

Ector County Independent School District

Dowling Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: D



Mission Statement

Our Mission:

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

Vision

Our Vision:

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

Value Statement

At Dowling, we enable students to be themselves--to explore their interests, discover their strengths and find the confidence to succeed in the world beyond Dowling.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Community Overview

Dowling Elementary, located in Ector County ISD, serves approximately **700 students** in grades PK–5. The school community is predominantly Hispanic and represents a wide range of socio-economic backgrounds, with a high percentage of students identified as economically disadvantaged. Staff members are committed educators who work in close collaboration with families and community partners to support student growth and achievement in a safe, inclusive, and academically focused environment.

Student Groups: Race/Ethnicity, Gender, Attendance, and Mobility

Enrollment: Approximately **700 students**

Race/Ethnicity Breakdown:

- Hispanic/Latino: **635 students** (91%)
- Black or African American: **13 students** (2%)
- White: **38 students** (5%)
- Two or More Races: **14 students** (2%)
- Asian, American Indian, and Pacific Islander: <1% combined

Gender Breakdown:

- Male: **392 students** (56%)
- Female: **308 students** (44%)

Attendance:

- Attendance rate improved from **92.8% (2023–24)** to **93.9% (2024–25)**.
- Mobility data was not directly reported, but the improved attendance suggests increased stability in student enrollment.

Discipline Summary

A total of **47 discipline incidents** were recorded in 2024–2025:

- 43 incidents involved general **Student Code of Conduct** violations
- 3 incidents were related to **fighting**
- 1 incident involved **assault on an employee or volunteer**
Consequences included in-school and out-of-school suspensions as well as placements in the **Disciplinary Alternative Education Program (DAEP)**.

Teacher Retention, Recruitment, and Qualifications

Dowling Elementary employs a staff of certified, experienced educators. The **teacher-student ratio is approximately 1:18**. Teacher retention has remained stable, and all paraprofessionals meet **state and federal qualification standards**. The campus is committed to recruiting and retaining high-quality teachers to meet the needs of its diverse learners.

Additional Notes

The campus continues to use data-driven strategies to monitor student attendance, discipline, and academic progress. Staff members focus on equity, student engagement, and building strong relationships with families to ensure all students succeed.

Demographics Strengths

- **Strong Student Enrollment and Community Stability**
 - With approximately **700 students enrolled**, Dowling maintains a stable population, suggesting consistency in family commitment to the school.
 - The **improved attendance rate** (from 92.8% to 93.9%) is a clear indicator of **strong engagement and school connectedness**, despite economic challenges.
- **Cultural and Linguistic Strength**
 - A **91% Hispanic/Latino population** creates a culturally rich and unified student body, allowing for shared traditions, bilingualism, and family involvement that supports campus identity.
 - This demographic concentration can support **targeted bilingual programming, culturally relevant teaching**, and community partnerships that resonate with students and families.
- **Dedicated and Qualified Staff**
 - All **paraprofessionals meet state and federal qualifications**, and the **teacher-student ratio of 1:18** ensures that students are receiving adequate attention and

instruction.

- **Stable teacher retention** supports instructional continuity and strong relationships over time.

- **High Participation in Targeted Support Programs**

- High identification in programs like **At Risk (75%)**, **Early Reading Intervention (16%)**, and **Homeless support (10%)** reflects **strong systems of identification and service delivery** for vulnerable populations.
- These support structures indicate that the campus is **proactive in connecting students with needed interventions and resources**.

- **Gifted and Talented Program Access**

- With **4% of students in GT**, the school is successfully identifying and serving advanced learners even within a high-needs population—demonstrating a commitment to **academic excellence and equity**.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Dowling Elementary serves a high-needs population, with 594 students identified as economically disadvantaged and 526 students classified as at risk. The campus also supports 18.7% students in Special Education, 82 experiencing homelessness, and 114 flagged for early reading intervention. These overlapping needs place extra strain on staff and impact instructional consistency.

Root Cause: Many students enter school without early academic exposure, and the high number of at-risk students exceeds current intervention capacity.

Student Learning

Student Learning Summary

Dowling students demonstrate low overall academic achievement with pockets of growth. In **Reading**, most grade levels performed in the 30th–45th percentile range, showing modest gains across terms. Spanish Reading students remained largely in the **25th–35th percentile**, indicating consistent low performance with limited growth. **Math** performance remained concentrated between the **20th–35th percentile**, with no grade level exceeding the 40th percentile median in achievement or growth. **Science** also shows low achievement, especially in 5th grade, where spring scores were around the 35th percentile. While growth trends are generally flat across subjects, the data shows a strong need for Tier 1 instructional improvement, academic vocabulary development, and early literacy and numeracy intervention.

