

# **Ector County Independent School District**

## **Dowling Elementary**

### **2021-2022 Campus Improvement Plan**



# Mission Statement

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

# Vision

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Dowling Elementary was built in 1952. For 69 years, Dowling has served students in the surrounding neighborhood.

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 a teacher certified in gifted and talented education and is a receiving campus for gifted and talented students from other campuses. Dowling participates in the Communities in Schools (CIS) program and has a CIS School Coordinator on site who provides support for at-risk students.

Dowling is a school-wide Title 1 school that had 402 students in May 2021. The enrollment is down from 624 in the previous school year. Enrollment data indicates 17.09% English Language Learners, 6.97% identified gifted and talented, 52.74% considered at-risk, 12.69% served through special education, 8.96% homeless, and 79.12% economically disadvantaged students.

There were 108 transfer students at Dowling in 2020-2021. Transfers coded " M- Address Change" made up 34.48% followed by "P-McKinney-Vento/Homeless 24.07% , "V-Campus Transfer" 11.11%, "3-Teacher Transfer" 8.33%, "7-Bilingual" 8.33%, "4-Regular Transfer" 7.41%, "R-Affidavit" 5.55%, and "G-Grandfathered" 2.77%. Transfer student numbers were down from 203 students in 2019-2020.

In 2020-2021, Dowling had 221 male students and 181 female students.

The attendance rate for Dowling was 94.04% for 2020-2021 which is up from 91.7% in 2019-2020. According to the latest TEA School Report Card from 2019-20, Dowling's attendance rate lags behind the state rate of 95.4 but above the district rate of 93.5%. Dowling staff put forth significant efforts to increase the campus attendance rate. There was a weekly drawing from students' names who had perfect attendance the week before. One student from each grade level had their name drawn and got to pick a prize from the "Tiger Den". Classes that had perfect attendance for the week received tokens to get a book from the book vending machine. Social media and Class Dojo were used to keep families informed of attendance goals and progress. Parents were contacted for every absence. Teachers entered attendance contacts in Eduphoria after 3 absences and administrators contacted parents at the seventh absence and sent home an attendance contract. As a result of these efforts, attendance improved by 2.34%.

The 2019-2020 TEA School Report Card reports class size in kindergarten was 24.0 compared to 21.4 for the district and 19.0 for the state. Grade 1 average class size was 22.3 compared to 21.7 for the district and 18.9 for the state. Grade 3 was 21 students compared to 19.9 for the district and 19.0 for the state. These percentages are a concern for an F-rated campus.

The mobility rate in 2020-21 was 24.46% for Dowling. This is the fifth-highest mobility rate in the district. The 2019-2020 TEA School Report Card lists the district mobility rate at 18.9% and the state rate at 15.3%. Dowling has a significantly higher rate than both the district and state. 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., missed six or more weeks). Many of the students

listed on the mobility report left the campus and/or the district at some point during the year. When a student moved to another ECISD campus, the classroom teacher and/or the administrators reached out to the receiving campus to discuss academic needs or attendance concerns in an effort to maintain services for the student.

### **Population Data**

	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>Difference</b>
Total Enrollment	521	516	567	624	402	-222
Kindergarten	85	80	86	119	65	-54
First Grade	70	84	85	111	70	-41
Second Grade	91	76	87	95	75	-20
Third Grade	101	88	94	97	56	-41
Fourth Grade	86	98	106	87	65	-22
Fifth Grade	88	90	109	115	71	-44

<b>Ethnic Distribution</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>Difference</b>
White	59	59	49	60	42	-18
Hispanic / Latinx	420	411	457	510	328	-182
Black or African American	32	36	50	43	29	-14
Asian	4	4	4	2	2	0
American Indian / Alaska Native	0	0	1	1	0	-1
Native Hawaiian / Pacific Islander	0	2	1	1	0	-1
Two or More	6	4	5	7	1	-6

<b>Special Populations</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>Difference</b>
At-Risk	232	232	295	282	212	-70
Economic Disadvantaged	407	376	397	462	318	-144
LEP	109	97	100	112	72	-40
Special Education	49	56	51	54	51	-3
Bilingual Education	96	84	86	95	70	-25

<b>Special Populations</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>Difference</b>
ESL	10	11	14	6	2	-4
Gifted & Talented	30	35	35	33	28	-5
Title I	519	516	567	624	402	-222
Immigrant	21	15	27	35	12	-23
Migrant	0	1	1	1	0	-1
Military-Connected	0	0	0	1	0	-1
Foster Care	0	1	11	7	6	-1
Homeless / Mc-Kinney Vento	35	15	16	13	36	20
Dyslexia	14	15	16	13	8	-5

### **Dowling Staff**

The Principal and Assistant Principal are both returning to Dowling in 2021-2022 for the second year. Dowling will also have a Principal Fellow during the 2021-22 school year. As of August 2021, there are no vacancies at Dowling. The 4/5 combination bilingual class is staffed with a non-certified Instructional Facilitator and an Aide. Dowling is participating in Opportunity Culture and has hired two MCLs. There will be an MCL 1 working with the 3rd-grade team and an MCL 2 working with the 4th and 5th-grade teams. Two teacher residents from UTPB have been hired to work with these MCLs.

### **Employee Numbers**

	<b>Administrators (Principal &amp; Asst. Principal)</b>	<b>Teachers</b>	<b>Instructional Paraprofessionals (Aides)</b>
15/16	1	35	5
16/17	2	38	5
17/18	2	3	4
18/19	2	34	4
19/20	2	34	7
20/21	2 + 1 Principal Fellow	27	8

### **Employee Retention Percentages**

<b>% Remained From Year To Year</b>	<b>Administrators (Principals/Asst. Prin)</b>	<b>Teachers</b>	<b>Instructional Paraprofessionals (Aides)</b>
15/16 to 16/17	100%	82.86%	40%
16/17 to 17/18	100%	86.84%	60%
17/18 to 18/19	0%	64.71%	25%
18/19 to 19/20	100%	79.41%	75%
19/20 to 20/21	0%	79.4%	100%
20/21 to 21/22	100%	53%	88%

### Teaching Staff Demographic Information 2020-2021

<b>Demographic</b>	<b>All Teachers</b>	<b>K</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>	<b>PE</b>	<b>Sped</b>
<b>Male</b>	11%	0%	0%	0%	25%	0%	25%	100%	0%
<b>Female</b>	89%	100%	100%	100%	75%	100%	75%	0%	100%
<b>White</b>	41%	25%	66%	50%	25%	75%	25%	0%	100%
<b>AA</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Hispanic</b>	59%	75%	33%	50%	75%	25%	75%	100%	0%

### Highest Degree Achieved by Teachers

<b>No degree</b>	<b>0%</b>
<b>Bachelors</b>	100%
<b>Masters</b>	24.70%
<b>Doctorate</b>	0%

### Teacher Experience

**Total Professional Percent with Percent with Percent with Percent with**

<b>Any District</b>	<b>0 Years</b>	<b>1-5 Years</b>	<b>6-10 Years</b>	<b>&gt; 10 Years</b>
15/16	2.86%	42.86%	14.29%	40.0%
16/17	5.26%	39.47%	13.16%	42.11%
17/18	2.63%	39.47%	15.79%	44.74%
18/19	2.94%	36.84%	17.65%	41.18%
19/20	2.94%	38.24%	23.53%	41.18%
20/21	12.12%	12.12%	39.39%	36.36%

**Teacher Appraisal Data**

T-TESS Summative Data for Domains I, II, and III from 2020-2021 are listed in the table below. These data indicate that the greatest strength of Dowling teachers was dimension 3.1 Routines and Procedures: The teacher organizes a safe, accessible, and efficient classroom. This is a celebration because this dimension was a focus for improvement throughout the school year. The greatest area of need that the data indicate is dimension 2.5 The teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments. The campus began working on this dimension with Big Rocks Educational System in the Spring of 2021 after initial T-TESS appraisals were conducted and will continue that work in the 2021-22 school year.

<b>T-TESS Dimensions for Domains 1-3</b>	<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Improvement Needed</b>
1.1 The teacher designs clear, well-organized, sequential lessons that reflect best practices, align with standards and are appropriate for diverse learners.	6%	21%	64%	6%	0%
1.2 The teacher designs clear, well-organized, sequential lessons that reflect best practices, align with standards, and are appropriate for diverse learners.	0%	15%	73%	12%	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.	3%	24%	45%	24%	0%
1.4 The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.	3%	18%	58%	18%	0%
2.1 The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.	3%	27%	45%	15%	6%



<b>T-TESS Dimensions for Domains 1-3</b>	<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Improvement Needed</b>
2.2 The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.	9%	21%	45%	21%	3%
2.3 The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.	3%	36%	36%	24%	0%
2.4 The teacher differentiates instruction, aligning methods and techniques to diverse student needs.	9%	24%	58%	3%	6%
2.5 The teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments.	3%	21%	52%	24%	0%
3.1 Routines and Procedures: The teacher organizes a safe, accessible, and efficient classroom.	21%	39%	30%	3%	6%
3.2 The teacher establishes, communicates, and maintains clear expectations for student behavior.	24%	30%	27%	15%	3%
3.3 The teacher leads a mutually respectful and collaborative class of actively engaged learners.	18%	42%	33%	3%	3%
<b>Average Percent</b>	<b>9%</b>	<b>26%</b>	<b>47%</b>	<b>20%</b>	<b>2%</b>

### Demographics Strengths

1. Student attendance had a significant increase in 2020-2021.
2. Both administrators are returning for the 2021-2022 school year.
3. On-site Communities in School Coordinator who helps meet the needs of at-risk students and families.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Student attendance lags behind the state average. **Root Cause:** Parents do not understand and/or value the importance of regular school attendance.

**Problem Statement 2 (Prioritized):** T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed

lesson adjustments. **Root Cause:** Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.

# Student Learning

## Student Learning Summary

Dowling was rated an F campus in 2018-19. Due to COVID-19, there was no state testing in 2020 and all campuses were labeled *Not Rated: Declared State of Disaster* for 2020. The Texas Education Agency paused A-F ratings for the 2020-21 school year due to the ongoing disruptions associated with COVID-19. Therefore, Dowling will enter the 2021-22 school year under "Improvement Required" due to the "F" rating in 2018-19.

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 state in STAAR performance data in all grades and subjects in all performance categories. The 2021 STAAR data indicates that Dowling outperformed the district average in the following areas: 3rd-grade math approaches and masters, 4th-grade math approaches, and masters. All other subjects and performance categories were below the district average.

TELPAS data from 2020-2021 indicates 76 students were tested. Of those tested in grades 1-5, 26 students, or 42%, showed improvement of at least one level. This is 19 percentage points higher than the past year which is the largest gain of any ECISD school. There were 36 students, or 58%, who remained at the same level or below. 14 students took TELPAS for the first time, so there is no progress measure for those students.

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

All Numbers are Percentages

		Campus	African American	Hispanic	White	Eco Dis
<b>All Subjects</b>	2021 STAAR	44	31	43	65	42
	2020 Spring Benchmark	43	44	42	49	49
	2019 STAAR	55	44	56	52	54
	2018 STAAR	56	51	56	52	52

		Campus	African American	Hispanic	White	Eco Dis
	2017 STAAR	56	42	55	69	52
	2016 STAAR	58	31	58	70	52
<b>ELA/Reading</b>	2021 STAAR	44	31	43	58	41
	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
<b>Mathematics</b>	2021 STAAR	52	36	50	74	67
	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
<b>Writing</b>	2021 STAAR	39	20	38	57	35
	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
<b>Science</b>	2021 STAAR	31	25	27	60	28
	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

		<b>Campus</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Eco Dis</b>
<b>All Subjects</b>	2021 STAAR	18	3	16	33	14
	2020 Spring Benchmark	13	4	13	18	12
	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
<b>ELA/Reading</b>	2021 STAAR	19	8	18	32	15
	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
<b>Mathematics</b>	2021 STAAR	20	0	19	37	0
	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
<b>Writing</b>	2021 STAAR	18	0	14	57	16
	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
<b>Science</b>	2021 STAAR	6	0	5	0	6
	2020 Spring Benchmark	9	0	8	20	6

		Campus	African American	Hispanic	White	Eco Dis
	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
<b>All Subjects</b>	2021 STAAR	6	3	5	16	4
	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
<b>ELA/Reading</b>	2021 STAAR	5	0	5	11	3
	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
<b>Mathematics</b>	2021 STAAR	10	0	9	26	0
	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
<b>Writing</b>	2021 STAAR	2	0	0	14	0
	2020 Spring Benchmark	1	0	1	0	2

		<b>Campus</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Eco Dis</b>
	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
<b>Science</b>	2021 STAAR	0	0	0	0	0
	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)

		<b>Campus</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Eco Dis</b>
<b>Both Subjects</b>	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
<b>ELA/Reading</b>	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
<b>Mathematics</b>	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

