Oct** |
| **Staff Responsible for Monitoring:** Counselor<br>Principal<br>Assistant Principal<br>Teachers | **Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** 2.6 | **Problem Statements:**<br>School Culture and Climate 8 | **Summative** |
| **TEA Priorities:** Improve low-performing schools | | **May** |
| **ESF Levers:** Lever 3: Positive School Culture | **Funding Sources:**<br>None | |

**Strategy 5:** Parent education meetings will be held virtually for the purpose of educating parents on Conscious Discipline and bullying prevention.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Increased parent engagement and partnership. | **Oct** |
| **Staff Responsible for Monitoring:** Principal<br>Counselor | **Jan** |
| **Title I Schoolwide Elements:** 3.2 | **Problem Statements:**<br>School Culture and Climate 1, 4<br>Parent and Community Engagement 1 | **Mar** |
| **TEA Priorities:** Improve low-performing schools | | **Summative** |
| **ESF Levers:** Lever 3: Positive School Culture | **Funding Sources:**<br>None | **May** |

| **Strategy 6:** Dowling with work with the ECISD Maintenance department to securely fence the campus perimeter to prevent non-ECISD employees or students access to the campus during the school day. Inside, two sets of doors will be installed in the entrance to eliminate any possibility of a person entering an area other than the front office once they are "buzzed" in through the front doors. | | |
|---|---|---|

| **Strategy's Expected Result/Impact:** Increased safety and security of the campus. | | **Formative** |
|---|---|---|
| **Staff Responsible for Monitoring:** Principal | | **Oct** |
| **Title I Schoolwide Elements:** None | **Problem Statements:** None | **Jan** |
| **TEA Priorities:** None | **Funding Sources:** None | **Mar** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning | | **Summative** |
| | | **May** |

| **Strategy 7:** A campus discipline committee will be formed and meet at least quarterly to examine campus CHAMPS protocols, Conscious Discipline implementation, and student discipline data. The committee will make recommendations for changes, and educate the staff. | | |
|---|---|---|

| **Strategy's Expected Result/Impact:** Staff input in campus culture and procedures. A decrease in the number of student discipline issues. | | **Formative** |
|---|---|---|
| | | **Oct** |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Counselor | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.6 | **Problem Statements:** School Culture and Climate 1, 2 | **Summative** |
| **TEA Priorities:** None | | **May** |
| **ESF Levers:** None | **Funding Sources:** None | |

**Strategy 8:** All Dowling staff will participate in the district's equity training. Articles on equity will be embedded in the campus weekly bulletin at least monthly.

| | |
|---|---|
| **Strategy's Expected Result/Impact:** Discipline referrals, OSS, and ISS placements will reflect equity among student groups. Teachers will work to examine their biases and how they affect students. | **Formative** |
| | **Oct** |
| **Staff Responsible for Monitoring:** Principal | **Jan** |
| **Title I Schoolwide Elements:** 2.6 — **Problem Statements:** School Culture and Climate 3 | **Mar** |
| **TEA Priorities:** Improve low-performing schools | **Summative** |
| **ESF Levers:** Lever 3: Positive School Culture — **Funding Sources:** None | **May** |

| | | | |
|---|---|---|---|
| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue |

### School Culture and Climate

**Problem Statement 1:** Conscious Discipline is not fully implemented in all classrooms. **Root Cause:** Lack of ongoing training.

**Problem Statement 2:** CHAMPS expectations are not consistently taught and enforced. **Root Cause:** Inadequate follow through from administration and staff.

**Problem Statement 3:** There is inequity in the number of ISS and OSS placements assigned to African American students at Dowling. **Root Cause:** Lack of equity for student groups.

**Problem Statement 4:** Parent Involvement is poor; 50% of families never meet with their child's teacher during the year. 67% of teachers surveyed responded that it is somewhat challenging to communicate with the families of students. **Root Cause:** There is not consistent communication between home and school.

**Problem Statement 8:** Fifty-two percent of students surveyed believe it is difficult to find help from an adult if they are being bullied. **Root Cause:** Strong relationships between staff and students are lacking.

### Parent and Community Engagement

**Problem Statement 1:** 59% of parents are not engaged. **Root Cause:** No consistent system for reaching out to parents. Lack of opportunities to engage families.

**Performance Objective 5:** The leadership team will develop a comprehensive communication plan based on the priorities identified in Dowling's Campus Improvement Plan and ECISD's Strategic Plan, The Future is Now.

| **Strategy 1:** A communication plan including, but not limited to social media, campus newsletters, parent meetings/training, newspaper articles, parent-link calls and emails, and mailouts will be developed and implemented no later than September 2020. | |
|---|---|

| | **Formative** |
|---|---|
| **Strategy's Expected Result/Impact:** Increase in parent and community engagement. Weekly highlights of the positive things happening on campus. | **Oct** |
| | **Jan** |
| **Staff Responsible for Monitoring:** ILT<br>CIT | **Mar** |
| **Title I Schoolwide Elements:** None | **Problem Statements:**<br>School Culture and Climate 4<br>Parent and Community Engagement 1, 2 | |
| **TEA Priorities:** None | | **Summative** |
| **ESF Levers:** Lever 3: Positive School Culture | | **May** |
| | **Funding Sources:**<br>None | |

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

### School Culture and Climate

**Problem Statement 4:** Parent Involvement is poor; 50% of families never meet with their child's teacher during the year. 67% of teachers surveyed responded that it is somewhat challenging to communicate with the families of students. **Root Cause:** There is not consistent communication between home and school.

### Parent and Community Engagement

**Problem Statement 1:** 59% of parents are not engaged. **Root Cause:** No consistent system for reaching out to parents. Lack of opportunities to engage families.

**Problem Statement 2:** Zero percent of Community Partners are not engaged. **Root Cause:** Community Partners are not informed of campus needs and asked to be involved in the campus.

**Performance Objective 6:** The Campus Improvement Team will create a long-range improvement plan for expenditures by May, 2021.

**Evaluation Data Sources:** Long-range budgeting plan

**Summative Evaluation:** None

| Strategy 1: The Campus Improvement team will study the budget in the fall quarter. In the winter quarter, the team will make recommendations for the next two year's budgets using input from staff members. They will take these recommendations back to the staff to gather input. In the spring quarter, the team will finalize and make final recommendations. The recommendations will be shared with all staff and used as a guide for future spending. | |
| --- | --- |
| **Strategy's Expected Result/Impact:** Staff input and buy-in about campus priorities. | **Formative** |
| **Staff Responsible for Monitoring:** Campus Improvement Team Principal | **Oct** |
| | **Jan** |
| **Title I Schoolwide Elements:** None | **Problem Statements:** School Culture and Climate 7 | **Mar** |
| **TEA Priorities:** Recruit, support, retain teachers and principals | | |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | **Funding Sources:** None | **Summative** |
| | | **May** |

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

**School Culture and Climate**

**Problem Statement 7:** Staff perceptions of the campus score low compared to other elementary campuses. Feedback and Coaching scored 40% compared to 71% for other elementaries. School climate scored 44% compared to 79% for all elementary campuses. Professional Learning scored 52% compared to 73% for elementaries. And School Leadership scored 78% compared to 84% for elementary campuses. **Root Cause:** There is no campus plan for school culture in place.

**Performance Objective 7:** Dowling will provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the campus forward in the future.

**Evaluation Data Sources:** Long-Range Facilities Plan developed by the CIT

**Summative Evaluation:** None

| Strategy 1: Ensure long-range preventive maintenance practices are in place. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Proper preventive maintenance measures will increase equipment life and save on energy costs associated with running equipment. | | **Formative** |
| | | **Oct** |
| **Staff Responsible for Monitoring:** Principal<br>Head Custodian | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.6 | **Problem Statements:**<br>School Culture and Climate 9 | |
| **TEA Priorities:** None | | **Summative** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | **Funding Sources:**<br>None | **May** |
| **Strategy 2:** Dowling will participate in Universal Free Feeding where all students will receive breakfast and lunch at no charge. | | |
| **Strategy's Expected Result/Impact:** All scholars will have access to breakfast and lunch daily. | | **Formative** |
| **Staff Responsible for Monitoring:** Cafeteria Manager | | **Oct** |
| **Title I Schoolwide Elements:** 2.6 | **Problem Statements:** None | **Jan** |
| **TEA Priorities:** Improve low-performing schools | **Funding Sources:**<br>None | **Mar** |
| **ESF Levers:** Lever 3: Positive School Culture | | **Summative** |
| | | **May** |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✕ Discontinue | | |
| **School Culture and Climate** | | |
| **Problem Statement 9:** Dowling is in need of many repairs and/or updates to the facility and grounds. **Root Cause:** There has been no plan in place to keep the building up-to-date and in good repair. | | |

**Performance Objective 8:** ECISD will provide differentiated processes for academically priority campuses such as Dowling.