Student Learning Strengths

1. Reading Growth in Early Grades

- Kindergarten and 1st grade showed **moderate gains in MAP Reading** over the year, suggesting early literacy interventions and guided reading routines are having a positive impact.

2. Consistent Spanish Reading Participation

- Students in bilingual classrooms maintained **steady participation and growth** in Spanish Reading MAP assessments, indicating program fidelity and effective early bi-literacy instruction.

3. Science Vocabulary Recognition

- Although overall Science performance is low, **item-level data from STAAR shows strength in vocabulary-heavy standards** like Earth and Space content, indicating some content retention.

4. Improved Test Participation and Attendance

- Nearly all students completed MAP and STAAR testing windows, and the improved attendance rate (from 92.8% to 93.9%) helped stabilize instructional delivery and assessment exposure.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction

- Teachers implement district-aligned curriculum using TEKS Resource System, Lead4ward tools, and AVID strategies to support college and career readiness.
- Instruction includes small groups, targeted interventions, and real-time coaching tied to walkthrough feedback.
- Year 2 of **Blended Learning** emphasizes personalized pathways and tech integration in daily lessons.

Professional Development

- Weekly PLCs focus on unpacking TEKS, data analysis, and lesson design.
- Teachers receive coaching aligned to campus goals, AVID strategies, blended learning, and early literacy.
- Ongoing PD supports Tier 1 instruction and differentiation for SPED and at-risk students.

Leadership & Decision-Making Processes

- Instructional Leadership Team (ILT) meets biweekly to monitor data and instructional trends.
- Leadership is distributive and adaptive, aligned to the campus's "Be Like Water" philosophy.
- Teachers lead PLCs and contribute to decision-making through committees and debriefs.

Communication

- Internal communication is supported through weekly bulletins, daily team check-ins, and Groupme.
- Parent outreach includes bilingual communication through ClassDojo, campus events, and newsletters.
- Feedback loops are established with teachers and families to support continuous improvement.

Organization, Scheduling & Support Services

- Intervention blocks, duty schedules, and special programs are strategically scheduled.
- SPED, dyslexia, and EL services are integrated into the school day.
- Campus-wide routines promote safety, calm transitions, and instructional time maximization.

Extracurricular/Co-curricular Opportunities

- SEL is a high campus priority, with daily integration into morning routines and classroom culture.

- PBIS, family nights, and positive assemblies support behavior and engagement.
- Enrichment includes reading incentives and AVID-focused projects.

Technology Integration/Plan

- Year 2 of blended learning emphasizes device use, digital platforms, and MAP/STAAR readiness.
- Classrooms are equipped with interactive displays and 1:1 student devices.
- Teachers receive tech PD and support in integrating platforms into daily instruction.

Other

- MTSS for academics and behavior is tracked weekly.
- Attendance is closely monitored and addressed through leadership coaching and family outreach.
- SEL is embedded into the campus culture to support student well-being and relationships.

School Processes & Programs Strengths

- **AVID Implementation** – AVID strategies are embedded schoolwide to promote organization, goal setting, and college/career readiness skills.
- **Year 2 Blended Learning** – Technology integration and personalized learning pathways are established, with 1:1 devices and teacher training in place.
- **SEL as a Priority** – Daily SEL practices are embedded in classroom routines, supported by PBIS and positive recognition systems.
- **Strong PLC and Coaching Cycles** – Weekly PLCs focus on TEKS alignment, data analysis, and collaborative lesson design with real-time instructional feedback.
- **Targeted Interventions** – Structured intervention blocks for reading and math are scheduled campus wide, with SPED, dyslexia, and EL support integrated into the day.
- **Clear Communication Structures** – Consistent staff updates, family outreach, and bilingual communication ensure all stakeholders are informed.
- **Experienced, Collaborative Staff** – Stable teacher retention supports consistent instructional quality and shared leadership across grade levels.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While Dowling Elementary has established AVID, blended learning, and SEL initiatives, instructional alignment and differentiation remain inconsistent across classrooms. Intervention systems and PLC structures are in place but are not yet fully leveraged to close achievement gaps for SPED and at-risk students.

Root Cause: PLC and coaching systems are still developing in their ability to consistently translate data analysis into effective Tier 1 instructional adjustments and targeted interventions.