### 3<sup>rd</sup> Grade STAAR History

All numbers are percentages

		Approaches	Meets	Masters
<b>ELA/Reading</b>	2021 STAAR	53	22	0
	2020 Spring Benchmark	56	24	7
	2019 STAAR	55	16	6
	2018 STAAR	59	20	6
	2017 STAAR	52		
	2016 STAAR	39		
<b>Mathematics</b>	2021 STAAR	57	16	10
	2020 Spring Benchmark	37	13	6
	2019 STAAR	52	24	5
	2018 STAAR	51	21	5
	2017 STAAR	56		
	2016 STAAR	46		

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

All Numbers are Percentages

		Approaches	Meets	Masters
<b>ELA/Reading</b>	2021 STAAR	34	11	3
	2020 Spring Benchmark	53	14	2
	2019 STAAR	47	15	1
	2018 STAAR	51	21	9
	2017 STAAR	44		
	2016 STAAR	60		
<b>Mathematics</b>	2021 STAAR	48	21	13
	2020 Spring Benchmark	49	16	5
	2019 STAAR	51	23	3



		<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
	2018 STAAR	59	31	9
	2017 STAAR	53		
	2016 STAAR	64		
<b>Writing</b>	2021 STAAR	39	18	2
	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

		<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>ELA/Reading</b>	2021 STAAR	46	24	10
	2020 Benchmark	49	17	6
	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

		<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>Math</b>	2021 STAAR	51	24	9
	2020 Benchmark	47	17	6
	2019 Administrations 1&2	72	26	15

		<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
	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

		<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
<b>Science</b>	2021	31	6	0
	2020 Benchmark	32	9	1
	2019	47	25	5
	2018	49	16	2
	2017	60		
	2016	16		

### **Comparison of 2021 STAAR to 2019 STAAR, Cumulative Short-Cycle Assessments (SCA), and Released STAAR Test Data**

2021 STAAR Data in all three performance levels in 5th-grade reading was higher than projected when using the SCAs and released test data as a predictor. The third-grade math STAAR approaches percentage was higher than projected when using the SCA and released test data as a predictor. Third-grade reading data for approaches and "meets" performance levels were higher than the SCA data but lower than the released test data. Fourth-grade STAAR reading data in all three performance levels were lower than the SCA and released test data. Many data points were lower than SCA data and higher than released test data. Fifth-grade science STAAR data and fourth-grade writing STAAR were lower than SCA and released test data. The percentage of Hispanic students achieving the "meets" standard in math was significantly lower than the SCA and released test data.

**% of Assessments**

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	% of Assessments					An cumulat
						2019 STAAR Results	Cumulative Short-Cycle Assessments	Released STAAR	Actual 2021 STAAR Scores		
<b>1. Domain 1</b>	# of Students at Approaches, Meets, and Masters	3	All	Reading	Approaches	55	42	63	53	Higher than SCA; lo	
		3	All	Reading	Meets	16	19	22	22	Higher than SCA; lo	
		3	All	Reading	Masters	6	16	6	0	Lower than both	
		4	All	Reading	Approaches	47	57	39	34	Lower than both	
		4	All	Reading	Meets	15	36	13	11	Lower than both	
		4	All	Reading	Masters	1	14	7	3	Lower than both	
		5	All	Reading	Approaches	64	38	39	46	Higher than both	
		5	All	Reading	Meets	32	14	16	24	Higher than both	
		5	All	Reading	Masters	7	4	0	10	Higher than both	
		3	All	Mathematics	Approaches	52	44	43	57	Higher than both	
		3	All	Mathematics	Meets	24	23	11	16	Lower than SCA; hi	
		3	All	Mathematics	Masters	5	13	6	10	Lower than SCA; hi	
		4	All	Mathematics	Approaches	51	61	45	48	Lower than SCA; hi	
		4	All	Mathematics	Meets	23	28	19	21	Lower than SCA; hi	
		4	All	Mathematics	Masters	3	18	8	13	Lower than SCA; hi	
		5	All	Mathematics	Approaches	72	54	39	51	Lower than SCA; hi	
		5	All	Mathematics	Meets	28	28	10	24	Lower than SCA; hi	
		5	All	Mathematics	Masters	14	11	3	9	Lower than SCA; hi	
		5	All	Science	Approaches	47	43	45	31	Lower than both	
		5	All	Science	Meets	25	16	22	6	Lower than both	
5	All	Science	Masters	5	9	0	0	Lower than SCA; ec			
4	All	Writing	Approaches	47	70	36	39	Lower than both			
4	All	Writing	Meets	18	35	13	18	Lower than SCA; ec			
4	All	Writing	Masters	3	9	4	2	Lower than both			

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	% of Assessments				
						2019 STAAR Results	Cumulative Short-Cycle Assessments	Released STAAR	Actual 2021 STAAR Scores	An
<b>2. Domain 3 Focus 1</b>	Focus 1 Components - Academic Achievement	3,4,5	Eco Dis	Reading	Meets	20	23	13	15	Lower than SCA; hi
	Focus 2 Components - Academic Achievement	3,4,5	Eco Dis	Mathematics	Meets	22	24	14	17	Lower than SCA; hi
		3,4,5	Hispanic	Reading	Meets	22	23	16	18	Lower than SCA; hi
<b>3. Domain 3 Focus 2</b>	Focus 2 Components - Academic Achievement	3,4,5	Hispanic	Mathematics	Meets	27	26	26	8	lower than both

### Average Lexile Levels

The table below shows the average Lexile Level for each grade level based on the end-of-year NWEA MAP scores. When comparing the Dowling Lexile Levels to the recommended college and career readiness recommended Lexile Levels, it is evident that Dowling students lag behind their peers across the country in all grade levels.

	<b>Avg Lexile at Dowling May 2021</b> <b>Based on EOY MAP</b>	<b>CCR Recommended EOY Lexile Level</b>	<b>50<sup>th</sup> Percentile Lexile Level EOY</b> <b>hub.lexile.com/lexile-grade-level-charts</b>	<b>90<sup>th</sup> Percentile Lexile Level EOY</b>
Kinder English	100L	230L	BR160L	150L
Kinder Spanish	100L	NONE	NONE	NONE
1 <sup>st</sup> English	100L	530L	165L	570L
1 <sup>st</sup> Spanish	100L	NONE	540L	NONE
2 <sup>nd</sup> English	187L	650L	425L	795L
3 <sup>rd</sup> English	421L	820L	645L	985L
4 <sup>th</sup> English	529L	940L	850L	1160L
5 <sup>th</sup> English	637L	1010L	950L	1260L

**NWEA MAP DATA 2020-2021**

**MAY 2021 MATH (ENGLISH)**

Math data from the 2021 spring MAP testing shows that all grade levels except 2nd-grade fall below the district grade level RIT ranging from .8 points behind in fourth grade to 4.7 points behind in fifth grade. All grade levels except kindergarten fall below the norm grade level mean RIT. The gap in math achievement ranges from .9 points in second grade to 10.6 points in fifth grade. The gaps created in first grade continue to make it difficult for students to "catch up" to their grade-level peers across the nation.

**Mean RIT District Grade Level RIT Norm Grade Level Mean RIT**

Kindergarten	155.4	156.9	154.8
1st-Grade	171.8	173.2	174.5
2nd-Grade	186.9	184.5	187.8
3rd-Grade	193.5	194.5	199.6
4th-Grade	203.1	203.9	209.1
5th-Grade	206.8	211.5	217.4

### SPRING 2021 MATH (SPANISH)

MAP scores for bilingual kindergarteners and first graders show that kindergarteners are out-performing their peers in the district. Across the nation, while first graders begin to fall behind their peers.

	<b>Mean RIT</b>	<b>District Grade Level RIT</b>	<b>Norm Grade Level Mean RIT</b>
Kindergarten	161.7	156.9	154.8
1st-Grade	172.5	173.2	174.5

### SPRING 2021 READING (ENGLISH)

Math data from the 2021 spring MAP testing shows that 2nd grade is 1.5 points above the district grade level RIT and 3rd grade is .2 points above. Every other grade level is well below the norm grade level mean RIT. In kindergarten, students fell 3.3 points below the norm. The data shows that the gap continues to widen through second grade. Third graders closed the gap a small amount and are 5.9 points below the norm RIT compared to 7.3 points below in second grade. In fourth and fifth grades, the gap in reading continues to widen compared to both the district and the norm.

	<b>MEAN RIT</b>	<b>District Grade Level RIT</b>	<b>Norm Grade Level Mean RIT</b>
Kindergarten	147.6	150.9	150.9
1st-Grade	162.9	163.9	169.7
2nd-Grade	177	175.5	184.3
3rd-Grade	190.4	190.2	196.3
4th-Grade	196	198.5	204.2
5th-Grade	201.6	205.3	210.5

### SPRING 2021 READING (SPANISH)

Spanish reading MAP scores show that kindergarteners leave performing well above the district and the norm for the grade level. However, in first grade, the scores drop 2.2 points below the district but remain slightly above the norm. The second-grade scores show the students' mean RIT 3.5 points above the district but 4.9 points below the norm RIT.

**MEAN RIT District Grade Level RIT Norm Grade Level Mean RIT**

Kindergarten	157.9	151.6	151.9
1st-Grade	166.1	168.3	166.4
2nd-Grade	178.4	174.9	183.3

**MATH STUDENT GROWTH**

**FALL 2020 MAP - SPRING 2021 MAP**

The chart below shows the amount of student growth made for each grade level as a whole. The diamond on the bar graph indicates projected growth from fall to spring. The bar on the graph shows actual growth. In the column labeled "Percent Met Projection," this percentage shows the proportion of the overall RIT growth projections achieved by the group of students. 100% indicates that, as a group, the students' growth was equal to the growth projection. This can be considered an average performance. The grade levels with the highest percentage of students who met projection are third grade, second grade, and fourth grade.

The School Conditional Growth Index enables the comparison of growth between grade levels. This measurement correlates students' growth with the growth patterns of matching peers within the NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing). A value of zero (0) corresponds to the mean (typical) growth, indicating that growth exactly matched projections. Values above zero indicate growth that exceeded projections, and values below zero indicate growth below projections. Kindergarten students grew at the expected rate and finished the year in the 51st growth percentile. First grade grew slightly more than projected and finished the year in the 72nd growth percentile. Second, third, and fourth grades grew tremendous amounts and were above the 90th percentile for growth. Fifth grade fell well below projections and had a negative growth index.

The Percentile column under "Fall 2020" and "Spring 2020" shows the percentage ranking of the achievement reached for the given term, shown in **bold** (+/- standard error). It compares similar students in NWEA's norms study, not a comparison to classmates. It also incorporates the weeks of instruction before testing, as set in the MAP preferences. Comparing the fall 2020 percentile to the spring 2020 percentile, grade levels 1-4 all showed significant increases. Kindergarten dropped 1 percentile point from 68 to 67. Fifth grade showed a four-point drop from 15 to 11. The third grade increased 18 percentile points from the 3rd percentile to the 21st percentile at the end of the year.



# Student Growth Summary Report

## Aggregate by School

Term: Spring 2020-2021  
District: Ector County ISD

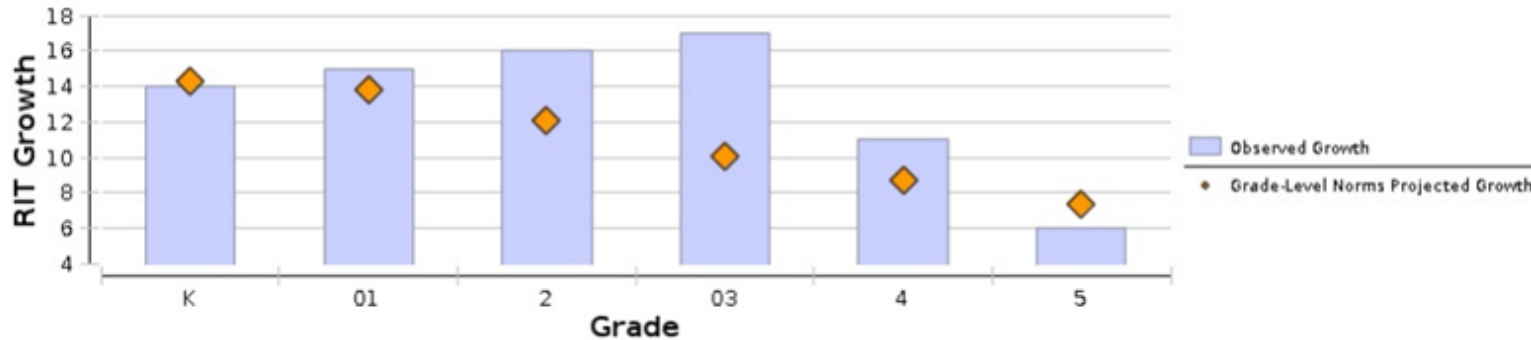
Norms Reference Data: 2020 and User Norms<sup>1</sup>.  
Growth Comparison Period: Fall 2020 - Spring 2021  
Weeks of Instruction: Start - 5 (Fall 2020)  
End - 28 (Spring 2021)  
Grouping: None  
Small Group Display: No

### DOWLING ELEM SCHOOL

Math: Math K-12

Grade (Spring 2021)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			Student Median Conditional Growth Percentile
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	
K	56	142.8	8.7	68	157.1	11.7	67	14	1.2	14.3	0.01	51	56	29	52	49
01	60	156.8	11.0	25	171.8	13.0	33	15	1.0	13.8	0.59	72	60	35	58	55
2	69	171.3	13.4	23	187.1	14.7	46	16	1.2	12.1	2.01	98	69	50	72	73
03	51	177.3	12.9	3	194.4	16.8	21	17	1.2	10.1	4.07	99	51	38	75	86
4	57	192.5	12.5	13	203.6	15.3	22	11	0.9	8.7	1.49	93	57	39	68	64
5	68	201.9	13.6	15	207.4	15.2	11	6	0.9	7.3	-0.96	17	68	26	38	34

Math: Math K-12



## READING STUDENT GROWTH

### FALL 2020 MAP - SPRING 2021 MAP

The chart below shows the amount of student growth made for each grade level as a whole. The diamond on the bar graph indicates projected growth from fall to spring. The bar on the graph shows actual growth. In the column labeled "Percent Met Projection," this percentage shows the proportion of the overall RIT growth projections achieved by the group of students. 100% indicates that, as a group, the students' growth was equal to the growth projection.