**Evaluation Data Sources:** Work Order history
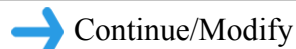
**Summative Evaluation:** None

| Strategy 1: All strategies take precedence for academically priority campuses such as Dowling. The most fragile learning environments receive priority in timing. | |
|---|---|
| **Strategy's Expected Result/Impact:** Work orders and campus requests with poor academic performance will be pushed to the front of the line to ensure these issues are remedied quickly. | **Formative** |
| | **Oct** |
| **Staff Responsible for Monitoring:** Principal | **Jan** |
| **Title I Schoolwide Elements:** 2.6 | **Mar** |
| **Problem Statements:** School Culture and Climate 9 | |
| **TEA Priorities:** None | **Summative** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | **Funding Sources:** None | **May** |

| Strategy 2: Plan and implement effective transitions for Pre-K to Kindergarten, and 5th -grade to Middle School in order to maintain academic learning and support the social-emotional learning of students. | |
|---|---|
| **Strategy's Expected Result/Impact:** The expected result is to support students before, during and after a transition. | **Formative** |
| **Staff Responsible for Monitoring:** Principal AVID Site Team | **Oct** |
| | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Mar** |
| **Problem Statements:** Demographics 1 Parent and Community Engagement 1 | |
| **TEA Priorities:** Improve low-performing schools | **Summative** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | **Funding Sources:** None | **May** |

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

| **Demographics** |
|---|
| **Problem Statement 1:** Student attendance rate. 91.7%, is below the state and district percentages, **Root Cause:** Families do not understand the importance of school attendance, |

| **School Culture and Climate** |
|---|
| **Problem Statement 9:** Dowling is in need of many repairs and/or updates to the facility and grounds. **Root Cause:** There has been no plan in place to keep the building up-to-date and in good repair. |

## Parent and Community Engagement

**Problem Statement 1:** 59% of parents are not engaged. **Root Cause:** No consistent system for reaching out to parents. Lack of opportunities to engage families.

**Performance Objective 9:** Dowling will embed technology for any time, anywhere teaching and learning.

| | |
|---|---|
| **Strategy 1:** Dowling will utilize technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning for all, including the following:<br>Learning Management System (LMS)<br>Adaptive Technology | |

| | **Formative** |
|---|---|
| **Strategy's Expected Result/Impact:** Increase percent of students working on grade level in reading and math by 10% as reported on the Imagine Learning Platform. 100% of all scholars will show a year of growth in reading and math as measured by MAP testing. | **Oct** |
| **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, Instructional Specialists | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Mar** |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools | **Problem Statements:** Student Achievement 1, 4, 5 School Culture and Climate 6 Curriculum, Instruction, and Assessment 1 | **Summative** |
| **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | **Funding Sources:** None | **May** |

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

### Student Achievement

**Problem Statement 1:** STAAR Performance Data in all grades all subjects (55% approaches) lags behind the district (63% approaches) and state measures (78% approaches) . **Root Cause:** Students entering third-grade are below grade level in math and reading compared to their peers across the district and state.

**Problem Statement 4:** Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended. **Root Cause:** Reading instruction is not provided at the depth and complexity of the TEKS.

**Problem Statement 5:** Less than a fourth, 23%, of all bilingual students are showing increased English proficiency as measured by TELPAS. **Root Cause:** Bilingual students do not have enough practice in listening, speaking, reading, and writing in English.

### School Culture and Climate

**Problem Statement 6:** During distance learning in Spring 2020, 38% of students participated rarely, or never. **Root Cause:** Lack of access to broadband internet access.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning.

**Performance Objective 10:** Dowling will build a campus-wide awareness and commitment to develop, implement, and integrate SEL initiatives campuswide.

| **Strategy 1:** Dowling will continue to use the Conscious Discipline curriculum to meet the needs of all scholars. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** All staff members will understand the impact of SEL and will be critical partners understanding the importance of implementing social- emotional-cultural learning. | | **Formative** |
| | | **Oct** |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Counselor | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:**<br>School Culture and Climate 1 | **Summative** |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools | | **May** |
| | **Funding Sources:**<br>None | |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✖ Discontinue | | |
| **School Culture and Climate** | | |
| **Problem Statement 1:** Conscious Discipline is not fully implemented in all classrooms. **Root Cause:** Lack of ongoing training. | | |

**Performance Objective 11:** Dowling will provide and safe and supportive school environment.

**Strategy 1:** Awareness training for staff, students, and parents will be provided in the area of sexual abuse and other maltreatment of children.
All new staff will be trained during the required new employee training on Darkness to Light,/Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.

| | | **Formative** |
|---|---|---|
| **Strategy's Expected Result/Impact:** Increased ability of staff and students to recognize and report signs of abuse. | | **Oct** |
| **Staff Responsible for Monitoring:** Counselor<br>Principal | | **Jan** |
| **Title I Schoolwide Elements:** 2.4 | **Problem Statements:** None | **Mar** |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools | **Funding Sources:**<br>None | **Summative** |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers,<br>Lever 3: Positive School Culture | | **May** |

**Strategy 2:** Suicide Prevention education and support for staff and students will be offered through Professional School Counselors and SAS Counselors. Counselors will collaborate with ECISD police as needed.
All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.

| | | **Formative** |
|---|---|---|
| **Strategy's Expected Result/Impact:** 100% of all campus staff will be trained in suicide prevention. Age-appropriate training will be provided to students. | | **Oct** |
| **Staff Responsible for Monitoring:** Counselor<br>Principal<br>Assistant Principal | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.6 | **Problem Statements:**<br>School Culture and Climate 8 | **Summative** |
| **TEA Priorities:** Recruit, support, retain teachers and principals | | **May** |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers,<br>Lever 3: Positive School Culture | **Funding Sources:**<br>None | |

**Strategy 3:** Conflict Resolution and violence prevention programs will be offered.  The school and SAS counselors will be trained yearly in conflict resolution methods.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** 100% of counselors will be trained in conflict resolution methods. | **Oct** |
| **Staff Responsible for Monitoring:** Counselor<br>Principal | **Jan** |
| **Title I Schoolwide Elements:** 2.4 | **Problem Statements:**<br>School Culture and Climate 8 | **Mar** |
| **TEA Priorities:** Improve low-performing schools | | **Summative** |
| **ESF Levers:** Lever 3: Positive School Culture | **Funding Sources:**<br>None | **May** |

**Strategy 4:** The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in K-5 to implement lessons that will include child abuse, bullying, conflict resolution, substance abuse, self-efficacy, decision making, behavior, and other social-emotional topics.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** All students will have regular access to the guidance curriculum. | **Oct** |
| **Staff Responsible for Monitoring:** Counselor<br>Principal | **Jan** |
| **Title I Schoolwide Elements:** 2.4 | **Problem Statements:** None | **Mar** |
| **TEA Priorities:** Improve low-performing schools | **Funding Sources:**<br>None | **Summative** |
| **ESF Levers:** Lever 3: Positive School Culture | | **May** |

**Strategy 5:**
The Dowling Student Assistance Services Counselor will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Increased knowledge of student's social-emotional skills, reduced behavior problems, and increased attendance and academic achievement. | **Oct** |
| | **Jan** |
| **Staff Responsible for Monitoring:** SAS Counselor<br>Principal<br>Assistant Principal | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** None | **Summative** |
| **TEA Priorities:** Improve low-performing schools **Funding Sources:** None | **May** |
| **ESF Levers:** Lever 3: Positive School Culture | |

**Strategy 6:** Trauma-Informed, Resiliency, trauma-informed Behavior management plans and mental health awareness training will be prepared by SAS Counselors and presented to all administrators, counselors, and campus staff.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Staff will be better able to respond to students' needs in a trauma-informed approach. | **Oct** |
| **Staff Responsible for Monitoring:** Principal<br>SAS Counselor | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5 **Problem Statements:** None | **Mar** |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** None | **Summative** |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | **May** |

**Strategy 7:** Dowling will follow the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to, and report bullying.
Administrators will follow all legal requirements pertaining to incidents of bullying.
The School Counselor will provide guidance lessons or implement programs to include bullying prevention.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Administrators and the counselor will have awareness, recognition, and appropriate response regarding Bullying and will properly identify and will follow the district policy and procedures regarding bullying.<br><br>100% of students will feel like they can get help from an adult if needed. | **Oct**<br><br>**Jan**<br><br>**Mar** |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Counselor | **Summative** |
| **Title I Schoolwide Elements:** 2.5, 2.6 | **May** |
| **TEA Priorities:** None | |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | |

**Problem Statements:**
School Culture and Climate 8

**Funding Sources:**
None

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

**School Culture and Climate**

**Problem Statement 8:** Fifty-two percent of students surveyed believe it is difficult to find help from an adult if they are being bullied. **Root Cause:** Strong relationships between staff and students are lacking.

