Ector County Independent School District

Dowling Elementary

2024-2025

Board Goals

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

Performance Objective 1: By May 2025, the percentage of students achieving or exceeding their individual RIT Growth scores in MAP Math will increase from 55% to 65%.

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

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: All students who did not meet their individual RIT Growth scores in MAP Math the previous year will receive high-impact tutoring for at least 2 hours weekly.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: An increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade-level teacher, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6, 7				

Strategy 2 Details		Reviews			
Strategy 2: Reteach lessons on low-scoring TEKS from the Short Cycle Assessments will be scripted and rehearsed during PLCs. MCLs and/or leadership will follow up to observe the reteach lessons.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Academic gaps and individual student needs will be addressed. **Staff Responsible for Monitoring:** MCLs and leadership **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6, 7 - Curriculum, Instruction, and Assessment 2					

Strategy 3 Details		Reviews			
Strategy 3: Differentiated weekly instruction through iReady Math (3-5) and My Math Academy (K-2). Students will complete a minimum of two lessons per week. Teachers and students will track the number of lessons completed each week.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Classroom teachers, leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6, 7 - Curriculum, Instruction, and Assessment 2					

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Generation Genius videos will be shown to students during morning arrival and lunch multiple times weekly to build background knowledge in math.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: An increase in students' math knowledge will be evidenced by increased MAP scores. **Staff Responsible for Monitoring:** Principal, teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Achievement 6, 7 - Curriculum, Instruction, and Assessment 2 **Funding Sources:** Generation Genius Subscription - Local - $1,795				

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Brain Pop videos will be shown to students during morning arrival and lunch to build background knowledge in math.	**Oct**	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: An increase in students' math knowledge will be evidenced by increased MAP scores. **Staff Responsible for Monitoring:** Teachers, Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Achievement 6, 7 **Funding Sources:** Brain Pop Subscription - Local - $4,500				

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

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

Performance Objective 2: By May 2025, the percentage of students achieving or exceeding their individual RIT Growth scores in MAP English Reading will increase from 44% to 60%, and MAP Spanish Reading will increase from 48% to 60%, as measured from fall 2024 to spring 2025.

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

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
Strategy 1: Students in grades K-5 will participate in at least 20 minutes of independent reading daily. Kindergarten students will listen to books using Epic. Students in grades 1-5 will read and test using Epic. Emergent Bilingual students in grades 2-5 will alternate reading in English and Spanish.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased reading stamina of all students. Increase in student's reading comprehension. **Staff Responsible for Monitoring:** teachers, leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Achievement 1, 8, 10, 11, 13 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Epic School Plus - Title One School-wide				

Strategy 2 Details	Reviews			
Strategy 2: All students who did not meet their individual RIT Growth scores in MAP Reading (English and Spanish) the previous year will receive high-impact tutoring for at least 2 hours weekly from either a classroom teacher or an online tutor.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: An increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade-level teachers, campus leadership **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 8, 10, 11, 13				

Strategy 3 Details	Reviews			
Strategy 3: Differentiated instruction through Istation (bilingual classes) and IReady (monolingual and bilingual classes) will be used weekly. Students will complete a minimum of two lessons weekly, and teachers and students will track lesson completion data weekly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** teachers, leadership **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Achievement 1, 8, 10, 11, 13				

Strategy 4 Details	Reviews			
Strategy 4: All teachers in grades 1-5 use Target RLA Plus from Lone Star Learning for the Do Now portion of the writing lesson. Only monolingual first-grade students will use this resource.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in students' MAP and STAAR reading scores. **Staff Responsible for Monitoring:** teachers, leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10, 13 **Funding Sources:** Target RLA Plus - Local - $6,097				

Strategy 5 Details	Reviews			
Strategy 5: Kindergarten and first-grade bilingual teachers will use Estrellita daily with fidelity.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in Spanish reading scores.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: teachers, leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 11, 13				

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

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

Performance Objective 3: By May 2025, the percentage of students achieving or exceeding their individual RIT Growth scores in MAP Science will increase from 50% to 60%, as measured from fall 2024 to spring 2025.