This can be considered an average performance. The grade levels with the highest percentage of students who met projection are third grade, second grade, and fourth grade.

The School Conditional Growth Index enables the comparison of growth between grade levels. This measurement correlates students' growth with the growth patterns of matching peers within the NWEA norms study (same grade, starting RIT score, and Weeks of Instruction before testing). A value of zero (0) corresponds to the mean (typical) growth, indicating that growth exactly matched projections. Values above zero indicate growth that exceeded projections, and values below zero indicate growth below projections. Both kindergarten and first grade have negative school conditional growth index scores. Kindergarten ended in the 9th percentile for growth, and first grade is in the 24th percentile. Second and third-grade scores show students ending above the 90th percentile for growth. This indicates students in these grade levels made significant gains to close gaps in understanding.

The Percentile column under "Fall 2020" and "Spring 2020" shows the percentage ranking of the achievement reached for the given term, shown in **bold** (+/- standard error). It compares similar students in NWEA's norms study, not a comparison to classmates. It also incorporates the weeks of instruction before testing, as set in the MAP preferences. Comparing the fall 2020 percentile to the spring 2020 percentile, grade levels 2-4 all showed significant increases. Kindergarten dropped 21 percentile points from 64 to 43. First grade dropped 7 percentile points from 31 to 24. There is not a grade level above the 50th percentile in reading.



# Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021  
District: Ector County ISD

Norms Reference Data: 2020 and User Norms<sup>1</sup>.  
Growth Comparison Period: Fall 2020 - Spring 2021  
Weeks of Instruction: Start - 5 (Fall 2020)  
End - 28 (Spring 2021)

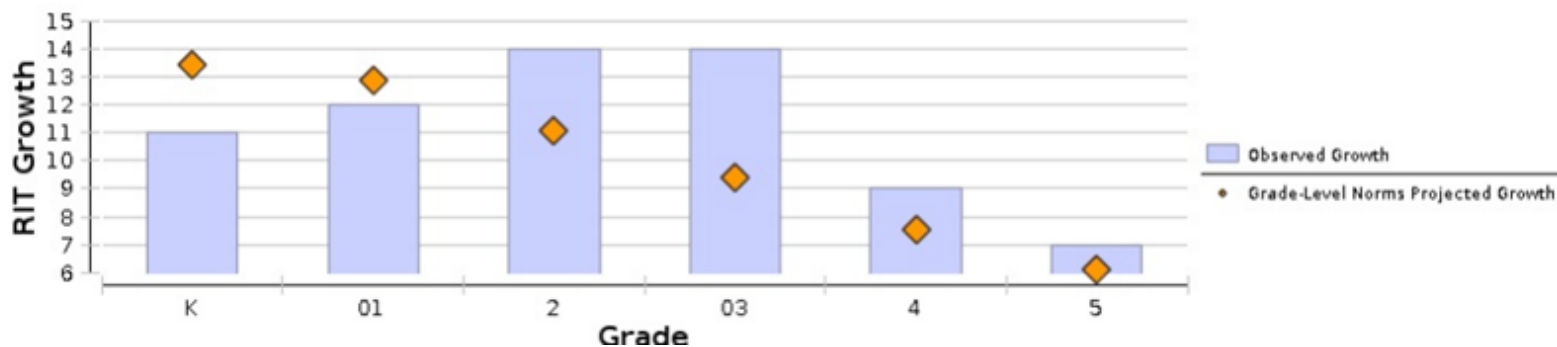
Grouping: None  
Small Group Display: No

## DOWLING ELEM SCHOOL

Language Arts: Reading

Grade (Spring 2021)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	42	139.1	9.3	64	149.9	10.1	43	11	1.4	13.4	-1.31	9	42	12	29	38
01	53	153.9	10.2	31	165.3	12.8	24	12	1.6	12.9	-0.71	24	53	19	36	27
2	59	164.2	13.2	9	178.1	12.4	19	14	1.4	11.1	1.37	92	59	37	63	57
03	50	177.2	14.8	8	191.6	14.2	26	14	1.6	9.4	2.85	99	50	33	66	71
4	59	187.2	18.1	8	195.8	16.2	12	9	1.2	7.6	0.61	73	59	35	59	59
5	69	194.1	16.1	7	201.2	15.2	9	7	1.2	6.1	0.61	73	69	34	49	43

Language Arts: Reading



# Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021  
District: Ector County ISD

Norms Reference Data: 2020 and User Norms<sup>1</sup>.  
Growth Comparison Period: Fall 2020 - Spring 2021  
Weeks of Instruction: Start - 5 (Fall 2020)  
End - 28 (Spring 2021)

Grouping: None  
Small Group Display: No

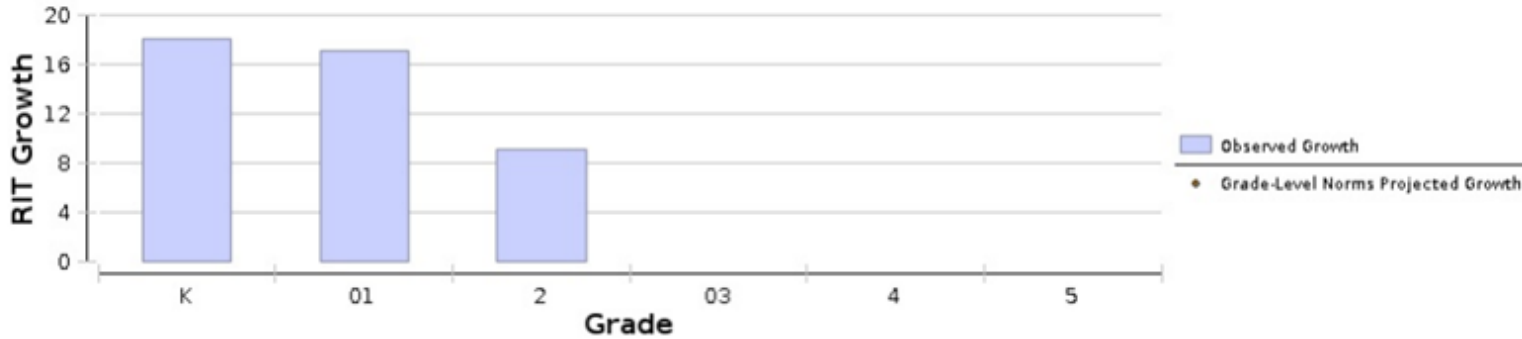
## DOWLING ELEM SCHOOL

Dowling Elementary  
Generated by Plan4Learning.com

Language Arts: Reading (Spanish)

Grade (Spring 2021)	Growth Count†	Comparison Periods						Growth Evaluated Against									
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
K	14	140.3	10.5		157.9	13.5		18	1.9					14	4	29	36
01	10	149.4	8.4		166.8	7.5		17	1.5					10	4	40	47
2	11	169.3	11.1		178.4	8.3		9	2.1					11	2	18	23
03	0	**			**			**						**			
4	0	**			**			**						**			
5	0	**			**			**						**			

Language Arts: Reading (Spanish)



TELPAS Data 2020-2021

TELPAS Progress 3-12	0320 TELPAS Grade 3	0321 TELPAS Grade 3	0320 TELPAS Grade 4	0321 TELPAS Grade 4	0320 TELPAS Grade 5	0321 TELPAS Grade 5	0320 TELPAS Grade 6	0321 TELPAS Grade 6	0320 TELPAS Grade 7	0321 TELPAS Grade 7	0320 TELPAS Grade 8	0321 TELPAS Grade 8	0320 TELPAS Grade 9	0321 TELPAS Grade 9	0320 TELPAS Grade 10	0321 TELPAS Grade 10	0320 TELPAS Grade 11	0321 TELPAS Grade 11	0320 TELPAS Grade 12	0321 TELPAS Grade 12	20
<b>All Students-District</b>																					
Total Students	595	589	591	561	633	553	535	569	574	527	397	516	413	398	335	387	212	287	177	181	44
Total met progress	221	189	188	130	283	225	123	98	165	115	104	100	82	57	67	79	47	64	34	43	13
% met progress	37%	32%	32%	23%	45%	41%	23%	17%	29%	22%	26%	19%	20%	14%	20%	20%	22%	22%	19%	24%	29
<b>DOWLING ELEM SCHOOL</b>																					
Total Students	15	13	18	14	24	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5
Total met progress	6	6	3	7	5	3															1
% met progress	40%	46%	17%	50%	21%	30%															24

## Student Learning Strengths

1. Student conditional growth percentile in math, as measured by MAP scores, in grades 2, 3, and 4 are in the 90th percentile or above.
2. Student conditional growth percentile in reading, as measured by MAP scores, in grades 2 and 3 are in the 90th percentile or above.
3. Third-grade math STAAR scores for "approaches" went from 52% to 57% and "masters" increased from 5% to 10% from 2019 to 2021.
4. Fourth-grade math STAAR scores for "masters" increased from 3% to 13% from 2019 to 2021.
5. Fifth-grade reading STAAR scores for "masters" increased from 7% to 10% from 2019 to 2021.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students' classroom grades do not correlate with STAAR scores. **Root Cause:** The rigor of Tier I instruction is not aligned to the rigor of the TEKS and the STAAR test.

**Problem Statement 2 (Prioritized):** STAAR scores do not correlate to short-cycle assessment and released test data. **Root Cause:** Conceptual understanding is not developed.

**Problem Statement 3 (Prioritized):** A low percentage of students are achieving the meets and masters categories in reading, math, and science. **Root Cause:** Lack of rigorous Tier I instruction.

**Problem Statement 4 (Prioritized):** Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels. **Root Cause:** Students are leaving kindergarten behind grade level in reading.

**Problem Statement 5 (Prioritized):** Student STAAR scores in reading declined in all grade levels in all achievement categories from 2019 to 2021. **Root Cause:** Students are not reading on grade level.

**Problem Statement 6 (Prioritized):** In math, every grade level is well below the norm grade level mean RIT score as measured by MAP. **Root Cause:** Tier I classroom instruction does not match the rigor of the TEKS.

**Problem Statement 7 (Prioritized):** Student STAAR scores in math declined in overall student achievement in the approaches and meets achievement categories from 2019 to 2021. **Root Cause:** Students are entering 3rd grade below grade level in math.

**Problem Statement 8 (Prioritized):** 5th-grade science scores dropped in all three performance standards from 2019 to 2021. **Root Cause:** Science instruction was not a focus and no hands-on labs for students to internalize learning were used.

# School Processes & Programs

## School Processes & Programs Summary

### Personnel- Policy and Procedures

The district HR department recruits candidates for the hiring pool. The campus recruits candidates by using social media, observing and interviewing Odessa Pathway to Teaching (OPT) candidates during summer learning, as well as working with UTPB to identify potential candidates. Candidates are contacted and interviewed at the campus level. Our district is challenged to staff high-quality educators due to the low number of applicants. Once an applicant is vetted and released by HR, that candidate typically has several campus interviews and the ability to choose the campus for which to work. This makes staffing campus openings challenging.

For the 2021-2022 school year, Dowling will have 5 first-year teachers; 3 of these teachers are enrolled in alternative certification programs; 1 teacher is a product of the OPT certification program; 1 teacher is a teacher intern through UTPB. One classroom, a 4th-5th combination bilingual classroom will have an Instructional Facilitator and a Bilingual Aide. Hiring certified bilingual teachers is challenging due to the lack of candidates and combination classes make hiring bilingual teachers even more difficult.

Dowling is an Opportunity Culture campus for 2021-2022. The campus will have an MCL I in 3rd-grade and an MCL II in 4th and 5th grade. Each MCL will have a teacher resident from UTPB working with them. The teacher residents provide a pipeline of future teacher candidates for the campus. The campus will also serve as a student teaching site for UTPB. Hosting student teachers is also be a pipeline for teacher candidates for the campus.

