Ector County Independent School District

Dowling Elementary

2022-2023 Campus Improvement Plan

Board Goals

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

Performance Objective 1: By May 2023, 65% of students, K-5th, will reach their individual RIT Growth scores in MAP Math.

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

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
Strategy 1: High-impact tutoring for all students scoring in the Approaches level or below for a minimum of 2 hours weekly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: An increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teacher, leadership **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

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

Strategy 3 Details		Reviews			
Strategy 3: Differentiated instruction through Imagine Math weekly. Students will complete a minimum of one lesson in K-2 and a minimum of 2 lessons in 3-5.		**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 5: Effective Instruction					

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 2023, 60% of students, K-5th, will reach their individual RIT Growth scores in MAP Reading.

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

Evaluation Data Sources: NWEA data

Strategy 1 Details	Reviews			
Strategy 1: High-impact tutoring for all students scoring in the Approaches level or below for a minimum of 2 hours weekly.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: An increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teachers, campus leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Leveled Literacy Intervention / Solucciones will be used in all classrooms for students performing at the Approaches level or below, for a minimum of 30 minutes, four times weekly.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: An increase in their MAP growth through evidence of RIT score. **Staff Responsible for Monitoring:** Grade level teacher, Reading Coach, Campus Leadership **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

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

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 2023, 35% of students, 3rd-5th, will reach STAAR Meets/Masters in Math.

High Priority

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

Evaluation Data Sources: STAAR data

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

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

Strategy 3 Details		**Reviews**			
Strategy 3: The daily objective will be written on the board in 100% of the classrooms. It will be aligned to the TEKS, bite-sized, and able to be completed in one day.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All teachers will be well prepared to deliver quality Tier 1 instruction. Students will know what they should learn during the lesson. **Staff Responsible for Monitoring:** Classroom teachers, MCLs, Leadership **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction					
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 2023, 45% of students, 3rd-5th, will reach STAAR Meets/Masters in Reading.

High Priority

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

Evaluation Data Sources: STAAR data

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

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

Strategy 3 Details	Reviews			
Strategy 3: The Instructional Leadership Team will conduct focused walkthroughs to identify the GAP, meet with the teacher to name the GAP, and then coach the teacher to practice the activity or lesson before presenting it to students in the classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Through focused walkthroughs and collaborative discussions between the leadership team, all teachers will be able to SEE the GAP, NAME the GAP, and CLOSE the GAP. **Staff Responsible for Monitoring:** ILT **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

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

Board Goal 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: 100% of classroom teachers will incorporate blended learning by May 2023.

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

Strategy 1 Details	Reviews			
Strategy 1: Dowling will utilize technology resources that will enable students, teachers, and leaders to implement and monitor personalized learning for all, including the following:	**Formative**			**Summative**
Schoology	**Oct**	**Jan**	**Mar**	**May**
SeeSaw Online Literacy Libraries Eduphoria Brainchild Imagine Learning IStation Generation Genius Accelerated Reader Brain Pop Flocabulary Summit K12 Choice Boards Technology Stations **Strategy's Expected Result/Impact:** Increase in percent of students showing growth on EOY MAP as compared to BOY MAP in reading, math, and science. Increase of percentage of students showing growth on TELPAS. **Staff Responsible for Monitoring:** Principals Teachers **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will participate in a book study about Blended Learning in Spring 2023.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of classrooms will begin to implement blended learning by May 2023 leading to increased student engagement.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators Teachers - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

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

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

Performance Objective 1: The percentage of Kindergarten students who meet their projected growth on MAP will increase from 37% to 60% by May 2023.

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

Evaluation Data Sources: NWEA data

| Strategy 1 Details	Reviews			
Strategy 1: Grade-level teachers will complete HB 4545 Reading Academies by May 2023.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will gain in-depth knowledge and best practices in Science of Reading Instruction that will be transitioned into the classroom. Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Campus Leadership, District Leadership **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 5: Effective Instruction	**Oct**	**Jan**	**Mar**	**May**
Strategy 2 Details	Reviews			
Strategy 2: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough	**Oct**	**Jan**	**Mar**	**May**

observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores

Staff Responsible for Monitoring: Leadership

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

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

Performance Objective 2: The percentage of 1st-grade students who meet their projected growth on MAP will increase from 35% to 60% by May 2023.

High Priority

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

Evaluation Data Sources: NWEA data

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

Strategy 2 Details	Reviews			
Strategy 2: Grade-level teachers will complete HB 4545 Reading Academies by May 2023.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will gain in-depth knowledge and best practices in Science of Reading Instruction that will be transitioned into the classroom. Academic gaps in individual student needs will be addressed. High-performing students will grow academically.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Leadership, District Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

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

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

Performance Objective 3: The percentage of 2nd-grade students who meet their projected growth on MAP will increase from 68% to 75% by May 2023.

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

Evaluation Data Sources: NWEA

Strategy 1 Details	Reviews			
Strategy 1: Differentiated instruction will be provided to all students based upon the performance of specific TEKS on the short cycle assessments and MAP results.	**Formative**			**Summative**
	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, MCLs, leadership **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Grade-level teachers will complete HB 4545 Reading Academies by May 2023.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Teachers will gain in-depth knowledge and best practices in Science of Reading Instruction that will be transitioned into the classroom. Academic gaps in individual student needs will be addressed. High-performing students will grow academically. **Staff Responsible for Monitoring:** Campus Leadership, District Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction				

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

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

Performance Objective 4: The percentage of 3rd-grade students who meet their projected growth on MAP will increase from 51% to 65% by May 2023.