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

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
Strategy 1: Science will be taught daily using district-approved resources in grades K-5 a minimum of 30 minutes per day.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in students' science background knowledge. **Staff Responsible for Monitoring:** teachers, leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12	**Oct**	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: All grade levels will take the science SCAs and reteach lessons on low-scoring TEKS from the Short Cycle Assessments will be scripted and rehearsed during PLCs. MCLs and/or leadership will follow up to observe the reteach lessons.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Academic gaps and individual student needs will be addressed. **Staff Responsible for Monitoring:** MCLs and leadership **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12				

Strategy 3 Details		Reviews			

Strategy 3: Classroom teachers will use Generation Genius and Brain Pop to supplement science lessons. Videos from this platform will be used to build background knowledge and spiral in previously taught material in science.
    Strategy's Expected Result/Impact: Increase in students' science background knowledge.
    Staff Responsible for Monitoring: teachers, administrators
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 12 - Curriculum, Instruction, and Assessment 2
		Formative			**Summative**

		Oct	**Jan**	**Mar**	**May**

Strategy 4 Details		Reviews			

Strategy 4: All classrooms will participate in a school-wide science fair where each classroom conducts and presents a project.
    Strategy's Expected Result/Impact: Increased knowledge of the scientific process.
    Staff Responsible for Monitoring: Classroom teachers, leadership team
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 12 - Curriculum, Instruction, and Assessment 3
    Funding Sources: Science Boards for Each Classroom - Title One School-wide - $125
		Formative			**Summative**

		Oct	**Jan**	**Mar**	**May**

Strategy 5 Details		Reviews			
Strategy 5: In each science unit, all classrooms K-5 will engage students with hands-on experiments that demonstrate sciencfic concepts using district-approved resources.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student engagement; build background knowledge in science **Staff Responsible for Monitoring:** teachers, leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12 - Curriculum, Instruction, and Assessment 3		**Oct**	**Jan**	**Mar**	**May**

Strategy 6 Details		Reviews			
Strategy 6: 3rd, 4th, and 5th-grade teachers will spiral in previously learned material as science "Do Now" activities daily using released STAAR questions.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will continue to review previously learned material throughout the year. **Staff Responsible for Monitoring:** 5th-grade teachers, 5th-grade MCL **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12 - Curriculum, Instruction, and Assessment 3		**Oct**	**Jan**	**Mar**	**May**

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

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

Performance Objective 4: By May 2025, the percentage of 3-5 grade students achieving or exceeding the "Meets Grade Level" performance category in STAAR math will increase from 28% to 45%.

High Priority

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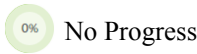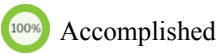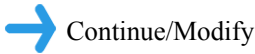Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%

Evaluation Data Sources: STAAR data

Strategy 1 Details		Reviews			
Strategy 1: During weekly professional learning communities, the Data-Driven Instruction protocol (DDI) will be followed to create Know and Show charts that identify the level of rigor and questioning in the daily lesson plans.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** classroom teachers, MCLs, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 6, 7 - Curriculum, Instruction, and Assessment 2					

Strategy 2 Details		Reviews			
Strategy 2: Teachers will ask at least two Costa's Level 3 questions daily that align with the TEKS, evident in their math lesson plans and weekly walkthroughs.		Formative			Summative
		Oct	Jan	Mar	May

Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction.
    Staff Responsible for Monitoring: classroom teachers, MCLs, leadership
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
Problem Statements: Student Achievement 1, 6, 7 - Curriculum, Instruction, and Assessment 2					

Strategy 3 Details		Reviews			
Strategy 3: The daily objective will be written on the board in 100% of the classrooms. It will be aligned to the TEKS, bite-sized, and able to be completed in one day.		Formative			Summative
		Oct	Jan	Mar	May

Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction. Students will know what they should learn during the lesson.
    Staff Responsible for Monitoring: Classroom teachers, MCLs, Leadership
 	
    Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction					

Strategy 4 Details	Reviews			
Strategy 4: Teachers will use Kagan Cooperative Learning structures and AVID instructional strategies daily to increase student participation during math lessons.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student engagement will increase as measured by TTESS walkthroughs. **Staff Responsible for Monitoring:** Teachers, MCLs, and Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6, 7 - Curriculum, Instruction, and Assessment 2				

Strategy 5 Details	Reviews			
Strategy 5: Daily, all students will write during the math block. K-2 teachers will model writing in mathematics until students are able to do this independently. This will be included in lesson plans.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Clarify understanding, reinforce learning, and participate in critical thinking. **Staff Responsible for Monitoring:** Teachers, MCLs **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6, 7 - Curriculum, Instruction, and Assessment 2				