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

**Performance Objective 1:** Dowling staff will refine the culture of student-centered decision making and develop a common understanding of quality instructional practices.

**Evaluation Data Sources:** Book Study Responses on Google Classroom; Teacher survey responses

**Summative Evaluation:** None

| **Strategy 1:** Dowling staff will participate in a book study on school culture using the book Culturize. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Staff will understand what it takes to cultivate a community of learners who embody the innately human traits our world desperately needs, such as kindness, honesty, and compassion, | | **Formative** |
| | | **Oct** |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principal | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.6 | **Problem Statements:** None | |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools | **Funding Sources:**<br>Culturize Book Title One School-wide $950 | **Summative** |
| | | **May** |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers,<br>Lever 3: Positive School Culture | | |

| **Strategy 2:** The observation-feedback protocol will be implemented to support all teachers' classroom instruction. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** A common understanding of quality instructional practices will be established. | | **Formative** |
| | | **Oct** |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Instructional Specialists | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.5 | **Problem Statements:**<br>Student Achievement 1, 4, 5 | |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | School Culture and Climate 1, 2, 6, 7<br>Staff Quality, Recruitment, and Retention 1<br>Curriculum, Instruction, and Assessment 1, 2 | **Summative** |
| | | **May** |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers,<br>Lever 5: Effective Instruction | **Funding Sources:**<br>None | |

| **Strategy 3:** Campus GT program teachers will provide professional learning and follow-up support on using Depth and Complexity in the classroom. | | | |
|---|---|---|---|
| **Strategy's Expected Result/Impact:** All teachers will begin implementing Depth and Complexity through daily lesson planning. | | | **Formative** |
| **Staff Responsible for Monitoring:** GT teachers<br>Principal<br>Assistant Principal<br>Instructional Specialists | | | **Oct**<br><br>**Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | | **Problem Statements:**<br>Demographics 2<br>Student Achievement 1 | **Summative** |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools | | | **May** |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | **Funding Sources:**<br>None | |

| **Strategy 4:** All teachers will post daily objectives for each subject and review them at the beginning and end of each lesson. | | | |
|---|---|---|---|
| **Strategy's Expected Result/Impact:** Scholars will know what they are expected to learn during the lesson and be able to evaluate their learning at the end of each lesson. | | | **Formative**<br><br>**Oct** |
| **Staff Responsible for Monitoring:** Teachers<br>Instructional Specialists<br>Principal<br>Assistant Principal | | | **Jan**<br><br>**Mar** |
| | | | **Summative** |
| **Title I Schoolwide Elements:** None | | **Problem Statements:** None | **May** |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools | | **Funding Sources:**<br>None | |
| **ESF Levers:** None | | | |

| **Strategy 5:** Teachers will plan for daily formative assessment and include this in the lesson plans. | |
|---|---|

| **Strategy's Expected Result/Impact:** Teachers will know which students need a small group or individual intervention/re-teach to provide an opportunity to master content. | **Formative** |
|---|---|
| | **Oct** |
| **Staff Responsible for Monitoring:** Teachers<br>Principal<br>Assistant Principal | **Jan** |
| | **Mar** |

| **Title I Schoolwide Elements:** 2.5, 2.6 | **Problem Statements:**<br>Curriculum, Instruction, and Assessment 1 | **Summative** |
|---|---|---|
| **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | **Funding Sources:**<br>None | **May** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | | |

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

## Demographics

**Problem Statement 2:** The number of GT students has remained constant even with an increase in enrollment. **Root Cause:** The campus is not identifying students for the GT program.

## Student Achievement

**Problem Statement 1:** STAAR Performance Data in all grades all subjects (55% approaches) lags behind the district (63% approaches) and state measures (78% approaches) . **Root Cause:** Students entering third-grade are below grade level in math and reading compared to their peers across the district and state.

**Problem Statement 4:** Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended. **Root Cause:** Reading instruction is not provided at the depth and complexity of the TEKS.

**Problem Statement 5:** Less than a fourth, 23%, of all bilingual students are showing increased English proficiency as measured by TELPAS. **Root Cause:** Bilingual students do not have enough practice in listening, speaking, reading, and writing in English.

## School Culture and Climate

**Problem Statement 1:** Conscious Discipline is not fully implemented in all classrooms. **Root Cause:** Lack of ongoing training.

**Problem Statement 2:** CHAMPS expectations are not consistently taught and enforced. **Root Cause:** Inadequate follow through from administration and staff.

**Problem Statement 6:** During distance learning in Spring 2020, 38% of students participated rarely, or never. **Root Cause:** Lack of access to broadband internet access.

**Problem Statement 7:** Staff perceptions of the campus score low compared to other elementary campuses. Feedback and Coaching scored 40% compared to 71% for other elementaries. School climate scored 44% compared to 79% for all elementary campuses. Professional Learning scored 52% compared to 73% for elementaries. And School Leadership scored 78% compared to 84% for elementary campuses. **Root Cause:** There is no campus plan for school culture in place.

| Staff Quality, Recruitment, and Retention |
|---|
| **Problem Statement 1:** There is no formal plan for supporting first through third year teachers. **Root Cause:** A plan has not been developed and implemented. |

| Curriculum, Instruction, and Assessment |
|---|
| **Problem Statement 1:** T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning. |
| **Problem Statement 2:** T-TESS shows that only 4% of teachers scored above proficient in planning engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement. **Root Cause:** Dowling is not a schoolwide AVID campus. |

**Performance Objective 2:** In 2020-2021, Dowling will offer a job-embedded, personalized professional learning system for teachers and administrators.

**Evaluation Data Sources:** PD yearly plan

**Summative Evaluation:** None

| Strategy 1: Dowling will provide professional development opportunities that focus on Data-Driven Instruction (DDI), Observation-Feedback Protocols, Advancement Via Individual Determination (AVID),  Blended Learning, Depth and Complexity, Conscious Discipline, and CHAMPS. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Classroom walkthroughs and lesson plans will show evidence of DDI, AVID, and Blended Learning components. | | **Formative** |
| | | **Oct** |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Instructional Specialists<br>Teachers | | **Jan** |
| | | **Mar** |
| | | **Summative** |
| **Title I Schoolwide Elements:** None | **Problem Statements:**<br>School Culture and Climate 7<br>Curriculum, Instruction, and Assessment 1, 2 | **May** |
| **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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | **Funding Sources:**<br>AVID training Title One School-wide $10,000<br>Blended Learning in Action Book Title One School-wide $980 | |

**Strategy 2:** Support for first-third year teachers will include a bi-monthly PLC focused on the Get Better Faster scope and sequence and best practices of classroom instruction found in Teach Like a Champion. This work will be led by the ILT. Follow up observation-feedback meetings will occur on a weekly basis to coach and support teachers in providing quality face-to-face and virtual instruction.

| | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Panorama survey will indicate teachers feel supported and receive quality feedback on their teaching practices. Quality instruction will help to increase the percentage of students performing at, or above, grade-level. | | **Formative** |
| | | **Oct** |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Instructional Specialists | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.6 | **Problem Statements:**<br>School Culture and Climate 7<br>Staff Quality, Recruitment, and Retention 1 | **Summative** |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools | | **May** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | **Funding Sources:**<br>Teach Like a Champion Books and digital curriculum Title One School-wide $850 | |

