Ector County Independent School District
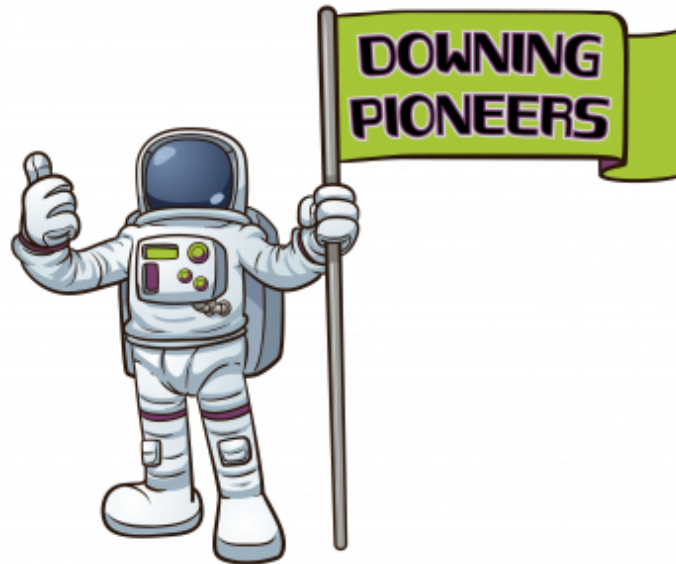
Edward K. Downing Elementary

2021-2022 Campus Improvement Plan

Mission Statement

Edward K. Downing Elementary's Mission is to work in partnership with students, families and the community to ensure that each student acquires the knowledge, skills and core values necessary to achieve continuous improvement with personal and academic success that will in turn enrich their lives and our community

Vision

The vision at Edward K. Downing Elementary is to prepare and motivate our students for a rapidly changing world by instilling in them the skills of collaboration, communication, critical thinking, and creativity in a highly engaging learner centered environment to achieve continuous improvement toward academic success. Our students with the partnership from our community and parents will demonstrate mastery of the core values of respect, loyalty, perseverance, compassion, good manners, responsibility and self-control.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Edward K. Downing Elementary (EKD Elementary) was built in 2015. It is located at 1480 N. Knox Ave. Odessa TX in West Odessa. This is the school's 7th school year. Edward K. Downing Elementary's (EKD Elementary) current enrollment is K-5 students. This is a difference of 110 more students from the school year of 2019-2020. EK Downing Elementary is a Title One school.

The account for the increase is due the fact the campus was the influx of growth in West Odessa.   The campus was designed and built for 650 students. EKD Elementary as of the 2019-20 school year had:

- 429 (66.1%) students listed as AT-RISK.
- 529 (70.6%) students listed as Economically Disadvantaged.
- 310 (41.4%) students listed as LEP and 300 97% of the total LEP population are being served in a bilingual program. The remainder of the LEP students were parent denials to the bilingual program.
- 60 (9.4%) Mobility rate
  - 8 SPED students Mobile
  - 15 EL students Mobile
  - 48 Eco Dis students are mobile
- 84 (11%) Students in SPED program
  - 24 (28%) students listed as Instellectual Disability Special Education
  - 32 (38.1%) listed with Physical Disability
  - 16 (19%) with Autism
  - 12 (14.3%) with Behavioral Disablilties
- 64 (11.2%) students listed as GT
- 41 (5.5%) White students
- 702 (93.7%) Hispanic students
- 2 (0.2%) African American students

Total Enrollment

- Total Membership 749
- Kindergarten 118
- 1 Grade 121
- Grade 2 125
- Grade 3 130
- Grade 4 120
- Grade 5 135

Based on the last 6 years the trend seems to be that Edward K. Downing Elementary has a high number of Hispanic and economicaly disadvantaged students that seem to be consistant and correlates to the popoulation in West Odessa.

At-risk students are identified using the 13 state indicators. All students identified for at-risk will be identified as what needs are needing to be addressed through interventions. Such interventions will be tutoring throughout the school day, mentoring through WATCH DOG program, and parent workshops, parent meetings, attendance incentives.

Special Ed: Last year approximately 50 students were served in the special ed program by speech, learning disability, and/or intellectual disability. Students who qualified for a learning disability/intellectual disability qualified due to quality response to intervention strategies that were done by our staff or other schools. These students possesed strengths in which to build upon for their instruction. Those that did not qualify held very low IQ without any strengths in which to build upon for instruction. These students were placed in an intervention program throughout the school year.

The special ed program is a majority of inclusion practices for most of our students identified as learning disabled/intellectually disabled.

Student Attendance: Last year our yearly attendance average was 94.6%. Our goal for this year is to maintain 96% or higher. A campus attendance committee was developed and used to identify students with high attendance issues. Parent conferences were held to discuss reasons for high attendance and provide intervention for parents. The EKD classroom teachers call parents after 3 absences to visit with parents about reasons for student absences and catching up with student work. After 5 absences the EKD attendance clerk calls parents to discuss the purpose for the high number of absences and offer any assitance the school can provide to prevent any further unnecessary absences. After 10 absences the attendance committee meets with the parents. Most of the absences are excused due to doctor appt., or students who are called in ill.