Strategy 6 Details	Reviews			
Strategy 6: Teachers will use blended learning to differentiate learning during math.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students diverse needs will be met	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, MCLs **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6, 7 - Curriculum, Instruction, and Assessment 2				

Strategy 7 Details	Reviews			
Strategy 7: Teachers will have two full-day planning days in August and September, led by the MCLs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All teachers will analyze incoming students' data and BOY MAP scores, form small groups, and develop plans to individualize student instruction.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators MCLs **Title I:** 2.4, 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 5: Effective Instruction **Problem Statements:** Student Achievement 1, 6, 7, 8, 11, 12, 13 **Funding Sources:** Subsitutes - State Grant - $5,000				

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

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

Performance Objective 5: By May 2025, the percentage of 3-5 grade students achieving or exceeding the "Meets Grade Level" performance category in STAAR reading will increase from 27% to 45%.

High Priority

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

Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
Strategy 1: During weekly professional learning communities, the Data-Driven Instruction protocol (DDI) will be followed to create Know and Show charts that identify the level of rigor and questioning in the daily lesson plans.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** classroom teachers, MCLs, leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 8, 10, 11, 13 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will ask at least two Costa's Level 3 questions daily that align with the TEKS, evident in their reading lesson plans and weekly walkthroughs.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction. **Staff Responsible for Monitoring:** classroom teachers, MCLs, leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 8, 10, 11, 13 - Curriculum, Instruction, and Assessment 1				

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

Strategy 4 Details	Reviews			
Strategy 4: Teachers will use Kagan Cooperative Learning structures and AVID instructional strategies daily to increase student participation during math lessons.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Student engagement will increase as measured by TTESS walkthroughs. **Staff Responsible for Monitoring:** Teachers, MCLs, and Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 8, 10, 11, 13 - Curriculum, Instruction, and Assessment 1				

Strategy 5 Details	Reviews			
Strategy 5: Daily, all students will write during the RLA block. Kindergarten teachers will model writing until students are able to do this independently. This will be included in lesson plans.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Clarify understanding, reinforce learning, and participate in critical thinking. **Staff Responsible for Monitoring:** Teachers, MCLs **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 8, 10, 11, 13 - Curriculum, Instruction, and Assessment 1				

Strategy 6 Details	Reviews			
Strategy 6: Teachers will use blended learning to differentiate learning during reading stations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students diverse needs will be met	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, MCLs **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 8, 10, 11, 13 - Curriculum, Instruction, and Assessment 1				

Strategy 7 Details	Reviews			
	Formative			**Summative**
Strategy 7: Teachers will attend professional learning and planning with the MCLs on weekends during August and September.	**Oct**	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: All teachers will analyze incoming students' data and BOY MAP scores, form small groups, and develop plans to individualize student instruction.
    Staff Responsible for Monitoring: Administrators
MCLs
 	
    Title I:
2.4, 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 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 1, 6, 7, 8, 11, 12, 13
    Funding Sources: Teacher Pay - State Grant - $5,000				

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

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

Performance Objective 6: By May 2025, the percentage of 3-5 grade students achieving or exceeding the "Meets Grade Level" performance category in STAAR science will increase from 7% to 25%.
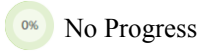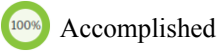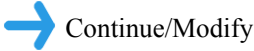
    High Priority

    Evaluation Data Sources: STAAR data

Strategy 1 Details				Reviews			
Strategy 1: Science will be taught daily using district-approved resources in grades K-5 a minimum of 30 minutes per day.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in students' science background knowledge.				**Oct**	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: teachers, leadership
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 	
    Problem Statements: Student Achievement 12							

Strategy 2 Details				Reviews			
Strategy 2: All grade levels will take the science SCAs and reteach lessons on low-scoring TEKS from the Short Cycle Assessments will be scripted and rehearsed during PLCs. MCLs and/or leadership will follow up to observe the reteach lessons.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Academic gaps and individual student needs will be addressed.
    Staff Responsible for Monitoring: MCLs and leadership
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Student Achievement 12							