**Strategy 3:** Each campus administrator will conduct a minimum of five documented walkthroughs and observation/feedback meetings per week.

| | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** All teachers will receive timely feedback and coaching to improve teaching and learning. | | **Formative** |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principal | | **Oct** |
| | | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:**<br>Student Achievement 4<br>School Culture and Climate 1, 2<br>Curriculum, Instruction, and Assessment 2 | **Mar** |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | | **Summative** |
| | | **May** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers | **Funding Sources:**<br>None | |

| **Strategy 4:** Dowling Instructional Leadership Team will focus on retaining staff through intentional and personalized support and professional learning. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Increased staff retention and improved employee effectiveness. | | **Formative** |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Instructional Specialists | | **Oct**<br><br>**Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.6 | **Problem Statements:**<br>School Culture and Climate 7 | |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools | | **Summative** |
| | **Funding Sources:**<br>None | **May** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | | |

| **Strategy 5:** Dowling will implement the ECISD Mentor Program that supports and engages new staff. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Improved staff retention and improved employee effectiveness. | | **Formative** |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Mentor Teachers | | **Oct**<br><br>**Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:**<br>School Culture and Climate 7<br>Staff Quality, Recruitment, and Retention 1 | |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools | | **Summative** |
| | **Funding Sources:**<br>None | **May** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | | |

**Strategy 6:** Campus administrators and Instructional Specialists will effectively communicate observation feedback and coaching for instructional staff.

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Improve student outcomes; improve staff retention; improve employee effectiveness | | **Oct** |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Instructional Specialists | | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:**<br>School Culture and Climate 7<br>Staff Quality, Recruitment, and Retention 1<br>Curriculum, Instruction, and Assessment 2 | **Mar** |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools | | **Summative** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction | **Funding Sources:**<br>None | **May** |

| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue |
|---|---|---|---|

## Student Achievement

**Problem Statement 4:** Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended. **Root Cause:** Reading instruction is not provided at the depth and complexity of the TEKS.

## School Culture and Climate

**Problem Statement 1:** Conscious Discipline is not fully implemented in all classrooms. **Root Cause:** Lack of ongoing training.

**Problem Statement 2:** CHAMPS expectations are not consistently taught and enforced. **Root Cause:** Inadequate follow through from administration and staff.

**Problem Statement 7:** Staff perceptions of the campus score low compared to other elementary campuses. Feedback and Coaching scored 40% compared to 71% for other elementaries. School climate scored 44% compared to 79% for all elementary campuses. Professional Learning scored 52% compared to 73% for elementaries. And School Leadership scored 78% compared to 84% for elementary campuses. **Root Cause:** There is no campus plan for school culture in place.

## Staff Quality, Recruitment, and Retention

**Problem Statement 1:** There is no formal plan for supporting first through third year teachers. **Root Cause:** A plan has not been developed and implemented.

## Curriculum, Instruction, and Assessment

**Problem Statement 1:** T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning.

**Problem Statement 2:** T-TESS shows that only 4% of teachers scored above proficient in planning engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement. **Root Cause:** Dowling is not a schoolwide AVID campus.

**Performance Objective 3:** The ILT will provide a positive culture for all staff and scholars.

**Evaluation Data Sources:** Staff Surveys; Student surveys; parent surveys; discipline referral data

**Summative Evaluation:** None

| **Strategy 1:** Clear expectations for routines will be developed, published in the "Dowling Culture Playbook", taught, and reinforced. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** All stakeholders will know and follow expectations set forth in the Culture Playbook. Discipline referral data will reflect more students are on task during arrival, dismissal, hallway transitions, lunch, virtual classrooms, assemblies, and beginning of face-to-face instruction. | | **Formative** |
| | | **Oct** |
| **Staff Responsible for Monitoring:** ILT<br>Teachers | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:**<br>School Culture and Climate 7 | **Summative** |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools | **Funding Sources:**<br>None | **May** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | | |
| **Strategy 2:** The Campus Improvement Team in partnership with the Maintenance Department and community partners will work to improve and maintain the physical environment of the campus. | | |
| **Strategy's Expected Result/Impact:** Staff, scholars, and parents will have pride in the campus which will lead to an increase in positive feelings towards school and an increase in achievement. Staff, parent, and scholar surveys will indicate pride in the campus. | | **Formative** |
| | | **Oct** |
| **Staff Responsible for Monitoring:** CIT<br>Principal | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** None | **Problem Statements:**<br>School Culture and Climate 7<br>Parent and Community Engagement 2 | **Summative** |
| **TEA Priorities:** Improve low-performing schools | | **May** |
| **ESF Levers:** Lever 3: Positive School Culture | **Funding Sources:**<br>None | |
| 0% No Progress          100% Accomplished          → Continue/Modify          ✕ Discontinue | | |
| **School Culture and Climate** | | |

**Problem Statement 7:** Staff perceptions of the campus score low compared to other elementary campuses. Feedback and Coaching scored 40% compared to 71% for other elementaries. School climate scored 44% compared to 79% for all elementary campuses. Professional Learning scored 52% compared to 73% for elementaries. And School Leadership scored 78% compared to 84% for elementary campuses. **Root Cause:** There is no campus plan for school culture in place.

## Parent and Community Engagement

**Problem Statement 2:** Zero percent of Community Partners are not engaged. **Root Cause:** Community Partners are not informed of campus needs and asked to be involved in the campus.

**Performance Objective 4:** The campus teacher retention rate will increase from 78% to 85%.

**Evaluation Data Sources:** Teacher retention data.

**Summative Evaluation:** None

| Strategy 1: A campus culture plan will be developed and put into place by August 2020. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Staff will feel supported and valued. | | **Formative** |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Instructional Specialists | | **Oct**<br><br>**Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** None | **Problem Statements:**<br>School Culture and Climate 7 | |
| **TEA Priorities:** Recruit, support, retain teachers and principals | | **Summative** |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers | **Funding Sources:**<br>None | **May** |

| Strategy 2: 100% of Dowling teachers will receive targeted Observation Feedback. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Supported Teachers; Relevant Feedback; | | **Formative** |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Instructional Specialists | | **Oct**<br><br>**Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** None | **Problem Statements:**<br>School Culture and Climate 7 | |
| **TEA Priorities:** Recruit, support, retain teachers and principals | | **Summative** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers | **Funding Sources:**<br>None | **May** |

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

| School Culture and Climate |
|---|
| **Problem Statement 7:** Staff perceptions of the campus score low compared to other elementary campuses. Feedback and Coaching scored 40% compared to 71% for other elementaries. School climate scored 44% compared to 79% for all elementary campuses. Professional Learning scored 52% compared to 73% for elementaries. And School Leadership scored 78% compared to 84% for elementary campuses. **Root Cause:** There is no campus plan for school culture in place. |

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

**Performance Objective 1:** Students achieving the Meets Standard on the state assessments in Reading will increase from 21% to 28%. Students achieving the Masters Standard on the state assessments in Reading will increase from 5% to 10% by May 2021.