### Professional Practices

The Instructional Leadership Team (ILT) consists of the principal, assistant principal, principal intern, MCL I, MCL II, counselor, and Communities in Schools Campus Coordinator. ILT meets weekly to discuss campus data, trends, student and teacher needs. The principal, principal intern, assistant principal, and MCLs work bi-monthly with Big Rocks Educational Services (BRES) on implementing research-based practices to increase student achievement. BRES provides real-time coaching once a month on campus and once a month online.

Teachers are encouraged to develop their skills in leadership in many ways: grade-level lead teacher, serving as campus CCIS representative, serving as campus DCIT representative, campus technology lead, standing committee chair, mentor teacher, a cooperating teacher for a student teacher, applying for ECISD leadership academy, applying to be a member of the district Techy Tribe, pursuing a Master's degree, and applying for an Opportunity Culture position.

The Campus Improvement Team (CIT) will be made up of faculty representatives, as well as parents, community, and business representatives that meet at least quarterly. The CIT helps identify root causes of low performance using the Effective Schools Framework, then reviews and gives feedback on the Campus Improvement Plan (CIP) and approves the plan once it is complete. The team monitors the plan quarterly and makes adjustments as necessary. The CIT helps to ensure the strategies in the plan are implemented and achieved throughout the campus by gathering and reviewing data on strategies and

inform other campus personnel of progress towards goals.

Professional development that addresses the root causes of low performance is planned by the ILT using feedback from the CIT. Teachers are encouraged to attend district professional development that aligns with their professional goals for the year. The campus meets weekly each Monday after school to engage in professional learning that aligns with campus goals and addresses the root causes of low performance. The focus of campus professional learning for 2020-2021 will be the implementation of Conscious Discipline, implementation of Big Rocks strategies in all classrooms, AVID, and high-quality reading instruction across grade levels.

### **Programs and Opportunities for Students**

Programs currently operating at Dowling include dyslexia/504, Special Education, bilingual, Communities in Schools, Gifted and Talented, and after-school athletics. Communities in Schools (CIS) goal is to put students at the center. CIS surrounds students with a caring community of support and creates access to critical resources, like food, housing, healthcare, counseling. The CIS Campus Coordinator provides small group tutoring for students, attendance intervention, parent involvement activities, and workshops, supports a college-going atmosphere, student groups for social-emotional support, and after-school clubs. This year CIS will offer an after-school STEM club for Dowling students!

The campus uses Conscious Discipline across K-5. Two days of training by a certified Conscious Discipline trainer were provided the last week of July for campus staff. A follow-up training will occur one day in January. If funds allow, the campus will have a Conscious Discipline consultant on campus twice this year to coach teachers in their classrooms to effectively use the strategies "in the moment". Conscious Discipline recognizes three basic brain/body/mind states likely to produce certain behaviors. The Conscious Discipline Seven Powers create a shift in the way adults see conflict so adults can maintain composure and consciously respond to difficult situations. The School Family component of Conscious Discipline increases connections between adults and children at all levels, ensuring optimal development and learning for all. A School Family culture is built through consistent modeling of routines, rituals, and structures. The Seven Skills of Discipline transform everyday discipline issues into teachable moments, equipping children with the social-emotional and communication skills needed to manage themselves, resolve conflict and develop healthy behavior.

This year, the campus will begin hosting enrichment clubs after school for groups of students who need acceleration and enrichment. Clubs will meet after school 2-3 days a week.

Tutoring for students who failed a portion of STAAR or scored below the 40th percentile on MAP testing will occur before, during, and after school. Tutoring for students who are at-risk will be done one-on-one through an online program with a live tutor for a minimum of 30 hours. Saturday tutoring will be offered multiple times yearly.

Kindergarten and 1st-grade students were screened for dyslexia in 2020-2021 using MAP scores. Information is uploaded into Eduphoria for the students deemed at-risk for dyslexia. It is the responsibility of the classroom teacher to provide RTI for these students and monitor progress. If progress is not made, the student will be referred for formal dyslexia testing. The RTI team will meet every 6 weeks to review student progress and determine the next steps.

The school counselor provides guidance lessons multiple times yearly. The sessions are scheduled during library time for all classes K-5. The counselor in cooperation with CIS Coordinator plans a college and career week/month where students investigate post-secondary choices and research colleges and

careers.

## **Procedures**

Dowling uses the BRES framework, based on work by Paul Bambrick-Santoyo, to support powerful teaching and learning. The principal, assistant principal, principal intern, and MCLs provide weekly coaching as a minimum expectation to all teachers using the See It, Name It, Do It framework. Teachers are coached in classroom management and instructional rigor. All first-year teachers are provided a campus mentor. 3rd, 4th, and 5th-grade teachers receive support from the MCL in the form of lesson planning, coaching and feedback, model lessons, and co-teaching. Kindergarten, 1st, and 2nd-grade teachers receive the same support from a member of the administrative team.

Dowling uses the ECISD scope and sequence based on TEKS Resource System which is aligned with the Texas Essential Knowledge and Skills (TEKS). Lesson plans and the instructional objectives are aligned with the TEKS and scope and sequence. Daily formative assessments will be given to all students in math and reading to gauge student understanding and drive teacher planning, small-group instruction, whole-class reteach, and tutoring. Lesson plans are expected to include Advancement Via Individual Determination (AVID) strategies for critical thinking in one of the following components: Writing, Inquiry, Collaboration, Organization, Collaboration, or Reading (WICOR).

Technology is integrated through the use of district-approved programs. All K-5 students are required to complete a minimum number of lessons weekly on Imagine Math and complete a minimum number of minutes in Imagine Math Facts. Students will use Station to work on personalized reading skills. All students will complete a monthly iStation assessment. Teachers and the ILT will use these monthly scores to monitor student progress. Other online programs that have been purchased for the campus include Accelerated Reading, Brain Pop, and Flocabulary. The staff will be participating in a book study on Blended Learning this year and will be encouraged to incorporate blended and personalized learning in their classrooms with support from the campus Digital Learning Specialist.

The master schedule is developed to allow teachers ample time to meet in PLC to plan and analyze data as well as meet the district requirements for instructional minutes. Teachers are not pulled to cover other teachers' duties or classrooms except in emergencies. Tutorials will occur before and after school, during school for 1-1 tutoring, and on some Saturdays throughout the year. Any student who does not pass STAAR or scores below the 40th percentile on reading or math MAP testing is asked to attend summer learning. In June 2021, approximately 190 Dowling students were enrolled and attended summer learning.

Dowling had 41 discipline referrals in 2020-2021. This is a significant decrease from 345 in 2017-2018, 154 in 2018-2019, and 124 in 2019-2020 which is a 33% decrease in the total number of referrals. Referrals for 2021 were 92.68% written for male students which are inequitable when compared to the male/female enrollment of the campus. Referrals across ethnic sub-groups are representative of the campus demographics. There were no incidents of bullying found at Dowling during the 2020-2021 school year.

## **2020-2021 Discipline Data**

**Discipline Referrals  
by Gender**

**Discipline Referrals by Ethnicity**

**Discipline Referrals by Subgroups**

by Gender							
Female %/#	Male %/#	White %/#	Hispanic %/#	African American %/#	SPED %/#	EL %/#	Economically Disadvantaged %/#
7.31%/3	92.68%/38	9.75%/4	85.36%/35	4.87%/2	9.75%/4	7.31%/3	85.36%/35

A detailed campus "Playbook" is reviewed at the beginning of the year with all staff. The Playbook includes expectations for students, staff, and administrators during morning arrival, lunch, hallway transitions, dismissal, and classroom instructional time. These expectations follow CHAMPS and are reviewed after holiday breaks with all stakeholders as a "reset". By using Conscious Discipline, having structured expectations throughout the campus, and common classroom practices for management, students have clear expectations and are successful which leads to fewer discipline referrals and more instructional time.

#### School Processes & Programs Strengths

1. Communities in Schools Campus Coordinator-Dowling is the pilot elementary campus for CIS.
2. Conscious Discipline implementation campus-wide.
3. Implementation of Opportunity Culture in grades 3-5.
4. Weekly staff professional learning.
5. Office referrals have decreased each year over a four-year period.
6. Campus "Playbook" defines common expectations for students, staff, and administration.

#### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Students are not identified for dyslexia and/or special education testing in a timely manner. **Root Cause:** RTI committee did not meet as designed in 2020-2021.

**Problem Statement 2 (Prioritized):** There is a lack of enrichment and acceleration for students. **Root Cause:** There are no planned activities or clubs for enrichment.



**Problem Statement 3 (Prioritized):** Personalized learning does not occur. **Root Cause:** Teachers are not familiar with the concepts of blended and personalized learning and how to incorporate them in their classrooms.

# Perceptions

## Perceptions Summary

### Student Engagement

Dowling had 41 discipline referrals in 2020-2021. This is a 33% decrease in the total number of referrals compared to the previous year. 92.68% of referrals in 2021 were written for male students which is inequitable when compared to the male/female enrollment of the campus. Referrals across ethnic subgroups are representative of the campus demographics. There were no incidents of bullying found at Dowling during the 2020-2021 school year.

Year	Number of Referrals
2020-2021	41
2019-2020	124
2018-2019	154
2017-2018	345

Discipline Referrals by Gender		Discipline Referrals by Ethnicity			Discipline Referrals by Subgroups		
Female %/#	Male %/#	White %/#	Hispanic %/#	African American %/#	SPED %/#	EL %/#	Economically Disadvantaged %/#
7.31%/3	92.68%/38	9.75%/4	85.36%/35	4.87%/2	9.75%/4	7.31%/3	85.36%/35

A detailed campus "Playbook" is written by ILT and reviewed at the beginning of the year with all staff. The Playbook includes expectations for students, staff, and administrators during morning arrival, lunch, hallway transitions, dismissal, and classroom instructional time. These expectations follow CHAMPS and are reviewed after holiday breaks with all stakeholders as a "reset".

In 2019-2020, the campus began implementing Conscious Discipline. There is a varied level of implementation across the classrooms. During 2021-2022, the campus will participate in a two-day Conscious Discipline training by a certified instructor followed by ten online courses and a one-day session in

January. There is a need to have training for families in Conscious Discipline. By using Conscious Discipline, having structured expectations throughout the campus, and common classroom practices for management, students have clear expectations and are successful which leads to fewer discipline referrals and more instructional time.

Student attendance for 2020-2021 was 94%. This is a 2.3% increase from the past year. Student attendance among sub-groups is relatively equal with no inequities. Student attendance was a priority for the campus in 2020-2021 despite the COVID-19 Pandemic. Campus procedures are that a parent/guardian is contacted by phone or Class Dojo each time a student is absent. After 3 unexcused absences, the attendance clerk calls parents and notes the call in Eduphoria. After 5 excused OR unexcused absences, the teacher makes a parent call and notes the call in Eduphoria. After 7 excused OR unexcused absences, an administrator or counselor contacts the parent and places the student on an attendance contract. Attendance percentages are reviewed daily. Each Monday, the grade level attendance percentages are announced. The class on each grade level with the highest attendance percentage is recognized. If a class earns 100% attendance, the entire class receives a token for the Book Vending Machine. There is a drawing from all students with perfect attendance, no tardies, and no days left early each Monday. One winner from each grade level wins a prize from the "Tiger Den".

### Historical Attendance Percentages

School	2016-2017 Overall Attendance Percentage	2017-2018 Overall Attendance Percentage	2018-2019 Overall Attendance Percentage	2019-2020 Overall Attendance Percentage	2020-2021 Overall Attendance Percentage
Dowling	94.7	93.4	93.2	91.7	94

### 2020-2021 Attendance Data

Campus Overall Attendance Percentage	Attendance Percentage by Gender		Attendance Percentage by Ethnicity			Attendance Percentage by Subgroups		
	Female	Male	White	Hispanic	African American	SPED %/#	EL %/#	Economically Disadvantaged

93.97	94.08	94.08	95.1	93.84	94.48	93.7	95.6	93.58
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**Panorama Student Survey**

Evidence collected from the Panorama survey reports students' perceptions are below the other district elementary schools. In the Social Awareness category, 56% of students answered the question "In the past 30 days, how clearly were you able to describe your feelings?" by saying not at all clearly, slightly clearly, or somewhat clearly. This is an area of need that needs to be addressed through classroom SEL and guidance lessons. In the Engagement category, when asked the question "When you are not in school, how often do you talk about ideas from this class?" 44% of students answered almost always or frequently. This is an opportunity to work with parents on how to engage with their students at home and discuss what they are learning at home.



**Student SEL & Well-Being (Spring 2021)**

How did students perceive their own social-emotional skills?

Grades 3-5

184 responses | [show breakdown](#)



Compared to ?

**others nationally** ▾

Topic	Percent Favorable ?	Comparison	Change since Fall
Supportive Relationships	89%	80th-99th percentile	▲ 5 Greatest increase
Self-Management	66%	20th-39th percentile	▲ 1

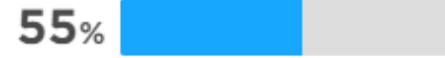
20th-39th percentile

Social Awareness



▼ 4

Self-Efficacy



▲ 2



## Student Supports + Environment (Spring 2021)

What feedback did students have for their school?