Strategy 3 Details	Reviews			
Strategy 3: Classroom teachers will use Generation Genius and Brain Pop to supplement science lessons. Videos from this platform will be used to build background knowledge and spiral in previously taught material in science.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increase in students' science background knowledge.
    Staff Responsible for Monitoring: teachers, administrators
 	
    Title I:
 2.4, 2.5, 2.6
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 12 - Curriculum, Instruction, and Assessment 2				

Strategy 4 Details	Reviews			
Strategy 4: All classrooms will participate in a school-wide science fair where each classroom conducts and presents a project.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increased knowledge of the scientific process.
    Staff Responsible for Monitoring: Classroom teachers, leadership team
 	
    Title I:
 2.4, 2.5, 2.6
  - **ESF Levers:**
 Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 12 - Curriculum, Instruction, and Assessment 3				

Strategy 5 Details	Reviews			
Strategy 5: In each science unit, all classrooms K-5 will engage students with hands-on experiments that demonstrate sciencfic concepts using district-approved resources.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increase in student engagement; build background knowledge in science
    Staff Responsible for Monitoring: teachers, leadership
 	
    Title I:
 2.4, 2.5, 2.6
  - **TEA Priorities:**
 Improve low-performing schools
  - **ESF Levers:**
 Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 12 - Curriculum, Instruction, and Assessment 3				

Strategy 6 Details	Reviews			
Strategy 6: 3rd, 4th, and 5th-grade teachers will spiral in previously learned material as science "Do Now" activities daily using released STAAR questions. **Strategy's Expected Result/Impact:** Students will continue to review previously learned material throughout the year. **Staff Responsible for Monitoring:** 5th-grade teachers, 5th-grade MCL **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 12 - Curriculum, Instruction, and Assessment 3	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

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

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

Performance Objective 7: Dowling teachers will be trained in Blended Learning and use the framework daily.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: Classroom walkthroughs will show a minimum of 95% of students engaged in learning at any given time.

Strategy 1 Details	Reviews			
Strategy 1: Blended Learning training will be provided by the blended learning coordinator every 4-6 weeks.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All teachers will receive initial training in blended learning by May 2025. **Staff Responsible for Monitoring:** Principal	Oct	Jan	Mar	May
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 6, 7, 8, 10, 11, 12, 13				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will incorporate flexible seating in their classrooms during blended learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have a voice and choice during their learning. **Staff Responsible for Monitoring:** Teachers	Oct	Jan	Mar	May
Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Furniture for Blended Learning - Title One School-wide - $40,000				

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

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

Performance Objective 1: The percentage of Kindergarten students who meet their projected growth on MAP English reading will increase from 41% to 61%, and Spanish reading from 46% to 66% by May 2025.

High Priority

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

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** MCL and Leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10, 11, 13				

Strategy 2 Details		Reviews		
Strategy 2: Kindergarten teachers will use Heggerty daily in their classrooms with fidelity. Dual language teachers will use Heggerty Spanish.		**Formative**		**Summative**
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews
Strategy 2: Kindergarten teachers will use Heggerty daily in their classrooms with fidelity. Dual language teachers will use Heggerty Spanish. **Strategy's Expected Result/Impact:** Increase in students' phonemic awareness skills. **Staff Responsible for Monitoring:** MCL, teacher **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10 **Funding Sources:** Heggerty ONline - Local - $1,246	**Formative** / **Summative** Oct / Jan / Mar / May

Strategy 3 Details	Reviews
Strategy 3: Kindergarten monolingual teachers will use Saxon phonics daily with fidelity. Bilingual teachers will use Estrellita daily with fidelity. **Strategy's Expected Result/Impact:** Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** MCL, teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10	**Formative** / **Summative** Oct / Jan / Mar / May

Strategy 4 Details	Reviews			
Strategy 4: An MCL will be hired to plan and implement PLCS and coach kindergarten teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Kindergarten teachers will receive coaching using the district protocol and high quality PLCs.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principal, Opportunity Culture Department **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Funding Sources:** MCL I stipend - Title One School-wide - $15,000				

Strategy 5 Details	Reviews			
Strategy 5: Opportunity Culture will be used on campus. Five MCLs will lead grade-level PLCs and coach teachers using the district coaching framework.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All teachers will receive coaching using the district protocol and high-quality PLCs. **Staff Responsible for Monitoring:** Principal, Opportunity Culture Department **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Achievement 1, 8, 10, 11 **Funding Sources:** OC Funding - Title One School-wide - $24,000				

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

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

Performance Objective 2: The percentage of first-grade students who meet their projected growth on MAP English reading will increase from 45% to 65%, and Spanish reading from 26% to 60% by May 2025.