**Evaluation Data Sources:** STAAR test

**Summative Evaluation:** None

| Strategy 1: The campus will implement a consistent process to disaggregate data and monitor data through Professional Learning Communities (PLCs). | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Lesson plans will reflect data-driven lessons/instruction. Teachers will script and practice the reteach lesson during PLCs. | | **Formative** |
| | | **Oct** |
| **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, Instructional Specialists | | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** Student Achievement 1, 4 | **Mar** |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools | | **Summative** |
| | **Funding Sources:** None | **May** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | | |

| **Strategy 2:** Instructional Specialists will provide targeted support for reading instruction, focusing on guided reading in K-2. | |
|---|---|
| **Strategy's Expected Result/Impact:** All teachers will provide high-quality ELAR instruction leading to a year of growth for all scholars. | **Formative** |
| | **Oct** |
| **Staff Responsible for Monitoring:** Instructional Specialists<br>Teachers | **Jan** |
| | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6     **Problem Statements:** Student Achievement 1, 4 | **Summative** |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools    **Funding Sources:** None | **May** |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | |

| **Strategy 3:** Tier II students will receive support a minimum of 30 minutes 3-5 times weekly in groups of no larger than eight students for a minimum of eight weeks with bi-weekly progress monitoring. All Tier II support will be documented using the RTI process. | |
|---|---|
| **Strategy's Expected Result/Impact:** Gaps in learning will close due to appropriate intervention and students will move to Tier I support after 8-12 weeks of intervention. | **Formative** |
| | **Oct** |
| **Staff Responsible for Monitoring:** Teachers<br>Counselor<br>Principal | **Jan** |
| | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.6     **Problem Statements:** Student Achievement 1, 4 | **Summative** |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools    **Funding Sources:** None | **May** |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | |

| **Strategy 4:** Tier III students will receive support a minimum of 45-120 minutes 5 times weekly in groups of no larger than three students for a minimum of eight weeks with weekly progress monitoring. All Tier II support will be documented using the RTI process. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Gaps in learning will begin to close and the student will move to Tier II support after 8-12 weeks of intervention. | | **Formative** |
| | | **Oct** |
| **Staff Responsible for Monitoring:** Teachers<br>Counselor<br>Principal | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools | **Funding Sources:**<br>None | **May** |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | | |

| **Strategy 5:** Students in kindergarten through grade five will use Imagine Learning weekly for the recommended number of minutes based on their MAP testing results. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** All students will grow at least one year in reading ability. | | **Formative** |
| | | **Oct** |
| **Staff Responsible for Monitoring:** Teachers<br>Instructional Specialists<br>Principal<br>Assistant Principal | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:**<br>Student Achievement 1, 4, 5<br>Curriculum, Instruction, and Assessment 1 | **Summative** |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools | | **May** |
| **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | **Funding Sources:**<br>None | |

| | |
|---|---|
| **Strategy 6:** All scholars K-5 will utilize the Accelerated Reading program. Goals will be set for individual students to work towards based on 30 minutes of daily reading. | |

| | **Formative** |
|---|---|
| **Strategy's Expected Result/Impact:** Scholars will read daily at school and at home in their Zone of Proximal Development. Scholars will test on their books as they finish reading. All scholars will grow a minimum of one year in reading. | **Oct** |
| | **Jan** |
| **Staff Responsible for Monitoring:** Teachers<br>Librarian | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:**<br>Student Achievement 1, 4, 5 | **Summative** |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools | School Context and Organization 1 | **May** |
| **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | **Funding Sources:**<br>AR Program Title One School-wide $7,900 | |

| | |
|---|---|
| **Strategy 7:** All scholars in grades 1-5 will set reading goals and track them in their Student Planner, AVID binder, student data folder/binder. | |

| | **Formative** |
|---|---|
| **Strategy's Expected Result/Impact:** All scholars will work towards improving their reading level and scores on formative assessments in reading. Teachers will monitor student progress towards goals and assist in goal setting. | **Oct** |
| | **Jan** |
| **Staff Responsible for Monitoring:** Teachers | |
| **Title I Schoolwide Elements:** 2.4, 2.6 | **Problem Statements:**<br>Student Achievement 1, 4 | **Mar** |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools | Curriculum, Instruction, and Assessment 2 | **Summative** |
| **ESF Levers:** Lever 3: Positive School Culture | **Funding Sources:**<br>None | **May** |

**Strategy 8:** A 30-minute school-wide time for silent reading will be established and followed daily by all scholars and staff.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Increase in daily minutes that all students read self-selected books. | |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principal | Oct<br><br>Jan<br><br>Mar |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools | **Funding Sources:**<br>None | **Summative** |
| **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | May |

**Strategy 9:** All teachers will have access to Lyrics 2 Learn and Flocabulary to use in planning personalized learning for reading.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Teachers will use these online programs to meet the needs of all scholars. | |
| **Staff Responsible for Monitoring:** Principal<br>Teachers | Oct<br><br>Jan<br><br>Mar |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:**<br>Student Achievement 1, 4, 5<br>Curriculum, Instruction, and Assessment 1<br>Technology 1 | |
| **TEA Priorities:** None | | |
| **ESF Levers:** None | | **Summative** |
| | **Funding Sources:**<br>Lyrics 2 Learn Online Program Title One School-wide $2,500<br>Flocabulary Online Program Title One School-wide $2,500 | May |

**Strategy 10:** All scholars in grades 3-5 will conference with an administrator, counselor, or instructional specialist a minimum of twice per year about their progress towards achieving mastery on STAAR.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Scholars will be able to explain their reading goals, progress towards those goals, and any support needed. Scholars will feel connected to another adult in the building other than their classroom teacher and will celebrate progress with this adult at least twice per year. | **Oct** |
| | **Jan** |
| **Staff Responsible for Monitoring:** Administrators<br>Counselor<br>Instructional Specialist | **Mar** |
| | **Summative** |
| **Title I Schoolwide Elements:** 2.4, 2.6     **Problem Statements:** Student Achievement 1, 4, 5 | **May** |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools     **Funding Sources:** None | |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | |

**0% No Progress**     **100% Accomplished**     ➡️ **Continue/Modify**     ❌ **Discontinue**

### Student Achievement

**Problem Statement 1:** STAAR Performance Data in all grades all subjects (55% approaches) lags behind the district (63% approaches) and state measures (78% approaches) . **Root Cause:** Students entering third-grade are below grade level in math and reading compared to their peers across the district and state.

**Problem Statement 4:** Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended. **Root Cause:** Reading instruction is not provided at the depth and complexity of the TEKS.

**Problem Statement 5:** Less than a fourth, 23%, of all bilingual students are showing increased English proficiency as measured by TELPAS. **Root Cause:** Bilingual students do not have enough practice in listening, speaking, reading, and writing in English.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning.

**Problem Statement 2:** T-TESS shows that only 4% of teachers scored above proficient in planning engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement. **Root Cause:** Dowling is not a schoolwide AVID campus.

### School Context and Organization

**Problem Statement 1:** Students spend 0 minutes silently reading each day. **Root Cause:** This has not been a campus focus and included in the master schedule.

### Technology

**Problem Statement 1:** There are zero schoolwide site licenses for technology applications. **Root Cause:** Funds have not been allocated for these purchases.

**Performance Objective 2:** Students achieving the Meets Standard on the state assessments in Math will increase from 25% to 30% by May 2021. Students achieving the Masters Standard on the state assessments in Math will increase from 7% to 12% by May 2021.

**Evaluation Data Sources:** STAAR test

**Summative Evaluation:** None

| Strategy 1: The campus will implement the Relay format of Data-Driven Instruction (DDI) through Professional Learning Communities (PLCs). | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Lesson plans will reflect data-driven lessons/instruction. Teachers will script and practice the reteach lesson during PLCs. | | **Formative** |
| | | **Oct** |
| **Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, Instructional Specialists | | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.6 | **Problem Statements:** Student Achievement 1 | **Mar** |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools | | **Summative** |
| | **Funding Sources:** None | **May** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | | |

| Strategy 2: Instructional Specialists will provide targeted support for math instruction in K-5. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** All teachers will provide high-quality math instruction leading to a year of growth for all scholars. | | **Formative** |
| **Staff Responsible for Monitoring:** Instructional Specialists Teachers | | **Oct** |
| | | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** Student Achievement 1 | **Mar** |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools | | **Summative** |
| | **Funding Sources:** None | **May** |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | | |

**Strategy 3:** Tier II students will receive support a minimum of 30 minutes 3-5 times weekly in groups of no larger than eight students for a minimum of eight weeks with bi-weekly progress monitoring. All Tier II support will be documented using the RTI process.

| | |
|---|---|
| **Strategy's Expected Result/Impact:** Gaps in learning will close due to appropriate intervention and the student will move back to Tier I support after 8-12 weeks of intervention. | **Formative** |
| | **Oct** |
| **Staff Responsible for Monitoring:** Teachers<br>Counselor<br>Principal | **Jan** |
| | **Mar** |

| | | |
|---|---|---|
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools | **Funding Sources:** None | **May** |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | | |

**Strategy 4:** Tier III students will receive support a minimum of 45-120 minutes 5 times weekly in groups of no larger than three students for a minimum of eight weeks with weekly progress monitoring. All Tier II support will be documented using the RTI process.

| | |
|---|---|
| **Strategy's Expected Result/Impact:** Gaps in learning will decrease and students will move to Tier II support after 8-12 weeks of intervention. | **Formative** |
| | **Oct** |
| **Staff Responsible for Monitoring:** Teachers<br>Counselor<br>Principal | **Jan** |
| | **Mar** |

| | | |
|---|---|---|
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools | **Funding Sources:** None | **May** |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | | |

**Strategy 5:** Students in kindergarten through grade five will use Imagine Learning weekly to pass a minimum of two lessons weekly.