Grades 3-5

184 responses | [show breakdown](#)



Compared to ?

others nationally

Topic

Percent Favorable ?

Change since Fall

Rigorous Expectations

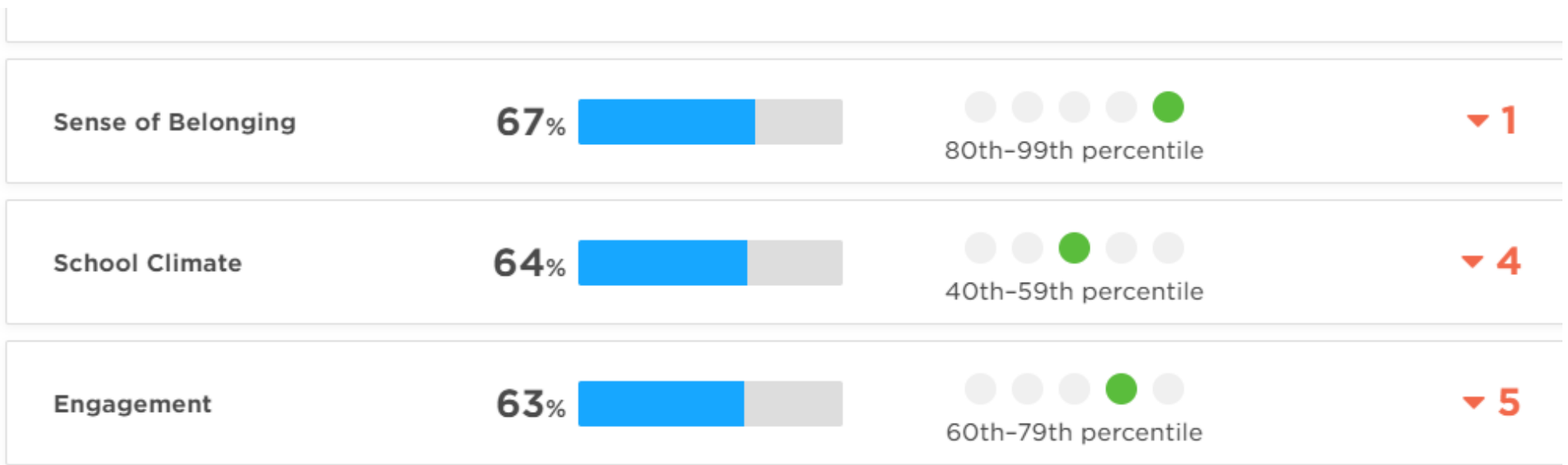


0

Connectedness Indicator



▼ 2



**Staff Engagement**

All first-year teachers are assigned a mentor on campus. The mentee and mentor work together throughout the year using the ECISD Mentor Framework. In 2020-2021 there were four first-year teachers on campus. Only one is returning for the 2021-2022 school year. The other three first-year teachers were not extended a contract because they failed to complete the requirements of their alternative certification program and/or pass the certification tests. During the 2021-2022 school year, Dowling will have five first-year teachers. Each of them will be assigned a mentor. Four of them will need to meet the requirements of their alternative certification programs in order to be issued a contract to return the following year. Emphasis will be placed on monitoring the first-year teachers' progress towards meeting requirements and assisting where possible in order to retain these teachers.

The average number of teacher absences for the 2020-21 school year was 10.34 days. Two teachers were out on maternity leave during the year. Several teachers were out for COVID-related reasons.

**Panorama Staff Survey Spring 2020**

The Well-Being category is the area of greatest opportunity for Dowling. When asked the question "During the past week, how often did you feel overwhelmed at work?", 37% of staff answered "frequently" or "almost always". Cultural Awareness and Action scored low and is an opportunity for the campus to have important conversations about race, even when they might be uncomfortable.



# Adult SEL & Well-Being (Spring 2021)

What feedback did teachers & staff have for their school?

## Staff Survey

16 responses | [show breakdown](#)



Compared to ?

ECTOR COUNTY ISD

Topic

Percent Favorable ?

Change since Fall

Belonging



0

+7  
Greatest increase

Well-being



-3  
Greatest opportunity

-1

Cultural Awareness and Action (Adult Focus)



+3  
Greatest strength

-3

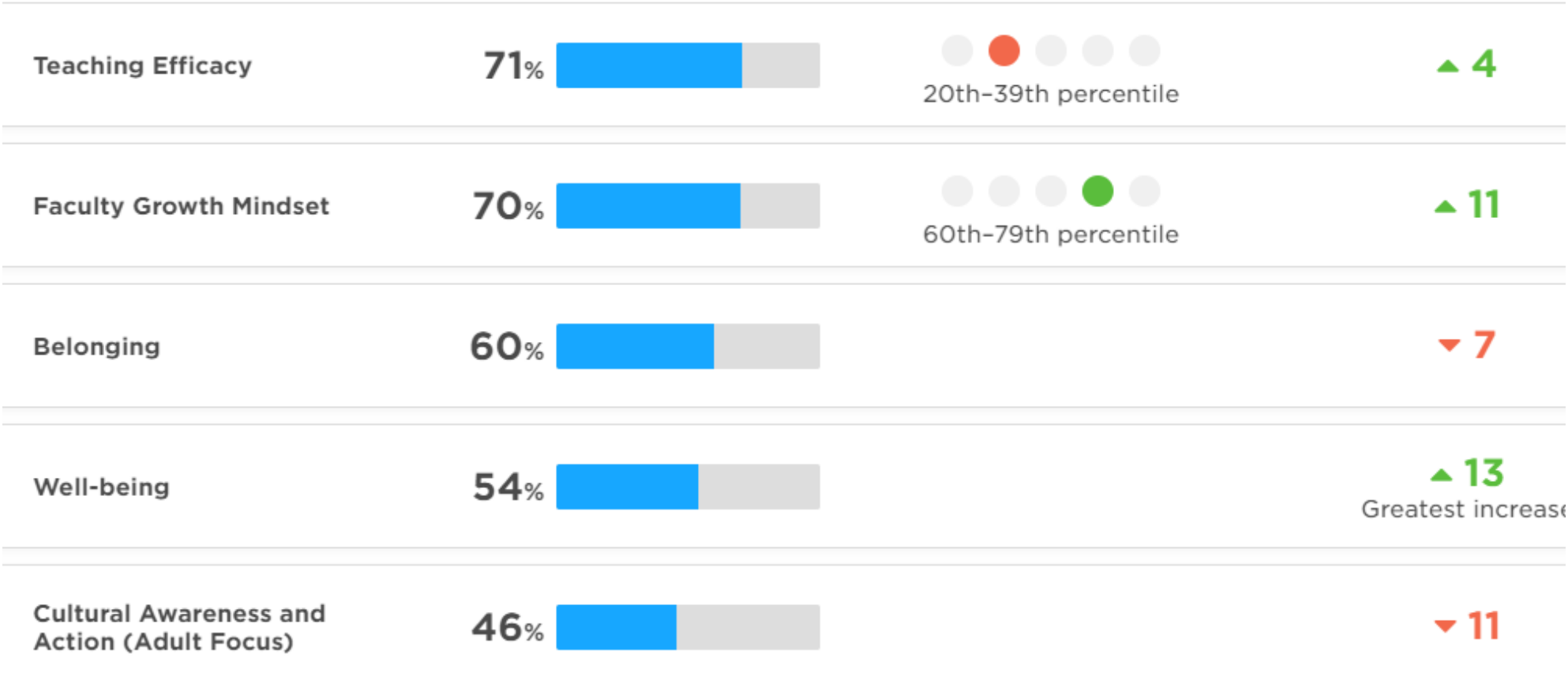
Compared to ?

others nationally

Topic

Percent Favorable ?

Change since Fall 20



**Parent/Guardian/Community Engagement**

Forty parents completed the Spring 2021 parent online survey. The survey was provided to parents in English and Spanish. In response to the question "I prefer to receive communication from the school and about school events in the following ways (check as many as apply:" 90% Class Dojo, 65% Phone Call, 62.5% Notes sent home, 50% Student Planner/Binder, 7.5% Social Media.

Survey Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel my child(ren)'s school creates a welcoming environment for students, parents, and the community.	42.5%	32.5%	12.5%	2.5%	10%
I feel that the school provides a safe learning environment for my child(ren).	35%	40%	12.5%	7.5%	5%



Survey Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel that school leadership encourages a partnership between staff, parents, and the community to improve student achievement.	37.5%	37.5%	12.5%	5%	7.5%
The school encourages me to monitor my child(ren)'s progress	42.5%	32.5%	7.5%	10%	7.5%
My child(ren)'s school provides information in a format that is easy to understand.	37.5%	37.5%	7.5%	7.5%	7.5%
I am provided regular and informative communication regarding the academic progress of my child(ren).	35%	40%	12.5%	5%	7.5%
It is easy for me to get in contact with my child(ren)'s teachers.	42.5%	22.5%	20%	7.5%	7.5%
The school effectively coordinates community resources for students and families to support the emotional, social, and academic needs of students.	22.5%	42.5%	25%	0	10%
I feel the school builds positive relationships between students, parents, and the community to improve involvement in school activities.	30%	40%	17.5%	5%	7.5%

### Perceptions Strengths

1. Discipline referrals continue to go down each year.
2. Student attendance had an increase in 2020-2021 despite the pandemic.
3. 89% of students feel like they have supportive relationships as measured by Panorama.
4. 75% of parents feel like Dowling provides a safe environment.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Only 56% of students are able to describe their feelings. **Root Cause:** Lack of guidance lessons on SEL.

**Problem Statement 2 (Prioritized):** There is a lack of cultural awareness and action. **Root Cause:** Insufficient focus on developing staff's cultural awareness.

**Problem Statement 3 (Prioritized):** Families are not engaging students with a discussion about what they are learning at school. **Root Cause:** Lack of parent information on what students are learning and lack of skills in how to talk to their children about what happens at school.

# Priority Problem Statements

**Problem Statement 1:** Student attendance lags behind the state average.

**Root Cause 1:** Parents do not understand and/or value the importance of regular school attendance.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels.

**Root Cause 2:** Students are leaving kindergarten behind grade level in reading.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Students' classroom grades do not correlate with STAAR scores.

**Root Cause 3:** The rigor of Tier I instruction is not aligned to the rigor of the TEKS and the STAAR test.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** In math, every grade level is well below the norm grade level mean RIT score as measured by MAP.

**Root Cause 4:** Tier I classroom instruction does not match the rigor of the TEKS.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** 5th-grade science scores dropped in all three performance standards from 2019 to 2021.

**Root Cause 5:** Science instruction was not a focus and no hands-on labs for students to internalize learning were used.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Students are not identified for dyslexia and/or special education testing in a timely manner.

**Root Cause 6:** RTI committee did not meet as designed in 2020-2021.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** There is a lack of enrichment and acceleration for students.

**Root Cause 7:** There are no planned activities or clubs for enrichment.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** A low percentage of students are achieving the meets and masters categories in reading, math, and science.

**Root Cause 8:** Lack of rigorous Tier I instruction.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Student STAAR scores in math declined in overall student achievement in the approaches and meets achievement categories from 2019 to 2021.

**Root Cause 9:** Students are entering 3rd grade below grade level in math.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** STAAR scores do not correlate to short-cycle assessment and released test data.

**Root Cause 10:** Conceptual understanding is not developed.

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** Only 56% of students are able to describe their feelings.

**Root Cause 11:** Lack of guidance lessons on SEL.

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 12:** There is a lack of cultural awareness and action.

**Root Cause 12:** Insufficient focus on developing staff's cultural awareness.

**Problem Statement 12 Areas:** Perceptions

**Problem Statement 13:** Student STAAR scores in reading declined in all grade levels in all achievement categories from 2019 to 2021.

**Root Cause 13:** Students are not reading on grade level.

**Problem Statement 13 Areas:** Student Learning

**Problem Statement 14:** T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed lesson adjustments.

**Root Cause 14:** Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.

**Problem Statement 14 Areas:** Demographics

**Problem Statement 15:** Personalized learning does not occur.

**Root Cause 15:** Teachers are not familiar with the concepts of blended and personalized learning and how to incorporate them in their classrooms.

**Problem Statement 15 Areas:** School Processes & Programs

**Problem Statement 16:** Families are not engaging students with a discussion about what they are learning at school.





**Root Cause 16:** Lack of parent information on what students are learning and lack of skills in how to talk to their children about what happens at school.

**Problem Statement 16 Areas: Perceptions**

# Goals

**Goal 1: Foundational Excellence:** Dowling 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 ensure technology safety and work with the district to provide connectivity for anytime/anywhere learning.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Dowling will work with the Digital Learning department to establish home internet connectivity for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student access to the internet from home to access digital curriculum and resources.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Perceptions 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers will provide lessons on the internet safety and the acceptable use of district technology prior to students being issued a district device and then at least quarterly.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will understand and follow internet safety guidelines, take care of their district-issued device, and appropriately use technology.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Media Specialist Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
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## Performance Objective 1 Problem Statements:

Perceptions
<p><b>Problem Statement 3:</b> Families are not engaging students with a discussion about what they are learning at school. <b>Root Cause:</b> Lack of parent information on what students are learning and lack of skills in how to talk to their children about what happens at school.</p>

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





**Performance Objective 2:** Dowling will provide an environment conducive to all educational needs that will move the campus forward this year.