High Priority

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

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** MCL, Team Lead, and Leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10, 11, 13				

Strategy 2 Details		Reviews			
Strategy 2: First-grade teachers will use Heggerty daily in their classrooms with fidelity. Dual language teachers will use Heggerty Spanish.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in students' phonemic awareness skills. **Staff Responsible for Monitoring:** MCL, Team Lead, and Leadership **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10					

Strategy 3 Details		Reviews			
Strategy 3: Monolingual teachers will use Saxon phonics daily with fidelity. Bilingual teachers will use Estrellita daily with fidelity.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** MCL,team lead, teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10, 13					

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

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

Performance Objective 3: The percentage of second-grade students who meet their projected growth on MAP English reading will increase from 41% to 61%, and Spanish reading from 50% to 70% by May 2025.

High Priority

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

Evaluation Data Sources: NWEA

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** MCL, Team Lead, and Leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10, 11, 13				

Strategy 2 Details		Reviews			
Strategy 2: Second-grade teachers will use Heggerty daily in their classrooms with fidelity. Dual language teachers will use Heggerty Spanish and English following the district language of the day calendar.		**Formative**			**Summative**
		Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in students' phonemic awareness skills. **Staff Responsible for Monitoring:** MCL, Team Lead, and Leadership **Title I:** 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10					

Strategy 3 Details		Reviews			
Strategy 3: Monolingual and bilingual teachers will use Saxon phonics daily with fidelity.		**Formative**			**Summative**
		Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** MCL, teachers **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 8, 10, 13					

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

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

Performance Objective 4: The percentage of third-grade students who meet their projected growth on MAP English reading will increase from 43% to 63%, and Spanish reading from 77% to 85% by May 2025.
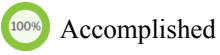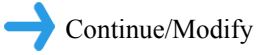
> **High Priority**
>
> **Indicators of Success:**
> Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%
>
> **Evaluation Data Sources:** NWEA

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores
    Staff Responsible for Monitoring: MCL, teachers
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 8, 10, 11, 13				

Strategy 2 Details	**Reviews**			
Strategy 2: Differentiated instruction will be provided to all students based on the performance of specific TEKS on SCAs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High-performing students will grow academically.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Classroom teachers, MCL, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 10, 13				

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: The AVID Site Team will send a monthly newsletter highlighting classroom successes using AVID strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: AVID Site Team	Oct	Jan	Mar	May
Title I: 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will submit documentation of the use of AVID strategies in the form of pictures or other artifacts to their grade-level Site Team members at least monthly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of classrooms will use AVID strategies Documentation will be collected monthly	Oct	Jan	Mar	May
Staff Responsible for Monitoring: AVID Site Team **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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

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

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

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Attendance Data, Panorama Data

Strategy 1 Details	Reviews			
Strategy 1: SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Psycho-social barriers for students struggling with attendance and academic progress will be removed. **Staff Responsible for Monitoring:** CIS Coordinator, Counselors, Administrators **Title I:** 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Students in all grade levels will have classroom jobs to develop a sense of a School Family. Students in grades 3-5 can apply for campus jobs as Junior VIPS.	**Oct**	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Panorama data for the question related to belonging at school will increase from 62% to 75%.
    Staff Responsible for Monitoring: Teachers; Leadership
 	
    Title I:
2.6
  - **TEA Priorities:**
Improve low-performing schools
  - **ESF Levers:**
Lever 3: Positive School Culture
    Problem Statements: Demographics 1, 2				

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: All staff will receive Conscious Discipline training multiple times yearly during after-school professional learning.	**Oct**	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increase in student connectedness.
    Staff Responsible for Monitoring: Principal and Teachers
 	
    Title I:
2.4, 2.6
  - **TEA Priorities:**
Improve low-performing schools
  - **ESF Levers:**
Lever 3: Positive School Culture
    Funding Sources: Conscious Discipline E Course and books - Title One School-wide - $1,600				