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** All students will grow at least one year in their math ability as measured by the MAP assessment. | | **Oct** |
| **Staff Responsible for Monitoring:** Teachers<br>Instructional Specialists<br>Principal<br>Assistant Principal | | **Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:**<br>Student Achievement 1<br>Curriculum, Instruction, and Assessment 1 | **Summative** |
| **TEA Priorities:** None | | **May** |
| **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | **Funding Sources:**<br>None | |

**Strategy 6:** All scholars in grades 1-5 will set math goals and track them in their Student Planner, AVID binder, student data folder/binder.

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** All scholars will be able to set goals for Imagine Math usage and track their progress. Teachers will monitor student progress towards goals and assist in goal setting. | | **Oct** |
| **Staff Responsible for Monitoring:** Teachers | | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.6 | **Problem Statements:** None | **Mar** |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools | **Funding Sources:**<br>None | **Summative** |
| **ESF Levers:** Lever 3: Positive School Culture | | **May** |

**Strategy 7:** All scholars in grades 3-5 will conference with an administrator, counselor, or instructional specialist a minimum of twice per year about their progress towards achieving mastery on STAAR.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Scholars will be able to explain their reading goals, progress towards those goals, and any support needed. Scholars will feel connected to another adult in the building other than their classroom teacher and will celebrate progress with this adult at least twice per year. | **Oct** |
| | **Jan** |
| **Staff Responsible for Monitoring:** Administrators<br>Counselor<br>Instructional Specialists | **Mar** |
| | **Summative** |
| **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Student Achievement 1 | **May** |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** None | |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | |

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

### Student Achievement

**Problem Statement 1:** STAAR Performance Data in all grades all subjects (55% approaches) lags behind the district (63% approaches) and state measures (78% approaches) .
**Root Cause:** Students entering third-grade are below grade level in math and reading compared to their peers across the district and state.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning.

**Performance Objective 3:** Students achieving the Meets Standard on the state assessments in Writing will increase from 18% to 28% by May 2021. Students achieving the Masters Standard on the state assessments in Writing will increase from 3% to 14% by May 2021.

**Evaluation Data Sources:** STAAR test

**Summative Evaluation:** None

| Strategy 1: A vertical writing collaborative will be formed with one teacher from each grade level K-5. This group will meet a minimum of one time per month to determine student expectations for writing for the next month. Plans will be shared with the entire staff through grade-level planning meetings. Fidelity of implementation will be monitored by the lead teacher for each grade level, the Instructional Specialist, and Administrators. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** The team will develop consistent expectations for writing instruction across the grade levels. <br><br> All K-5 teachers will spend time teaching writing in all subjects their classrooms. <br><br> **Staff Responsible for Monitoring:** Lead Teachers <br> Instructional Specialists | | **Formative** |
| | | **Oct** |
| | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** <br> Student Achievement 5 | **Summative** |
| **TEA Priorities:** Improve low-performing schools | | **May** |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum | **Funding Sources:** <br> None | |

| Strategy 2: All scholars will complete a minimum of one monthly writing sample. Each teacher will bring examples of low, medium, and high writing samples to a monthly PLC meeting. Teachers will work together to score the writing and discuss common areas of strength and concerns. This will be used to inform the planning of the writing team. | |
|---|---|

| | |
|---|---|
| **Strategy's Expected Result/Impact:** Teachers will develop and refine common expectations for student writing. | **Formative** |
| **Staff Responsible for Monitoring:** Administrators<br>Teachers<br>Campus Writing Committee<br>Instructional Specialists | **Oct**<br><br>**Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6    **Problem Statements:** None | **Summative** |
| **TEA Priorities:** Improve low-performing schools    **Funding Sources:** None | **May** |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | |

| Strategy 3: All teachers K-5 will incorporate writing into each subject area: ELAR, math, science, social studies, and health a minimum of one time per grading period. | |
|---|---|

| | |
|---|---|
| **Strategy's Expected Result/Impact:** Students will be able to explain their thinking and learning across the disciplines through writing.<br><br>EL students will increase their proficiency level on the writing portion of TELPAS. | **Formative**<br><br>**Oct** |
| **Staff Responsible for Monitoring:** Writing Collaborative<br>Administrators<br>Teachers<br>Instructional Specialists | **Jan**<br><br>**Mar** |
| | **Summative** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6    **Problem Statements:** None | **May** |
| **TEA Priorities:** Improve low-performing schools    **Funding Sources:** None | |
| **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | |

**Strategy 4:** Fourth-grade scholars will use released STAAR writing samples and formative assessment writing samples to practice editing and revising skills.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Scholars will be able to apply editing and revising skills to authentic student writing. | |
| **Staff Responsible for Monitoring:** Teachers<br>Administrators | **Oct**<br><br>**Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | |
| **TEA Priorities:** Improve low-performing schools | **Funding Sources:**<br>None | **Summative** |
| **ESF Levers:** Lever 5: Effective Instruction | | **May** |

**Strategy 5:** Fourth-grade scholars will practice scoring released STAAR writing samples using the TEA provided scoring rubric.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Scholars will analyze authentic student writing and determine what it takes, according to the TEA rubric, to achieve a score of 4 in writing. | **Oct** |
| **Staff Responsible for Monitoring:** Teachers<br>Instructional Specialists<br>Administrators | **Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** Improve low-performing schools | **Funding Sources:**<br>None | **May** |
| **ESF Levers:** Lever 5: Effective Instruction | | |

**Strategy 6:** All scholars PK - 5 grade will use handwriting resources from Handwriting Without Tears to develop fluid, neat handwriting.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Writing will be fluid and enable students to concentrate on content rather than the handwriting process. | **Oct** |
| **Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Teachers | **Jan**<br><br>**Mar** |

| | | |
|---|---|---|
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Summative** |
| **TEA Priorities:** Improve low-performing schools | **Funding Sources:** | **May** |
| **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Handwriting Without Tears Materials Title One School-wide $6,000 | |

| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue |
|---|---|---|---|

## Student Achievement

**Problem Statement 5:** Less than a fourth, 23%, of all bilingual students are showing increased English proficiency as measured by TELPAS. **Root Cause:** Bilingual students do not have enough practice in listening, speaking, reading, and writing in English.

**Performance Objective 4:** Students achieving the Meets Standard on the state assessments in Science will increase from 25% to 30% by May 2021. Students achieving the Masters Standard on the state assessments in Science will increase from 5% to 25% by May 2021.

**Evaluation Data Sources:** STAAR

**Summative Evaluation:** None

| Strategy 1: All K-5 teachers will have access to Brain Pop and Generation Genius to use in lesson planning. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Teachers will use multiple resources to plan and implement quality lessons that meet the depth and complexity of the TEKS. | | **Formative** |
| | | **Oct** |
| **Staff Responsible for Monitoring:** Principal<br>Teachers | | **Jan** |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | |
| **TEA Priorities:** Improve low-performing schools | **Funding Sources:** | **Summative** |
| **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Brain Pop Subscription Title One School-wide $3,445<br>Generation Genius Subscription Title One School-wide $795 | **May** |

| Strategy 2: Fifth-grade teachers will provide instruction weekly using hands-on science labs, demonstrations, or videos of science labs. The scholars will complete a written reflection to process their thinking. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Scholars will be able to name the steps in the scientific process, perform a science lab on their own, and complete a written reflection. | | **Formative** |
| | | **Oct** |
| **Staff Responsible for Monitoring:** Teachers | | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** None | **Mar** |
| **TEA Priorities:** Improve low-performing schools | **Funding Sources:** | |
| **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | None | **Summative** |
| | | **May** |

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

**Performance Objective 5:** English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2020-2021.
TELPAS Advanced Level from 21.1% to 26.1%
TELPAS Advanced High Level from 6.42% to 11.42%