English Language Learners:

Most of our ELL learners are served through a dual language bilingual program. Each grade level has 2 to 3 certified bilingual teachers. A small number of students are served through our ESL program in which they are placed with a teacher who is ESL certified. All other ELL students are listed as parent denials of the bilingual program. All denials must meet with the principal to discuss the benefits of their child being in the bilingual program. If the parent still denies the program then he/she must meet with the Director of Bilingual/ESL services.

Staff Demographics:

Total Staff

- Teachers 41.6
- Professional Support 2.0
- Campus Administration 3.0
- Educational Aides 7.0
- Beginning Teachers 14.8
- 1-5 Years Experience 4.1
- 6-10 Years Experience 8.1
- 11-20 Years Experience 9.6
- Over 20 Years Experience 5.0

Average class size is about 25 students.

Student Learning

Student Learning Summary

E.K. Downing

Summarized Results

3-5 All Subj Eng & Span STAAR 2021 Domain 1	Total Students	Approaches	Meets	Masters	Domain 1
District	6788	51.96%	24.29%	11.04%	29%
DOWNING ELEMENTARY SCHOOL	391	47.05%	17.97%	7.34%	24%

3-5 Reading STAAR 2021 Eng & Span	Summarized Results				
	Total Students	Approaches	Meets	Masters	Domain 1
ECISD	6751	54.10%	26.53%	13.38%	31%
DOWNING ELEMENTARY SCHOOL	389	48.33%	19.28%	10.28%	26%

3-5 Math STAAR 2021 Eng & Span	Summarized Results				
	Total Students	Approaches	Meets	Masters	Domain 1
ECISD	6750	54.76%	26.58%	12.50%	31%
DOWNING ELEMENTARY SCHOOL	389	53.73%	23.14%	8.48%	28%

	Writing				Domain 1	Science Total Students	Approaches	Meets	Masters	Domain 1
	Total Students	Approaches	Meets	Masters						
All Students	2158	40.59%	16.17%	3.38%	20%	48.15%	18.58%	7.06%	4451	148375%
DOWNING ELEMENTARY SCHOOL	135	28.89%	7.41%	0%	12%	122	41.80%	9.02%	2.46%	18%

STAAR 2021 3rd Eng & Span	Mathematics				Reading/ELA				Summarized Results		
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Mas
All Students	2282	51.75%	20.82%	7.89%	2282	55.26%	25.24%	11.79%	2295	53.51%	23.03%	

**3-5 All Subj Eng & Span STAAR
2021 Domain 1**

	Total Students	Approaches	Meets	Masters	Domain 1							
DOWNING ELEMENTARY SCHOOL	133	52.63%	20.30%	7.52%	133	51.88%	16.54%	8.27%	133	52.26%	18.42%	7.89

	Mathematics				Reading/ELA				Writing			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Mas
All Students	2168	50.23%	24.17%	11.72%	2169	46.66%	22.22%	8.67%	2158	40.59%	16.17%	3.38
DOWNING ELEMENTARY SCHOOL	135	44.44%	21.48%	6.67%	135	40.74%	14.81%	4.44%	135	28.89%	7.41%	0%

5th STAAR 2021 Eng & Span

	Mathematics				Reading/ELA				Science			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Mas
All Students	2300	62%	34.57%	17.83%	2300	59.96%	31.87%	19.39%	2293	48.15%	18.58%	7.06
DOWNING ELEMENTARY SCHOOL	121	65.29%	28.10%	11.57%	121	52.89%	27.27%	19.01%	122	41.80%	9.02%	2.46

MAP data:

https://teach.mapnwea.org/report/download/rpt/124644805

Student Learning Strengths

Approaches and Meets percentage has increased which means the level of instruction has increased in the classroom.

Math MAP: grade levels 1st, 3rd, 4th and 5th met/exceeded growth is the areas of MATH.

Reading MAP: grade levels 1st, 3rd, 4th, and 5th met/exceeded growth is the area of Reading.

School Processes & Programs

School Processes & Programs Summary

Curriculum/Instruction:

Edward K. Downing n(EKD) utilizes the TEKS, the district's curriculum, and a multitude of district approved resources to provide meaningful instruction to students in order to receive a well-rounded education. Identified students receive Dyslexia, GT, Speech, and SPED services. AVID strategies are utilized in 4th and 5th grade classrooms. Imagine Math, Short Cycle Assessments, MAP, CogAT, Naglieri, Released STAAR, and STAAR assessments are administered to students in the appropriate grade levels to monitor student progress. SEL resources help enrich and provide supports to both teachers and students to meet their needs. Formative assessments are used in the classroom and District summative assessments are also adminsitered to assess and monitor student progress.