Strategy 4 Details	Reviews			
Strategy 4: All students K-5 will participate weekly in iLead.	**Formative**			**Summative**
Strategy's Expected Result/Impact: An increase in students' values-based leadership ability.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 5 Details	Reviews			
Strategy 5: Staff will participate in iLead Transformation Tables at weekly staff meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Panorama data in belonging will increase from 53% to 70%; Well-being will increase from 51% t0 70%; school climate will increase from 65% to 80%;	**Oct**	**Jan**	**Mar**	**May**
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
Strategy 6: A team will attend the Conscious Discipline conferences on Self-Regulation and Academics and Strengthening Executive Function and Stamina in September 2024. Upon returning to the campus, the team will train the staff.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Panorama data in self-management will increase from 65% to 70%, and efficacy will increase from 57% to 62% by May 2025. Referrals will decrease. **Staff Responsible for Monitoring:** Principal, Counselor **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** Conference Fee, Travel, Hotel, and Meals for a team of 5 - State Grant - $20,000				

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

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

Performance Objective 3: Student Panorama data for Self-Efficacy will increase from 57% to 70% by May 2025.

    Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
Strategy 1: The campus will use Morning Affirmations with all students to build self-esteem.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have positive affirmations they can repeat to themselves when they are facing challenges in the classroom.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers; Leadership **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				
Strategy 2 Details	Reviews			
Strategy 2: A mentoring program will be developed and used for students with challenging behaviors.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved self-esteem, role-modeling; behavioral improvements	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: AP, mentors, Counselor **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
Strategy 3: Students will set SEL and academic goals for themselves. Students will reflect on their goals and track their progress towards meeting them.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students will learn how to set short-term and long-term goals and determine the steps needed to reach those goals. Students will gain confidence. **Staff Responsible for Monitoring:** Teachers, CIS, Counselors **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

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

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

Performance Objective 4: Students identified as Other Special Populations (OSP - MV Homeless, Foster and Military-Connected) youth will be prioritized and receive additional services designed to increase academic performance and attendance.

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

Evaluation Data Sources: Attendance Data
Grades

Strategy 1 Details	Reviews			
Strategy 1: Community Outreach Center (COC) social workers, specialists, and Communities in Schools (CIS) will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria or in the OSP MV documentation sheets.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Psycho social barriers will be removed so student attendance will be expected to increase to 94%. **Staff Responsible for Monitoring:** CIS Coordinators Campus Registrar Counselor Teachers Principal/AP **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Dowling teachers and administrators will track these students' attendance and academic progress each quarter and provide interventions to help remove barriers to school attendance and success.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Psycho-social barriers will be removed, so student attendance will be expected to increase to 94%. **Staff Responsible for Monitoring:** Registrar Counselor Teachers Principal / AP **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: Communities in Schools Site Coordinator will target these students for support.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in grades and attendance.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: CIS Site Coordinator **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2				

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

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

Performance Objective 5: Parental involvement will increase through planned activities.

Evaluation Data Sources: Parent sign in sheets
Parent Survey

Strategy 1 Details	Reviews			
Strategy 1: Dowling will hold grade-level-specific parent meetings at the beginning of the school year to review expectations and provide activities to reinforce learning at home.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased number of students meeting growth measure on MAP reading and math. Increased attendance percentages in kindergarten and first grade. **Staff Responsible for Monitoring:** Teachers Administrators Counselor **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1				

Strategy 2 Details	Reviews			
Strategy 2: Parent conferences will be held a minimum of twice a year for all parents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parental awareness of student progress.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Teachers **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1				

Strategy 3 Details	Reviews			
Strategy 3: Dowling "Family Days" will be held four times per year. Families will be invited to the classrooms during the school day to participate in learning with students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in parent involvement	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers Leadership CIS Coordinator **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Materials for Parent/Child Activities - Title One School-wide - $2,595				

Strategy 4 Details	Reviews			
Strategy 4: Dowling will host a minimum of two Family Nights focusing on how parents can help students at home.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in parental involvement.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: CIS Leadership **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1				

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

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

Performance Objective 6: Dowling will meet the needs of students new to the campus.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Attendance Data
Panorama Data
Parent Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Dowling will develop and implement a student leadership team. The student leaders will present a welcome orientation to new students and serve as peer buddies.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in new students' feeling of welcome to the campus. **Staff Responsible for Monitoring:** AP CIS Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: A Dowling Family Handbook will be given to all students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in parental involvement; Welcoming environment	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Office Staff Principal **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1				

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