**Evaluation Data Sources:** TELPAS scores

**Summative Evaluation:** None

| Strategy 1: All bilingual scholars will practice writing in English each month in a minimum of two subjects. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** All EL students will have regular practice writing in English. | | **Formative** |
| **Staff Responsible for Monitoring:** Classroom Teachers<br>LPAC Coordinator | | **Oct** |
| | | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:**<br>Student Achievement 5 | **Mar** |
| **TEA Priorities:** Improve low-performing schools | | |
| **ESF Levers:** Lever 5: Effective Instruction | **Funding Sources:**<br>None | **Summative** |
| | | **May** |
| Strategy 2: All EL students will practice speaking in English using various apps on the IPads and Chromebooks or by creating a monthly podcast. | | |
| **Strategy's Expected Result/Impact:** EL students will have frequent practice speaking into a microphone and listening to their own voice well before TELPAS. | | **Formative** |
| | | **Oct** |
| **Staff Responsible for Monitoring:** Teachers<br>LPAC Coordinator | | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:**<br>Student Achievement 5 | **Mar** |
| **TEA Priorities:** Improve low-performing schools | | **Summative** |
| **ESF Levers:** Lever 5: Effective Instruction | **Funding Sources:**<br>None | **May** |

**Strategy 3:** All bilingual students will be read to in English. Kindergarten and first-grade teachers will read books in English during ESL time. Second-fifth grade teachers will read books in English during ESL time and scholars will read books in English that are on their reading level in English as determined by STAR testing.

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Bilingual students' understanding of English will increase during the year. Students in grades 2-5 will show an increase in English reading level as measured by iStation and TELPAS. | | **Oct** |
| | | **Jan** |
| **Staff Responsible for Monitoring:** Bilingual Teachers | | |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** Student Achievement 4, 5 | |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools | **Funding Sources:** None | **Summative** |
| **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | **May** |

**Strategy 4:** LPAC Committee made up of all bilingual teachers and the Assistant Principal will meet at least quarterly to discuss the progress of each student and determine and needed interventions/acceleration.

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** The needs of all EL students will be met and their English proficiency as measured by TELPAS will increase by the end of the school year. | | **Oct** |
| | | **Jan** |
| **Staff Responsible for Monitoring:** Assistant Principal Bilingual Teachers | | |
| | | **Mar** |
| **Title I Schoolwide Elements:** 2.6 | **Problem Statements:** Student Achievement 5 | |
| **TEA Priorities:** Improve low-performing schools | | **Summative** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers | **Funding Sources:** None | **May** |

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

| **Student Achievement** |
|---|

**Problem Statement 4:** Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended. **Root Cause:** Reading instruction is not provided at the depth and complexity of the TEKS.

**Problem Statement 5:** Less than a fourth, 23%, of all bilingual students are showing increased English proficiency as measured by TELPAS. **Root Cause:** Bilingual students do not have enough practice in listening, speaking, reading, and writing in English.

**Performance Objective 6:** Coordinated School Health requirements in fitness assessment and physical activity levels will be met by 2020-21 in all physical education classes.

**Evaluation Data Sources:** Fitness Gram

**Summative Evaluation:** None

| **Strategy 1:** All scholars will participate in daily recess for a minimum of 20 minutes. | | **Formative** |
|---|---|---|
| **Strategy's Expected Result/Impact:** Students will be physically active during the school day in addition to PE time. | | **Oct** |
| **Staff Responsible for Monitoring:** Teachers | | |
| **Title I Schoolwide Elements:** None | **Problem Statements:** None | **Jan** |
| **TEA Priorities:** None | **Funding Sources:** None | **Mar** |
| **ESF Levers:** None | | **Summative** |
| | | **May** |

| **Strategy 2:** Teachers K-5 will utilize Go Noodle for classroom breaks and indoor recess when needed. | | **Formative** |
|---|---|---|
| **Strategy's Expected Result/Impact:** Students will have access to physical activity breaks in the classroom on a daily basis. | | **Oct** |
| **Staff Responsible for Monitoring:** None | | |
| **Title I Schoolwide Elements:** None | **Problem Statements:** None | **Jan** |
| **TEA Priorities:** None | **Funding Sources:** None | **Mar** |
| **ESF Levers:** None | | **Summative** |
| | | **May** |

| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue |
|---|---|---|---|

**Performance Objective 7:** Dowling will become a Schoolwide AVID Campus on or before May 2023.

**Evaluation Data Sources:** Lesson Plans, Walkthrough Data, AVID Site Team Plan Documentation

**Summative Evaluation:** None

| **Strategy 1:** All teachers K-5, Instructional Specialists, and administrators, will complete AVID Foundations by May 2021. | |
|---|---|
| **Strategy's Expected Result/Impact:** All teachers and administrators will be trained in AVID. | **Formative** |
| **Staff Responsible for Monitoring:** Principal<br>AVID Site Team | **Oct**<br><br>**Jan** |
| **Title I Schoolwide Elements:** 2.5<br><br>**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools | **Problem Statements:**<br>Curriculum, Instruction, and Assessment 2 | **Mar** |
| | **Funding Sources:**<br>None | **Summative** |
| **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | **May** |

| **Strategy 2:** After AVID Foundation training, all teachers K-5 will incorporate a minimum of one WICOR strategy in each category in weekly lesson plans. | |
|---|---|
| **Strategy's Expected Result/Impact:** Scholars will hone their academic skills, including note-taking, organization, time management, and critical thinking. | **Formative** |
| | **Oct** |
| **Staff Responsible for Monitoring:** AVID Site Team<br>Principal<br>Assistant Principal<br>Teachers | **Jan**<br><br>**Mar** |
| | **Summative** |
| **Title I Schoolwide Elements:** 2.5, 2.6<br><br>**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools | **Problem Statements:**<br>Curriculum, Instruction, and Assessment 2 | **May** |
| | **Funding Sources:**<br>None | |
| **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | |

**Strategy 3:** The AVID Site Team will use the CCI to develop campus goals and monitor progress.

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Dowling will move closer to becoming an AVID Schoolwide Site by the end of the 2023 school year. | | Oct |
| | | Jan |
| **Staff Responsible for Monitoring:** AVID Site Team | | |
| | | Mar |
| **Title I Schoolwide Elements:** 2.5, 2.6 | **Problem Statements:** Curriculum, Instruction, and Assessment 2 | |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | | Summative |
| | **Funding Sources:** None | May |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | |

**Strategy 4:** AVID Site Team members will attend Summer Institute in June 2021.

| | | Formative |
|---|---|---|
| **Strategy's Expected Result/Impact:** Teachers will pivot their approach from instructor to facilitator. Using AVID strategies, they will design learning opportunities that challenge scholars to think critically, ask questions, collaborate, and own their learning. | | Oct |
| | | Jan |
| **Staff Responsible for Monitoring:** AVID Site Team | | |
| | | Mar |
| **Title I Schoolwide Elements:** None | **Problem Statements:** None | |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools | **Funding Sources:** None | Summative |
| | | May |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | | |

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

### Curriculum, Instruction, and Assessment

**Problem Statement 2:** T-TESS shows that only 4% of teachers scored above proficient in planning engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement. **Root Cause:** Dowling is not a schoolwide AVID campus.

**Performance Objective 8:** The percentage of students reading on grade level in grades K-2 will increase at least 10% from the BOY MAP to EOY MAP assessment.

**Evaluation Data Sources:** MAP testing results

**Summative Evaluation:** None

| Strategy 1: K-2 students will have daily access to high-quality lessons in guided reading, whole-group instruction, and personalized learning through Imagine Reading. | | | | | | |
|---|---|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** All students will show one year of growth in reading by May 2021. | | | | | **Formative** | |
| **Staff Responsible for Monitoring:** Teachers | | | | | **Oct** | |
| Instructional Coaches | | | | | **Jan** | |
| Principal | | | | | | |
| Assistant Principal | | | | | **Mar** | |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | | | **Problem Statements:** | | **Summative** | |
| **TEA Priorities:** Build a foundation of reading and math | | | Student Achievement 1, 4 | | **May** | |
| **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | | **Funding Sources:** None | | | |

| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue |
|---|---|---|---|

**Student Achievement**

**Problem Statement 1:** STAAR Performance Data in all grades all subjects (55% approaches) lags behind the district (63% approaches) and state measures (78% approaches) .
**Root Cause:** Students entering third-grade are below grade level in math and reading compared to their peers across the district and state.