Technology is integrated through the use of district-approved programs. All K-5 students are required to complete a minimum number of lessons weekly on Imagine Math and complete a minimum number of minutes in Imagine Language and Literacy, and Imagine Math Facts. Other online programs such as K-12 Summit and Istation help enrich instruction and support students. A technology specialist assists with providing teachers with technology training and resources, and the district provides several online opportunities for teachers, principals, and district employees to learn more about technology utilized in the district.

A master schedule has been created to allow for a 45 minute conference period with an additional 45 minute intervention time at the end of the day. PLCs are held once a week that are data driven and Relay practices and protocols and expectations are established.

School Context/Organization:

EKD Elementary has an average of 850 students with almost 60 classroom teachers, 1 PE teacher, 1 Music Teacher, 2 Special Education Teachers, 1 instructional coach (IC), 1 dyslexia teacher, 1 counselor and a library clerk. This year's average will be 6 classrooms per grade level, 4 monolingual, 2 bilingual with the exception of 3 in Kinder and 4th grade. Programs currently operating at EKD include serving K-5th grade students, programs such as, dyslexia/504, Special Education, bilingual, Gifted and Talented, and after-school athletics (depending on COVID restrictions).

EKD is in its 2nd year of being an Opportunity Culture campus for 2021-2022. The campus will have an MCL IIs and one RA per grade level in K-5. RAs provide a pipeline of future teacher candidates for the campus. The goal of Opportunity Culture is to reach more students with excellent teachers.

Relay DDI processes and playbooks are implemented to create and implement effective data processes, whole system routines and procedures. CHAMPS is also implemented for consistent routines and procedures to provide a safe and productive environment.

Recruit/Support/Retain:

With the implementation of Opportunity Culture, we will grow and empower teachers and future leaders. Our goal is to also retain teacher residents and student teachers for future vacancies on campus.

School Processes & Programs Strengths

Curriculum and Instruction

Goliad will follow the district's curriculum with fidelity. Personalized professional development is provided as needed for teachers. DDI process is the focus for PLCs after each SCA, MAP and district benchmarks.

School Context and Organization

1. Big Rocks Student Culture has been a new implementation to assist in classroom management, arrival/dismissal, as well as classroom/hallway transitions.

2. Weekly PLCs are conducted.

3. Relay for routines and procedures is effectively implemented to reflect consistent expectations for students, staff and administrators.

4. CHAMPS implemented school-wide (Big Rocks goes hand in hand with CHAMPS)

5. One to one technology campus-wide. I-Pads for K-2 and Chromeboks for 3-5.

6. Seesaw effectively implemented and used for all K-2nd students and beginning to utilize Schoology for all 3-5th grade students.

Recruit/Support/Retain

EKD recruits highly qualified/certified teachers. Teacher retention is a goal for this school year.

Perceptions

Perceptions Summary

EKD utilizes a few different things to assist with assessing perceptions around the area.

1. Send out a monthly calendar with school-wide events and messages

2. Panorama survey and results

3. Title I meetings/survey

4. Classes keep famiies abreast of situations through class Dojo

5. Campus communication is distributed through the school's website, Facebook, Twitter, Schoology, Seesaw, and information sent home in backpacks.

Perceptions Strengths

The following areas are a few strengths for EKD:

1. Send out a monthly calendar with school-wide events and messages

2. Panorama survey and results

3. Title I meetings/survey

4. Classes keep famiies abreast of situations through class Dojo

5. Campus communication is distributed through the school's website, Facebook, Twitter, Schoology, Seesaw, and information sent home in backpacks.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: Teachers will learn and implement cooperative learning strategies on campus.

Evaluation Data Sources: Observations and student success

Strategy 1 Details	Reviews			
Strategy 1: Professional development on cooperative learning strategies, observation feedback through MCLs and administration, & MCL modeling and coaching.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased student engagement and academic discourse.				
Staff Responsible for Monitoring: MCLs administration				
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**				
Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				
Funding Sources: - Title One School-wide				

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

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

Performance Objective 1: We will retain up to 90% of current staff.

    Evaluation Data Sources: Position Staffing Report

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement Opportunity Culture campus-wide.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be coached and mentored throughout the year for classroom management and instructional strategies, using RELAY methods.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: MCLs and administration.				
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Staff Quality, Recruitment, and Retention 1, 2				
Funding Sources: Purchase coaching/leadership books for all MCLs - Title One School-wide - $300				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 1: Updated technology and resources

    Evaluation Data Sources: Evidence of utilized technology on campus

Strategy 1 Details	Reviews			
Strategy 1: Purchase well researched technology to update across campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase technology use in classrooms to increase learning and growth.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: MCLs and Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Campus Funding Summary

			Title One School-wide		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
2	1	1	Purchase coaching/leadership books for all MCLs		$300.00
				Sub-Total	$300.00
				Grand Total	$300.00

Addendums