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

Evaluation Data Sources: NWEA

Strategy 1 Details	Reviews			
Strategy 1: Grade-level teachers will receive weekly training, coaching, and mentoring from the MCL and District ELAR Coordinator assigned to the campus on Tier 1 best instructional practices.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Rigorous Tier 1 instruction will be observed during walkthrough observations, student engagement will be at a rigorous level, and student performance and progress will be evident in multiple data points- classroom discussions, Istation, intervention time, MAP scores **Staff Responsible for Monitoring:** Classroom Teachers, MCL, Campus Leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Differentiated instruction will be provided to all students based on the performance of specific TEKS on SCAs.	**Formative**			**Summative**
	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, MCL, leadership **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 5: Dowling's teacher retention percentage will increase to 70% by May 2023.

    Evaluation Data Sources: Teacher retention data

Strategy 1 Details	Reviews			

Strategy 1: Monthly staff celebrations will be planned and implemented by the Sunshine Committee to recognize teacher birthdays, staff members of the month, etc..
     Strategy's Expected Result/Impact: Teacher retention
     Staff Responsible for Monitoring: Sunshine Committee
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals
  - **ESF Levers:**
 Lever 3: Positive School Culture
	Formative			**Summative**

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

Strategy 2 Details	Reviews			

Strategy 2: The ILT will develop a list of teacher non-negotiables and expectations to define clear expectations and reduce the overlap of tasks.
     Strategy's Expected Result/Impact: Clear teacher expectations and reduced overlap in tasks
     Staff Responsible for Monitoring: ILT
 	
     TEA Priorities:
 Recruit, support, retain teachers and principals
  - **ESF Levers:**
 Lever 3: Positive School Culture
	Formative			**Summative**

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

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

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

Performance Objective 6: Dowling will provide strategic staffing and compensation systems during 2022-2023.

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

Strategy 1 Details	Reviews			
Strategy 1: Expand Opportunity Culture to extend the reach of excellent teachers and their teams during 2022-2023.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve student outcomes; improve teacher retention and effectiveness; eliminate teacher vacancies; increase teacher pipeline; provide differentiated compensation.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** MCL funding from replacing Instructional Coach - Title One School-wide - $75,670				

Strategy 2 Details	Reviews			
Strategy 2: Educate teachers on the TEA Teacher Incentive Allotment Plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher recruitment and retention of highly effective teachers.	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

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

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

Performance Objective 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 weekly newsletter highlighting classroom successes using AVID strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will have an increased awareness of how to implement AVID in their classrooms.	**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				
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 weekly	**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 65% to 75% by May 2023.

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

Evaluation Data Sources: Increased Attendance

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

Strategy 2 Details	Reviews			
Strategy 2: Students in all grade levels will have classroom jobs to develop a sense of a School Family. Students in grades 3-5 can apply for campus jobs as Junior VIPS.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Panorama data for the question related to belonging at school will increase from 2022 to 2023. **Staff Responsible for Monitoring:** Teachers; Leadership **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

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

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

Performance Objective 3: Panorama Data for Self-Efficacy will increase from 57% to 67% by May 2023.

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

Evaluation Data Sources: Panorama Data

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

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

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

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

Performance Objective 4: The 7 Mindsets SEL curriculum will be implemented daily in 100% of classrooms.

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

Evaluation Data Sources: Reduction discipline referrals, observations,

Strategy 1 Details	Reviews			
Strategy 1: After morning announcements, classroom teachers spend 15-20 minutes on 7 Mindset lessons with their students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: self-regulation behaviors by students, reduction of behavior referrals, increased student engagement in academic instruction **Staff Responsible for Monitoring:** Classroom teachers, campus leadership **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: All classroom teachers will be trained to implement the 7 Mindsets curriculum and receive support as needed from the School Counselor.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: All classroom teachers will know how to effectively implement the 7				

Mindsets
Staff Responsible for Monitoring: Counselor

Title I:
2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture

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

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

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

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

Evaluation Data Sources: Attendance Data
Grades

Strategy 1 Details	Reviews			
Strategy 1: Community Outreach Center (COC) social workers, specialists, and Communities in Schools (CIS) will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria or in the OSP MV documentation sheets.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Psycho social barriers will be removed so student attendance will be expected to increase to 94%. **Staff Responsible for Monitoring:** CIS Coordinator **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				
Strategy 2 Details	Reviews			
Strategy 2: Dowling teachers and administrators will track these students' attendance and academic progress each quarter and provide interventions to help remove barriers to school attendance and success.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Psycho-social barriers will be removed, so student attendance will be expected to increase to 94%. **Staff Responsible for Monitoring:** Administrators Teachers **TEA Priorities:** Improve low-performing schools				

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

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

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

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

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

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

Strategy 2 Details	Reviews			
Strategy 2: Dowling will hold parent meetings for Kindergarten and 1st grade parents to review expectations and provide activities to reinforce learning at home.	**Formative**			**Summative**
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.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: K-1 Teachers CIS Coordinator Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Funding Sources:** Parent materials for reading and math - Title One School-wide - $1,501				

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

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 7: Dowling will plan and implement a "College and Career Month" to bring awareness of postsecondary opportunities.

Indicators of Success:
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%

Strategy 1 Details	Reviews			
Strategy 1: The AVID Committee, in cooperation with the CIS Coordinator and Counselor, will plan and implement a school-wide College and Career month in October.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student awareness of post-secondary opportunities. **Staff Responsible for Monitoring:** AVID Committee CIS Coordinator Counselor **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	