**Problem Statement 4:** Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended. **Root Cause:** Reading instruction is not provided at the depth and complexity of the TEKS.

**Performance Objective 9:** The percentage of students that Met Standard on all subjects/grades on the 2019 STAAR test will increase from 55% to 60% as measured by the 2021 STAAR assessment.

**Evaluation Data Sources:** STAAR test

**Summative Evaluation:** None

| **Strategy 1:** Third, Fourth, and Fifth grade teachers will track student progress on all formative assessments and provide the intervention that is data-driven. | | |
|---|---|---|
| **Strategy's Expected Result/Impact:** Increase in number of students meeting standards on each formative assessment. | | **Formative** |
| **Staff Responsible for Monitoring:** Teachers<br>Instructional Specialists<br>Principal<br>Assistant Principal | | **Oct**<br>**Jan**<br>**Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:**<br>Curriculum, Instruction, and Assessment 1 | **Summative** |
| **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools | **Funding Sources:**<br>None | **May** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✗ Discontinue | | |
| **Curriculum, Instruction, and Assessment** | | |
| **Problem Statement 1:** T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning. | | |

**Performance Objective 10:** The percentage of students meeting or exceeding the growth target will increase from 63% (2019 STAAR) to 69% (2020 STAAR).

**Evaluation Data Sources:** 5th-grade STAAR tests Reading and Math.

**Summative Evaluation:** None

| **Strategy 1:** 5th-grade teachers will track growth scores after each formative assessment and provide necessary targeted intervention for each student. | |
|---|---|
| **Strategy's Expected Result/Impact:** Students will make progress in reading and math. | **Formative** |
| **Staff Responsible for Monitoring:** 5th-grade teachers<br>Instructional Specialists<br>Principal<br>Assistant Principal | **Oct**<br><br>**Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:**<br>Curriculum, Instruction, and Assessment 1 | **Summative** |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | **Funding Sources:**<br>None | **May** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | |

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

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning.

**Performance Objective 11:** Implement innovative instructional models that enable personalized learning for all students.

**Evaluation Data Sources:** Lesson plans, assessment scores, PLC minutes

**Summative Evaluation:** None

| **Strategy 1:** Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring. | | |
| --- | --- | --- |
| **Strategy's Expected Result/Impact:** Increase in student mastery in all subject areas. | | **Formative** |
| **Staff Responsible for Monitoring:** Teachers <br> Principal <br> Assistant Principal <br> Instructional Specialists | | **Oct** <br><br> **Jan** <br><br> **Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 | **Problem Statements:** <br> Student Achievement 1, 4 <br> Curriculum, Instruction, and Assessment 1, 2 | **Summative** |
| **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | | **May** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | **Funding Sources:** <br> None | |

**Strategy 2:** Implement research-based instructional models that enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, and Enriched Advanced Academics.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Teachers will meet the educational needs of each scholar. | **Oct** |
| **Staff Responsible for Monitoring:** Teachers<br>Principal<br>Assistant Principal<br>Instructional Specialists | **Jan**<br><br>**Mar** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6<br><br>**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br><br>**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | **Problem Statements:**<br>Demographics 2<br>Curriculum, Instruction, and Assessment 1<br><br>**Funding Sources:**<br>None | **Summative**<br><br>**May** |

**Strategy 3:** The principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show Charts, implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path.

| | Formative |
|---|---|
| **Strategy's Expected Result/Impact:** Increase in teacher and student capacity. | **Oct** |
| **Staff Responsible for Monitoring:** Principal | **Jan** |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6<br><br>**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | **Problem Statements:**<br>School Culture and Climate 7<br>Staff Quality, Recruitment, and Retention 1<br>Curriculum, Instruction, and Assessment 1, 2 | **Mar**<br><br>**Summative** |
| **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | **Funding Sources:**<br>None | **May** |

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

**Demographics**

| |
|---|
| **Problem Statement 2:** The number of GT students has remained constant even with an increase in enrollment. **Root Cause:** The campus is not identifying students for the GT program. |

## Student Achievement

| |
|---|
| **Problem Statement 1:** STAAR Performance Data in all grades all subjects (55% approaches) lags behind the district (63% approaches) and state measures (78% approaches) . **Root Cause:** Students entering third-grade are below grade level in math and reading compared to their peers across the district and state. |
| **Problem Statement 4:** Average student reading levels in Spanish and English across all grade levels are lower than the recommended Lexile levels. Kindergarten average Lexile did not measure and is 230L below recommended lexile level. First-grade average lexile level was 95L in English and 90L in Spanish compared to the 530L recommended in English and Spanish. Second grade English was 365L and Spanish 510 L compared to the recommendation of 650L. Third grade average scores were 545L in English and 510L in Spanish compared to the 820L recommended score. Fourth grade average score was 730L compared to the recommendation of 940L. And fifth-grade was 850L compared to 1010L recommended. **Root Cause:** Reading instruction is not provided at the depth and complexity of the TEKS. |

## School Culture and Climate

| |
|---|
| **Problem Statement 7:** Staff perceptions of the campus score low compared to other elementary campuses. Feedback and Coaching scored 40% compared to 71% for other elementaries. School climate scored 44% compared to 79% for all elementary campuses. Professional Learning scored 52% compared to 73% for elementaries. And School Leadership scored 78% compared to 84% for elementary campuses. **Root Cause:** There is no campus plan for school culture in place. |

## Staff Quality, Recruitment, and Retention

| |
|---|
| **Problem Statement 1:** There is no formal plan for supporting first through third year teachers. **Root Cause:** A plan has not been developed and implemented. |

## Curriculum, Instruction, and Assessment

| |
|---|
| **Problem Statement 1:** T-TESS shows that 0% of teachers scored accomplished or distinguised in the ability to differentiate instruction. **Root Cause:** Lack of knowledge about blended and personalized learning. |
| **Problem Statement 2:** T-TESS shows that only 4% of teachers scored above proficient in planning engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement. **Root Cause:** Dowling is not a schoolwide AVID campus. |

# Campus Funding Summary

| | | | **Title One School-wide** | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Stickers and luggage tags to identify devices and carrying cases. | | $750.00 |
| 1 | 1 | 2 | Flocabulary Online Program | | $2,500.00 |
| 1 | 1 | 2 | BrainPop Online Program | | $2,550.00 |
| 1 | 1 | 2 | Generation Genius Online Program | | $795.00 |
| 1 | 1 | 2 | See Saw Online App for K-2 | | $1,700.00 |
| 1 | 1 | 2 | Lyrics2Learn Online Program | | $2,500.00 |
| 1 | 1 | 3 | Blended Learning in Action books for each staff member | | $980.00 |
| 1 | 2 | 2 | Prizes for weekly perfect attendance awards. | | $5,000.00 |
| 1 | 4 | 1 | Conscious Discipline eCourse Workbooks | | $720.00 |
| 1 | 4 | 1 | Conscious Discipline Classroom Resources | | $12,000.00 |
| 1 | 4 | 1 | Consicous Discipline Books | | $1,400.00 |
| 1 | 4 | 1 | Conscious Discipline eCourse | | $979.00 |
| 2 | 1 | 1 | Culturize Book | | $950.00 |
| 2 | 2 | 1 | AVID training | | $10,000.00 |
| 2 | 2 | 1 | Blended Learning in Action Book | | $980.00 |
| 2 | 2 | 2 | Teach Like a Champion Books and digital curriculum | | $850.00 |
| 3 | 1 | 6 | AR Program | | $7,900.00 |
| 3 | 1 | 9 | Lyrics 2 Learn Online Program | | $2,500.00 |
| 3 | 1 | 9 | Flocabulary Online Program | | $2,500.00 |
| 3 | 3 | 6 | Handwriting Without Tears Materials | | $6,000.00 |
| 3 | 4 | 1 | Brain Pop Subscription | | $3,445.00 |
| 3 | 4 | 1 | Generation Genius Subscription | | $795.00 |
| | | | | **Sub-Total** | $67,794.00 |

| Title One School-wide | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | **Grand Total** | $67,794.00 |

# Addendums