**Evaluation Data Sources:** Classroom walkthroughs and checklists, work order requests/completions

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Establish a classroom standard for required materials and displays that align with campus goals.  <b>Strategy's Expected Result/Impact:</b> Classroom standards that are up to date with current teaching practices and campus initiatives will ensure teaching and learning is functioning at a high level.  <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Instructional Leadership Team (ILT) will develop a campus playbook that details campus expectations for morning arrival, dismissal, hallway behavior, and lunch. All staff will be given a copy and the plan will be reviewed with staff prior to the first day of school.  <b>Strategy's Expected Result/Impact:</b> The campus will score 90% or better on the rubric for morning arrival, dismissal, and lunch during each data collection point.  <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team  <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 3:** Dowling will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> An RTI framework and process will be developed by the Instructional Leadership Team and available to all staff.</p> <p><b>Strategy's Expected Result/Impact:</b> The RTI process will be clear and easy to follow and implement.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers will monitor student attendance and grades throughout the year to identify students who need support from Communities in Schools and/or the School Counselor.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve attendance and academic grade percentages each grading period. Attendance will increase from 94% in 2020-2021 to 95% in 2021-2022.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> PE Coach will utilize new fitness gram technology IHT to monitor students' fitness and the input of fitness gram data to TEA.</p> <p><b>Strategy's Expected Result/Impact:</b> All 3rd-5th grade students will have fitness gram data submitted to TEA.</p> <p><b>Staff Responsible for Monitoring:</b> PE Coach</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Student attendance lags behind the state average. <b>Root Cause:</b> Parents do not understand and/or value the importance of regular school attendance.</p>

**Student Learning**

**Problem Statement 1:** Students' classroom grades do not correlate with STAAR scores. **Root Cause:** The rigor of Tier I instruction is not aligned to the rigor of the TEKS and the STAAR test.





**School Processes & Programs**

**Problem Statement 1:** Students are not identified for dyslexia and/or special education testing in a timely manner. **Root Cause:** RTI committee did not meet as designed in 2020-2021.



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

**Performance Objective 4:** Dowling will embed technology for any time, anywhere teaching and learning.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Dowling teachers will utilize technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning for all, including the following:                      Learning Management System (LMS) Schoology                      Adaptive Technology- IStation and Imagine Learning                      Online Literacy Libraries                      Eduphoria</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percent of students working on grade level in reading and math by 10% as reported on Imagine Learning an IStation platforms.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers                      Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 3, 4, 5, 6, 7 - School Processes &amp; Programs 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Dowling teachers will embed student use of technology tools that align with the TEKS into daily lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student participation in online learning programs that focus on closing learning gaps in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers                      Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> Digital Learning Resources: Accelerated Reader, Flocabulary, Generation Genius, IStation, Brain Pop - Title One School-wide - \$9,782</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

**Performance Objective 4 Problem Statements:**

### Demographics

**Problem Statement 2:** T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed lesson adjustments. **Root Cause:** Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.

### Student Learning

**Problem Statement 1:** Students' classroom grades do not correlate with STAAR scores. **Root Cause:** The rigor of Tier I instruction is not aligned to the rigor of the TEKS and the STAAR test.

**Problem Statement 3:** A low percentage of students are achieving the meets and masters categories in reading, math, and science. **Root Cause:** Lack of rigorous Tier I instruction.

**Problem Statement 4:** Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels. **Root Cause:** Students are leaving kindergarten behind grade level in reading.

**Problem Statement 5:** Student STAAR scores in reading declined in all grade levels in all achievement categories from 2019 to 2021. **Root Cause:** Students are not reading on grade level.

**Problem Statement 6:** In math, every grade level is well below the norm grade level mean RIT score as measured by MAP. **Root Cause:** Tier I classroom instruction does not match the rigor of the TEKS.

**Problem Statement 7:** Student STAAR scores in math declined in overall student achievement in the approaches and meets achievement categories from 2019 to 2021. **Root Cause:** Students are entering 3rd grade below grade level in math.

### School Processes & Programs

**Problem Statement 2:** There is a lack of enrichment and acceleration for students. **Root Cause:** There are no planned activities or clubs for enrichment.





**Problem Statement 3:** Personalized learning does not occur. **Root Cause:** Teachers are not familiar with the concepts of blended and personalized learning and how to incorporate them in their classrooms.

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

**Performance Objective 5:** Dowling will provide a rigorous, relevant, and engaging curriculum.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Walkthrough and T-TESS data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Dowling will implement the instructional frameworks from Big Rocks Educational Services that will be tightly implemented in all grade levels and implement district approved curriculum resources that meet the learning needs, interests, aspirations, and cultural backgrounds of all students and will continuously evaluate the curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth to 60% of all our students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in Reading and Math.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 4, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Dowling will expand the music curriculum for grades 3-5 by incorporating UIL Music Memory to increase the amount and quality of learning and to provide an enriched and accelerated curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase program offerings to include UIL Music Memory.</p> <p><b>Staff Responsible for Monitoring:</b> Music Teacher</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 5 Problem Statements:**

Student Learning
<p><b>Problem Statement 4:</b> Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels. <b>Root Cause:</b> Students are leaving kindergarten behind grade level in reading.</p>
<p><b>Problem Statement 6:</b> In math, every grade level is well below the norm grade level mean RIT score as measured by MAP. <b>Root Cause:</b> Tier I classroom instruction does not match the rigor of the TEKS.</p>

**School Processes & Programs**

**Problem Statement 2:** There is a lack of enrichment and acceleration for students. **Root Cause:** There are no planned activities or clubs for enrichment.

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

**Performance Objective 6:** Dowling will build a campus-wide awareness and commitment to develop, implement and integrate Social Emotional Learning (SEL) initiatives campuswide.

**Evaluation Data Sources:** Panorama Data  
Walkthrough Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will be trained in the use of Conscious Discipline and use it daily in the classroom through morning meetings, the "Safe Place", and adult reactions to student behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' SEL skills will be strengthened. Fewer discipline referrals. Fewer students will need repeated visits to the School Counselor.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators School Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Cosncious Discipline Training - Title One School-wide - \$16,779</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All students will use the 7 Mindsets SEL Curriculum provided by the district daily during the classroom morning meeting and monthly during guidance lessons with the School Counselor.</p> <p><b>Strategy's Expected Result/Impact:</b> Students' SEL skills will be strengthened. Fewer discipline referrals. Fewer students will need repeated visits to the School Counselor. Students will be able to identify their emotions and have strategies in place to effectively manage them.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Parent training in Conscious Discipline and The 7 Mindsets curriculum during parent nights and monthly family newsletters.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parent awareness of the importance of SEL for all and a heightened awareness of what students are learning at school.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal Communities in Schools Campus Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Systems and structures will be developed to review disaggregated discipline data regularly and to use data to address root causes of behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Dowling's discipline practices and policies will have evidence and alignment with SEL. Discipline will emphasize proactive and restorative practices, which support a school climate that address the root causes of student behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Counselor Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 2 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> A campus culture plan will be developed and implemented to serve the SEL needs of all staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff members will feel supported in their work and able to manage their stress.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Data will be continuously collected and evaluated regarding staff perception of work climate and use for continuous improvement of SEL implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% participation in Panorama surveys. Data reports will be analyzed</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

<p>twice a year by the Campus Improvement Team for progress monitoring of SEL implementation and plans for improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Improvement Team.</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>				
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 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 6 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed lesson adjustments. <b>Root Cause:</b> Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Only 56% of students are able to describe their feelings. <b>Root Cause:</b> Lack of guidance lessons on SEL.</p> <p><b>Problem Statement 3:</b> Families are not engaging students with a discussion about what they are learning at school. <b>Root Cause:</b> Lack of parent information on what students are learning and lack of skills in how to talk to their children about what happens at school.</p>





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

**Performance Objective 7:** Dowling will develop and implement systems and supports for students and families that promote recovery and resiliency.

**Evaluation Data Sources:** Communities in Schools monthly reports  
 Student data: report cards, absences, short-cycle assessments, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communities in Schools services will be provided to at-risk students to ensure that barriers to school attendance and learning are removed and students are on track to stay in school.</p> <p><b>Strategy's Expected Result/Impact:</b> Provided services include counseling, food pantry, clothing, school supplies, tutoring, small group SEL work, and after-school clubs.</p> <p><b>Staff Responsible for Monitoring:</b> CIS Campus Coordinator.</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 2 - Perceptions 1, 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Tutoring will support students who are below grade level in order to close the achievement gaps created by COVID.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth to 60% of all Dowling students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in Reading and Math.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4, 6</p> <p><b>Funding Sources:</b> Supplemental Pay for Tutors for Saturday Tutoring - Title One School-wide - \$6,360, Supplemental Pay for Tutors - ESSR 3 fundsd - Title One School-wide - \$32,200</p>	Formative			Summative
	Oct	Jan	Mar	May



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will have a face-to-face conference with a family member of each student a minimum of twice yearly to discuss student goals, progress towards those goals, student attendance, the Title I Parent Compact, and the Family Engagement Policy</p> <p><b>Strategy's Expected Result/Impact:</b> Families will be aware of student progress and academic ability. Families will provide the support necessary to close gaps in student achievement by supporting targeted tutoring attendance, reading at home, homework support, and attendance. Families will be able to engage in discussion with their students at home about what is happening at school.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 7 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Student attendance lags behind the state average. <b>Root Cause:</b> Parents do not understand and/or value the importance of regular school attendance.</p>
<b>Student Learning</b>
<p><b>Problem Statement 4:</b> Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels. <b>Root Cause:</b> Students are leaving kindergarten behind grade level in reading.</p>
<p><b>Problem Statement 6:</b> In math, every grade level is well below the norm grade level mean RIT score as measured by MAP. <b>Root Cause:</b> Tier I classroom instruction does not match the rigor of the TEKS.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> There is a lack of enrichment and acceleration for students. <b>Root Cause:</b> There are no planned activities or clubs for enrichment.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Only 56% of students are able to describe their feelings. <b>Root Cause:</b> Lack of guidance lessons on SEL.</p>
<p><b>Problem Statement 3:</b> Families are not engaging students with a discussion about what they are learning at school. <b>Root Cause:</b> Lack of parent information on what students are learning and lack of skills in how to talk to their children about what happens at school.</p>

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

**Performance Objective 8:** Dowling will provide a safe and supportive school environment.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Awareness training about child abuse/maltreatment of children will be provided to all staff, students, and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ability of staff and students to recognize and report signs of abuse.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All staff will receive suicide prevention education through SafeSchools, and face-to-face instruction concerning ECISD suicide prevention response procedures by the School Counselor and/or SAS Counselor. Counselors will collaborate with ECISD Police as needed. All School and SAS Counselors will be trained yearly in ECISD crisis response procedures.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of all campus staff will be trained in suicide prevention. Age-appropriate training will be provided to students.</p> <p><b>Staff Responsible for Monitoring:</b> School Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Conflict resolution training will be offered using the Conscious Discipline model to 100% of staff and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will use the Conscious Discipline "Time Machine" to help resolve student conflict.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Programs that address harassment and dating violence will be offered to students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in all grades will be provided age-appropriate lessons concerning harassment and dating violence. Human Growth and Development will embed healthy relationship training.</p> <p><b>Staff Responsible for Monitoring:</b> School Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The ECISD Comprehensive Guidance and Counseling curriculum will be monitored for implementation with fidelity in K-5 to include child abuse reporting, human trafficking, dating violence, suicide prevention, substance abuse, mental health, conflict resolution, violence prevention, mental health warning signs, bullying, self-efficacy, decision making, and other social-emotional topics.</p> <p><b>Strategy's Expected Result/Impact:</b> Monthly reports will indicate alignment with program expectation.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Student Assistant Services (SAS) Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge of student's social-emotional skills, reduced behavior problems, and increased attendance and academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> SAS Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Mental health awareness training will be presented by SAS Counselors and School Counselor to all administrators, counselors, and campus staff on the topics of Trauma and Grief Informed Schools, Trauma-informed Behavior management plans, and the promotion of resiliency.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will be better able to respond to students' needs in a trauma-informed approach.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor SAS Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 8 Problem Statements:**





## Perceptions

**Problem Statement 1:** Only 56% of students are able to describe their feelings. **Root Cause:** Lack of guidance lessons on SEL.

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

**Performance Objective 9:** Develop a comprehensive communication plan based on the priorities identified in Dowling's Campus Improvement Plan.

**Evaluation Data Sources:** Parent Newsletter Views  
Parent Surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Saturate the Dowling families with key points of the plan through the use of social media, Class Dojo, parent newsletters, and parent meetings. Host community and media opportunities to celebrate victories in pursuing each of the plan's objects and goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Dowling families will understand the goals of the CIP</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers will send a weekly newsletter to families highlighting the celebrations of the class and upcoming events and learning objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> Dowling families will receive weekly communication and know what to talk to their students about at home.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 9 Problem Statements:**





<b>Perceptions</b>
<p><b>Problem Statement 3:</b> Families are not engaging students with a discussion about what they are learning at school. <b>Root Cause:</b> Lack of parent information on what students are learning and lack of skills in how to talk to their children about what happens at school.</p>

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

**Performance Objective 10:** Dowling's student attendance rate will increase from 94% in 2020-2021 to 95% in 2021-2022.

**Evaluation Data Sources:** Attendance data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will make daily contact with parents when a scholar is absent and document the contact in Eduphoria.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents/guardians will have an increased awareness of the importance of attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weekly recognition for classes and scholars with perfect attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in daily attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> An administrator or school counselor will contact a parent/guardian when a scholar reaches 7 excused and/or unexcused absences and for each absence thereafter. The call will be logged in Eduphoria and an attendance plan will be put into effect. Transfer students will be placed on a growth plan for low attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents/guardians will feel supported and be offered resources if needed. Attendance will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators School Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> A classroom pennant will be awarded to a class on each grade level for the highest attendance in the grade level each week.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance will improve.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All students will track absences and tardies in their AVID planner/binder using a calendar.</p> <p><b>Strategy's Expected Result/Impact:</b> Student and parent awareness of how many absences and tardies they have accrued will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 10 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Student attendance lags behind the state average. <b>Root Cause:</b> Parents do not understand and/or value the importance of regular school attendance.





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

**Performance Objective 11:** Dowling will establish and maintain strong partnerships with parents, community members, and businesses.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Campus Improvement Team will include two parents, two community members, and two business representatives who will meet with the team a minimum of two times a year.</p> <p><b>Strategy's Expected Result/Impact:</b> CIT will be aligned with mandated representation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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 and the campus website.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have timely information about school activities and weekly learning objectives.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Quarterly Virtual Coffee and Conversations with the Principal and /or Communities In Schools Coordinator will be held to build strong relationships with parents. Sessions will be available in English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Principal CIS Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The Campus Improvement Team (CIT) will begin working to review the campus core values, vision, and mission in the fall of 2021. In the Spring of 2022, the CIT will solicit input and feedback from all staff, parents, and students. By May 2022, the Dowling core values, mission, and vision will be published.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> CIT</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





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

**Performance Objective 12:** Dowling will provide and promote a safe climate that is conducive to learning.

**Evaluation Data Sources:** Panorama student and staff surveys. Parent surveys.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conscious Discipline training will occur through a combination of online modules and a book study and embedded coaching by administrators and Conscious Discipline consultants.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will be orderly, responsive, engaged, and motivated.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The counselor will provide lessons on preventing bullying, including cyber-bullying, to all scholars a minimum of twice a year.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The counselor will provide monthly SEL lessons to all classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Scholars will develop social-emotional skills and learn to self-regulate their emotions.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> A parent education meeting will be held to educate parents on Conscious Discipline and bullying prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent engagement and partnership.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor CIS Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff input in campus culture and procedures. A decrease in the number of student discipline issues.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals, OSS, and ISS placements will reflect equity among student groups. Teachers will work to examine their biases and how they affect students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Dowling staff will engage in learning about equity, equality, and anti-racism in order to support all learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Every student will be supported.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





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

**Performance Objective 1:** In 2021-22, Dowling will offer a job-embedded, personalized professional learning system for teachers.

**Evaluation Data Sources:** Learning Management System (LMS)  
 Employee Performance Evaluations  
 Staff Retention Rates  
 Eduphoria STRIVE  
 Staff Exit Survey Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrators will focus on retaining staff through intentional and personalized support and professional learning 2021-2022.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase staff retention; improve employee effectiveness; develop career pathways.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals -</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1, 3 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Dowling will implement the ECISD Mentor Model that supports and engages new staff 2021-2022.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved staff retention; improve employee effectiveness; develop career pathways</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Mentors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals -</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Dowling will adopt the Big Rocks Educational System (BRES), train teachers and administrators, and support a standardized coaching model for the campus that will increase the instructional capacity of our staff through a personalized and tiered approach.</p> <p><b>Strategy's Expected Result/Impact:</b> With an increase in teacher/leader capacity, a minimum of 60% of Dowling students should meet or exceed their EOY growth projections as measured by the NWEA MAP Assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes &amp; Programs 1, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Dowling administrators, Kinder-3rd grade teachers, and Special Education teachers will participate in the Texas Reading Academy.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of all participants will be able to identify and implement effective practices defined by the Science of Teaching Reading (STR).</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3, 4, 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> K-5 teachers will implement Number Talks daily during classroom instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop a conceptual understanding of math.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 6, 7</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Dowling staff will participate in a book study using the book Blended Learning in Action by Caitlin Tucker.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have knowledge of blended learning best practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Kindergarten teachers will attend the state kindergarten conference.</p> <p><b>Strategy's Expected Result/Impact:</b> Kindergarten teachers will be able to implement developmentally appropriate and academically challenging instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Kindergarten Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Kindergarten Conference Expenses - Title One School-wide - \$1,800</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed lesson adjustments. <b>Root Cause:</b> Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Students' classroom grades do not correlate with STAAR scores. <b>Root Cause:</b> The rigor of Tier I instruction is not aligned to the rigor of the TEKS and the STAAR test.</p>
<p><b>Problem Statement 2:</b> STAAR scores do not correlate to short-cycle assessment and released test data. <b>Root Cause:</b> Conceptual understanding is not developed.</p>
<p><b>Problem Statement 3:</b> A low percentage of students are achieving the meets and masters categories in reading, math, and science. <b>Root Cause:</b> Lack of rigorous Tier I instruction.</p>
<p><b>Problem Statement 4:</b> Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels. <b>Root Cause:</b> Students are leaving kindergarten behind grade level in reading.</p>

### Student Learning

**Problem Statement 5:** Student STAAR scores in reading declined in all grade levels in all achievement categories from 2019 to 2021. **Root Cause:** Students are not reading on grade level.

**Problem Statement 6:** In math, every grade level is well below the norm grade level mean RIT score as measured by MAP. **Root Cause:** Tier I classroom instruction does not match the rigor of the TEKS.

**Problem Statement 7:** Student STAAR scores in math declined in overall student achievement in the approaches and meets achievement categories from 2019 to 2021. **Root Cause:** Students are entering 3rd grade below grade level in math.

**Problem Statement 8:** 5th-grade science scores dropped in all three performance standards from 2019 to 2021. **Root Cause:** Science instruction was not a focus and no hands-on labs for students to internalize learning were used.

### School Processes & Programs

**Problem Statement 1:** Students are not identified for dyslexia and/or special education testing in a timely manner. **Root Cause:** RTI committee did not meet as designed in 2020-2021.

**Problem Statement 2:** There is a lack of enrichment and acceleration for students. **Root Cause:** There are no planned activities or clubs for enrichment.

**Problem Statement 3:** Personalized learning does not occur. **Root Cause:** Teachers are not familiar with the concepts of blended and personalized learning and how to incorporate them in their classrooms.

### Perceptions





**Problem Statement 2:** There is a lack of cultural awareness and action. **Root Cause:** Insufficient focus on developing staff's cultural awareness.



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

**Performance Objective 2:** Dowling will provide strategic staffing and compensation systems during 2021-2022.





**Evaluation Data Sources:** Opportunity Culture  
 Teacher Incentive Allotment designations  
 Staffing/Payroll Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Begin the use of Opportunity Culture to extend the reach of excellent teachers and their teams during 2021-2022.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student outcomes; improve teacher retention and effectiveness; eliminate teacher vacancies; increase teacher pipeline; provide differentiated compensation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal MCLs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Educate all teachers on the TEA Teacher Incentive Allotment (TIA) plan 2021-2022.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher effectiveness and student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Principal TIA campus chairman</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 3:** Dowling will encourage, assist, and support staff in pursuing the National Board for Professional Teaching Standards during 2021-2022.





**Evaluation Data Sources:** Teacher application numbers and acceptance for the ECISD National Board cohort

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify teachers and support them through the National Board Professional Teaching Standards application process.</p> <p><b>Strategy's Expected Result/Impact:</b> At least two Dowling teachers will apply for the cohort</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 4:** Dowling will cultivate current and potential pipelines for the selection and development of quality people during 2021-2022.





**Evaluation Data Sources:** Recruitment data  
Enrollment and completion data from all pipelines

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify talent and intentionally build leadership capacity in highly effective teachers. (ECISD Emerging Leadership Academy and MCL applications)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase quality and preparedness of candidates</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Dowling will employ a Principal Fellow in 2021-2022.</p> <p><b>Strategy's Expected Result/Impact:</b> The Principal Fellow will provide quality coaching and mentoring to teachers while earning a Master's degree in Educational Leadership and moving into an Assistant Principal role at the end of the program.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Principal Fellow</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 5:** Dowling staff will refine the culture of student-centered decision-making and develop a common understanding of quality school culture.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A Student Advisory Council will be made up of a representative from each 3rd-5th grade classroom. This Council will meet with the principal at least quarterly to review campus goals, progress towards campus goals, and make suggestions to improve the campus learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a voice in campus decision-making.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Dowling staff will participate in a book study on school culture using the book Culturize.</p> <p><b>Strategy's Expected Result/Impact:</b> 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,</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 1:** Dowling will implement innovative instructional models which enable personalized learning and increased achievement in math and reading for all students.

**Evaluation Data Sources:** Student growth data on NWEA MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Dowling will 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                      Aggressive Monitoring                      Student data tracking</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student outcomes for all grades and content areas as measured by MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators                      Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Dowling will implement year one work for establishing the foundation for personalized learning for all students. The strategies include the following:                      Blended Learning                      Balanced Literacy</p> <p><b>Strategy's Expected Result/Impact:</b> The percentage of kindergarten students whose EOY RIT score in reading meets or exceeds the individual growth projections on MAP will increase from 29% in 2021 to 60% in 2022.</p> <p>The percentage of 1st-grade students whose EOY RIT score in reading meets or exceeds the individual growth projections on MAP will increase from 36% in 2021 to 60% in 2022.</p> <p>The percentage of 2nd-grade students whose EOY RIT score in reading meets or exceeds the individual growth projections on MAP will increase from 63% in 2021 to 70% in 2022.</p> <p>The percentage of 3rd-grade students whose EOY RIT score in reading meets or exceeds the individual growth projections on MAP will increase from 66% in 2021 to 73% in 2022.</p> <p>The percentage of 4th-grade students whose EOY RIT score in reading meets or exceeds the individual growth projections on MAP will increase from 59% in 2021 to 65% in 2022.</p> <p>The percentage of 5th-grade students whose EOY RIT score in reading meets or exceeds the individual growth projections on MAP will increase from 49% in 2021 to 60% in 2022.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

The percentage of kindergarten students whose EOY RIT score in math meets or exceeds the individual growth projections on MAP will increase from 52% in 2021 to 60% in 2022.  
The percentage of 1st-grade students whose EOY RIT score in math meets or exceeds the individual growth projections on MAP will increase from 58% in 2021 to 65% in 2022.  
The percentage of 2nd-grade students whose EOY RIT score in math meets or exceeds the individual growth projections on MAP will increase from 72% in 2021 to 79% in 2022.  
The percentage of 3rd-grade students whose EOY RIT score in math meets or exceeds the individual growth projections on MAP will increase from 75% in 2021 to 82% in 2022.  
The percentage of 4th-grade students whose EOY RIT score in math meets or exceeds the individual growth projections on MAP will increase from 68% in 2021 to 75% in 2022.  
The percentage of students whose EOY RIT score in math meets or exceeds the individual growth projections on MAP will increase from 38% in 2021 to 60% in 2022.

The percentage of 3rd-grade students achieving the meets and masters level on reading STAAR will increase from 22% and 0% in 2021 to 33% and 10% in Spring 2022.  
The percentage of 4th-grade students achieving the meets and masters level on reading STAAR will increase from 11% and 3% in 2021 to 33% and 10% in Spring 2022.  
The percentage of 5th-grade students achieving the meets and masters level on reading STAAR will increase from 24% and 10% in 2021 to 33% and 15% in Spring 2022.

The percentage of 3rd-grade students achieving the meets and masters level on math STAAR will increase from 16% and 10% in 2021 to 33% and 15% in Spring 2022.  
The percentage of 4th-grade students achieving the meets and masters level on math STAAR will increase from 21% and 13% in 2021 to 33% and 18% in Spring 2022.  
The percentage of 5th-grade students achieving the meets and masters level on math STAAR will increase from 24% and 9% in 2021 to 29% and 14% in Spring 2022.





The percentage of 5th-grade students achieving the meets and masters level on science STAAR will increase from 6% and 0% in 2021 to 33% and 10% in Spring 2022.

**Staff Responsible for Monitoring:** Administrators  
Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, 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

**Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6, 7, 8

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Dowling will implement Professional Learning Communities (PLC) twice weekly where teams implement the Data-Driven Instructional (DDI) process, develop TEKS knowledge (Know/Show charts), create daily exit tickets, write, and plan for student mastery of learning objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher level of teacher capacity and understanding of content resulting in increasing student outcomes in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers MCLs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus leaders will support personalized learning for teachers through coaching using the See It, Name It, Do It (SND) protocol.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the percentage of teachers from May 2021 to May 2022 who score proficient or above on each T-TESS dimension.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators MCLs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3, 4, 8 - School Processes &amp; Programs 1, 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Personalized and targeted tutoring will be provided for all students who failed a STAAR test the previous year and/or score below the 40th percentile in MAP reading and/or math.</p> <p><b>Strategy's Expected Result/Impact:</b> Gaps in student achievement will decrease as measured by MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Level 4: High-Quality Curriculum, Level 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplemental Pay for tutors - Title One School-wide - \$38,560</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> All classrooms will provide hands-on math and science lessons using grade-appropriate manipulatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop a conceptual understanding of mathematics leading to an increase in MAP scores and STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 6, 7, 8</p> <p><b>Funding Sources:</b> Math and Science Manipulatives and Materials - Title One School-wide - \$6,880</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

### Performance Objective 1 Problem Statements:

Demographics
<p><b>Problem Statement 2:</b> T-TESS results show that teachers are not formally and informally collecting, analyzing, and using student progress data to makes needed lesson adjustments. <b>Root Cause:</b> Lack of daily exit tickets / formative assessments to collect and analyze student progress towards objectives.</p>
Student Learning
<p><b>Problem Statement 1:</b> Students' classroom grades do not correlate with STAAR scores. <b>Root Cause:</b> The rigor of Tier I instruction is not aligned to the rigor of the TEKS and the STAAR test.</p>
<p><b>Problem Statement 2:</b> STAAR scores do not correlate to short-cycle assessment and released test data. <b>Root Cause:</b> Conceptual understanding is not developed.</p>
<p><b>Problem Statement 3:</b> A low percentage of students are achieving the meets and masters categories in reading, math, and science. <b>Root Cause:</b> Lack of rigorous Tier I instruction.</p>
<p><b>Problem Statement 4:</b> Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels. <b>Root Cause:</b> Students are leaving kindergarten behind grade level in reading.</p>
<p><b>Problem Statement 5:</b> Student STAAR scores in reading declined in all grade levels in all achievement categories from 2019 to 2021. <b>Root Cause:</b> Students are not reading on grade level.</p>
<p><b>Problem Statement 6:</b> In math, every grade level is well below the norm grade level mean RIT score as measured by MAP. <b>Root Cause:</b> Tier I classroom instruction does not match the rigor of the TEKS.</p>
<p><b>Problem Statement 7:</b> Student STAAR scores in math declined in overall student achievement in the approaches and meets achievement categories from 2019 to 2021. <b>Root Cause:</b> Students are entering 3rd grade below grade level in math.</p>
<p><b>Problem Statement 8:</b> 5th-grade science scores dropped in all three performance standards from 2019 to 2021. <b>Root Cause:</b> Science instruction was not a focus and no hands-on labs for students to internalize learning were used.</p>



## School Processes & Programs





**Problem Statement 1:** Students are not identified for dyslexia and/or special education testing in a timely manner. **Root Cause:** RTI committee did not meet as designed in 2020-2021.

**Problem Statement 3:** Personalized learning does not occur. **Root Cause:** Teachers are not familiar with the concepts of blended and personalized learning and how to incorporate them in their classrooms.

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

**Performance Objective 2:** Dowling will promote SEL for all students across the campus.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> SEL support will be provided through monthly guidance lessons, group guidance, 7 Mindset curriculum, and Conscious Discipline to ensure psycho-social barriers are removed for struggling students</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance and Panorama data</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Struggling students not meeting discipline expectations at the campus will have the opportunity to be assigned a campus mentor.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop a trusting relationship with at least one adult on campus and feel like a part of the school family while developing SEL skills necessary to be successful in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administrators Mentors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Student attendance lags behind the state average. <b>Root Cause:</b> Parents do not understand and/or value the importance of regular school attendance.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Only 56% of students are able to describe their feelings. <b>Root Cause:</b> Lack of guidance lessons on SEL.</p>

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

**Performance Objective 3:** Dowling will create systems that encourage all students to finish high school and pursue a college education, military, or job certification.

**Evaluation Data Sources:** Career Week Survey- pre and post  
Student participation in AVID college days





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Dowling will have 100% of teachers and administrators trained in AVID foundations by May 2022.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use the AVID strategies to encourage students to envision their future and set short-term goals to achieve their dreams.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Dowling will plan and implement a college/career week.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will begin to associate high-school graduation with their future opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor CIS Campus Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 4:** English Learners (ELs) will improve TELPAS scores by 10% from Spring 2021 to Spring 2022.

**Evaluation Data Sources:** TELPAS scores.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All bilingual scholars will practice writing in English each month in a minimum of two subjects.  <b>Strategy's Expected Result/Impact:</b> All EL students will have regular practice writing in English.  <b>Staff Responsible for Monitoring:</b> Assistant Principal                      Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All EL students will practice speaking in English using various apps on the iPads and Chromebooks or by creating a monthly podcast.  <b>Strategy's Expected Result/Impact:</b> EL students will have frequent practice speaking into a microphone and listening to their own voice well before TELPAS.  <b>Staff Responsible for Monitoring:</b> Assistant Principal                      Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All bilingual students will be read to in English and grades 3-5 scholars will read books in English that are on their reading level in English as determined by MAP testing.  <b>Strategy's Expected Result/Impact:</b> 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.  <b>Staff Responsible for Monitoring:</b> Assistant Principal                      Bilingual Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Bilingual Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 5:** Dowling will become a Schoolwide AVID Campus on or before May 2022.


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


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers K-5 and administrators will complete AVID Foundations by May 2022.  <b>Strategy's Expected Result/Impact:</b> All teachers and administrators will be trained in AVID. AVID strategies and structures will be implemented in 100% of classrooms K-5.  <b>Staff Responsible for Monitoring:</b> Assistant Principal                      AVID Site Team  <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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  <b>Funding Sources:</b> Supplemental Pay for AVID training on 3 Saturdays - Title One School-wide - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> After AVID Foundation training, all teachers K-5 will incorporate a minimum of one WICOR strategy in each category in weekly lesson plans.  <b>Strategy's Expected Result/Impact:</b> Scholars will hone their academic skills, including note-taking, organization, time management, and critical thinking.  <b>Staff Responsible for Monitoring:</b> AVID Site Team                      Administrators                      Teachers  <b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The AVID Site Team will use the CCI to develop campus goals and monitor progress monthly.  <b>Strategy's Expected Result/Impact:</b> Dowling will move closer to becoming an AVID Schoolwide Site by the end of the 2022 school year.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>


**Staff Responsible for Monitoring:** AVID Site Team

Assistant Principal

**Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 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

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

**Performance Objective 6:** The percentage of students reading on grade level in all grades will increase at least 10% from the BOY MAP to EOY MAP assessment.

**Evaluation Data Sources:** MAP testing results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will have daily access to high-quality lessons in guided reading / guided comprehension, whole-group instruction, and personalized learning through Imagine Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will show one year of growth in reading by May 2021.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All classrooms will implement 30 minutes of silent reading where students are reading self-selected reading material on their instructional level.</p> <p><b>Strategy's Expected Result/Impact:</b> Students reading levels will increase throughout the year. Student stamina for reading will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 3, 4, 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 6 Problem Statements:**





<b>Student Learning</b>
<p><b>Problem Statement 3:</b> A low percentage of students are achieving the meets and masters categories in reading, math, and science. <b>Root Cause:</b> Lack of rigorous Tier I instruction.</p>
<p><b>Problem Statement 4:</b> Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels. <b>Root Cause:</b> Students are leaving kindergarten behind grade level in reading.</p>
<p><b>Problem Statement 5:</b> Student STAAR scores in reading declined in all grade levels in all achievement categories from 2019 to 2021. <b>Root Cause:</b> Students are not reading on grade level.</p>



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

**Performance Objective 7:** All students will use Learning Without Tears curriculum for fine motor development and handwriting skills.

**Evaluation Data Sources:** Monthly writing samples





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Handwriting Without Tears curriculum will be purchased for all students. Teachers will implement the curriculum with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the legibility of student handwriting. Student note-taking ability in 4th and 5th grade will increase from BOY to EOY. Students in grades 2-5 will write in cursive for all assignments by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b></p> <p><b>Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Learning Without Tears Materials - Title One School-wide - \$4,600</p>	Formative			Summative
	Oct	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 8:** All students in grades 1-5 will use the Accelerated Reading program. Goals will be set for individual students each quarter based on 30-minutes of daily reading.

**Evaluation Data Sources:** Student goal achievement data and reading level progress  
Library circulation data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students will read daily for 30 minutes, test on the books they are reading, and record AR goals and progress towards those goals in their planner.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in reading levels, develop a love of reading within students, increase library book circulation</p> <p><b>Staff Responsible for Monitoring:</b> Media Specialist Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 3, 4, 5</p>	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 8 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> A low percentage of students are achieving the meets and masters categories in reading, math, and science. <b>Root Cause:</b> Lack of rigorous Tier I instruction.</p>
<p><b>Problem Statement 4:</b> Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels. <b>Root Cause:</b> Students are leaving kindergarten behind grade level in reading.</p>
<p><b>Problem Statement 5:</b> Student STAAR scores in reading declined in all grade levels in all achievement categories from 2019 to 2021. <b>Root Cause:</b> Students are not reading on grade level.</p>

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

**Performance Objective 9:** All students K-5 will set goals and track progress in reading and math achievement.

**Evaluation Data Sources:** Student data sheets  
 STAAR data  
 MAP data  
 AR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students in grades 2-5 will record weekly goals in their planner.  <b>Strategy's Expected Result/Impact:</b> Students will be able to identify steps needed to reach year-long goals. Students will be able to communicate their goals to others. Students will be able to track their personal progress.  <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes &amp; Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All scholars in grades 3-5 will conference with an administrator, counselor a minimum of twice per year about their progress towards achieving mastery on STAAR.  <b>Strategy's Expected Result/Impact:</b> 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.  <b>Staff Responsible for Monitoring:</b> Administrators            Counselor  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture  <b>Problem Statements:</b> Student Learning 2, 3, 4</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 9 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Students' classroom grades do not correlate with STAAR scores. <b>Root Cause:</b> The rigor of Tier I instruction is not aligned to the rigor of the TEKS and the STAAR test.</p>

## Student Learning

**Problem Statement 2:** STAAR scores do not correlate to short-cycle assessment and released test data. **Root Cause:** Conceptual understanding is not developed.

**Problem Statement 3:** A low percentage of students are achieving the meets and masters categories in reading, math, and science. **Root Cause:** Lack of rigorous Tier I instruction.

**Problem Statement 4:** Student Lexile levels in all grades are below the CCR Recommended EOY Lexile Level and reading RIT levels are below the national norm in all grade levels. **Root Cause:** Students are leaving kindergarten behind grade level in reading.

**Problem Statement 5:** Student STAAR scores in reading declined in all grade levels in all achievement categories from 2019 to 2021. **Root Cause:** Students are not reading on grade level.

**Problem Statement 6:** In math, every grade level is well below the norm grade level mean RIT score as measured by MAP. **Root Cause:** Tier I classroom instruction does not match the rigor of the TEKS.

**Problem Statement 7:** Student STAAR scores in math declined in overall student achievement in the approaches and meets achievement categories from 2019 to 2021. **Root Cause:** Students are entering 3rd grade below grade level in math.

**Problem Statement 8:** 5th-grade science scores dropped in all three performance standards from 2019 to 2021. **Root Cause:** Science instruction was not a focus and no hands-on labs for students to internalize learning were used.

## School Processes & Programs

**Problem Statement 3:** Personalized learning does not occur. **Root Cause:** Teachers are not familiar with the concepts of blended and personalized learning and how to incorporate them in their classrooms.

# Campus Funding Summary

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Digital Learning Resources: Accelerated Reader, Flocabulary, Generation Genius, IStation, Brain Pop		\$9,782.00
1	6	1	Cosncious Discipline Training		\$16,779.00
1	7	2	Supplemental Pay for Tutors for Saturday Tutoring		\$6,360.00
1	7	2	Supplemental Pay for Tutors - ESSR 3 fundsd		\$32,200.00
2	1	7	Kindergarten Conference Expenses		\$1,800.00
3	1	5	Supplemental Pay for tutors		\$38,560.00
3	1	6	Math and Science Manipulatives and Materials		\$6,880.00
3	5	1	Supplemental Pay for AVID training on 3 Saturdays		\$10,000.00
3	7	1	Learning Without Tears Materials		\$4,600.00
<b>Sub-Total</b>					<b>\$126,961.00</b>
<b>Grand Total</b>					<b>\$126,961.00</b>

# Addendums