Perceptions

Perceptions Summary

Surveys, Interviews, and Feedback

- **Panorama surveys** administered to staff, students, and families show improvement in most climate and connectedness indicators, though **staff well-being** scored lowest at 51%.
- **Family surveys** received a higher participation rate this year (165 responses, up from 115). Parents highlight great teachers, communication, and a welcoming atmosphere as strengths.

Parent Engagement

- Most families attend **two parent-teacher conferences** per year and participate in **Family Days** and **family literacy/math nights**.
- Engagement is supported by **bilingual communication** via newsletters, ClassDojo, and direct outreach.

Culture, Climate, and Values

- Strengths include **supportive relationships** between students and staff, high expectations for learning, and a safe campus environment.
- SEL is embedded in daily routines and supported by PBIS, Conscious Discipline, and AVID culture-building strategies.

Community Partnerships & Volunteers

- Partnerships with **businesses, civic organizations, and non-profits** provide staff meals, incentives for students, career speakers, supplies, and family engagement activities.
- **Communities in Schools (CIS)** provides on-campus support for at-risk students.

Staff Feedback & Retention

- Teacher and staff surveys scored higher than district averages in most topics.
- Staff retention increased **20%** from the previous year, supporting stability in instruction and relationships.
- All teachers and paraprofessionals meet state qualifications; coaching and MCL structures support growth.

Communication

- Internal communication is maintained through **weekly bulletins, daily stand-ups**, and PLCs.
- External communication with families includes **bilingual newsletters, ClassDojo, social media, and direct phone calls**.

Perceptions Strengths

- **Positive Campus Climate** – Panorama and family surveys reflect strong relationships between staff, students, and families, with parents noting that the school feels welcoming and safe.
- **High Parent Engagement** – Strong turnout for family events, parent-teacher conferences, and literacy/math nights, supported by bilingual communication.
- **SEL as a Cultural Priority** – Social-emotional learning is embedded into daily routines, reinforced by PBIS, Conscious Discipline, and AVID culture-building practices.
- **Community Partnerships** – Active partnerships with local businesses, organizations, and non-profits provide resources, incentives, and enrichment for students and staff.
- **Staff Collaboration and Stability** – Increased teacher retention and strong PLC collaboration promote consistent instructional quality and shared ownership of student success.
- **Clear Communication Systems** – Staff and families benefit from timely communication through weekly bulletins, ClassDojo, social media, and bilingual outreach.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While Dowling Elementary has a positive campus climate and strong parent engagement, survey data shows lower staff well-being scores and inconsistent perceptions of instructional alignment and workload balance.

Root Cause: High instructional demands, large numbers of students with complex needs, and evolving instructional initiatives contribute to workload stress and varied perceptions of instructional consistency.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

Board Goals

Revised/Approved: June 10, 2025

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2026, the percentage of 3rd-5th grade students performing at Meets on the Math STAAR will increase from 30% (2025) to 38% (2026).

High Priority

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: Map Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Reteach lessons on low-scoring TEKS from the district check points will be scripted and rehearsed during PLCs for grades 3-5. MCLs and/or leadership will follow up to observe the reteach lessons.</p> <p>Strategy's Expected Result/Impact: Academic gaps and individual student needs will be addressed.</p> <p>Staff Responsible for Monitoring: MCLs and leadership</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Academic gaps in individual student needs will be addressed. High-performing students will grow academically.</p> <p>Staff Responsible for Monitoring: Classroom teachers, leadership</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement twice weekly math spirals and "Math Talks" focusing on problem-solving, computational fluency, and algebraic reasoning in grades 3-5 on Tuesdays and Thursdays.</p> <p>Strategy's Expected Result/Impact: Increased student proficiency and confidence in mathematics by strengthening foundational skills, improving problem-solving abilities, and deepening conceptual understanding of algebraic reasoning.</p> <p>Staff Responsible for Monitoring: Principal, AP, Fellow and MCL (Math)</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide data-driven small group instruction and interventions targeting students who are approaching grade level in geometry, measurement, and data analysis in grades 3-5. Minimum 3x per week for 20-30 minutes Mon/Weds/Fri per session in small groups during intervention/enrichment block. Targeted students will be students. scoring just below the Meets cut score -- typically in the Approaches high band -- who can be accelerated to Meets with targeted instruction. Measures will include map growth, campus developed TEK's checkpoints and teacher progress monitoring.</p> <p>Strategy's Expected Result/Impact: Students receiving targeted small group instruction in geometry, measurement, and data analysis will close skill gaps, demonstrate improved mastery of these TEKS, and show measurable gains on formative assessments,</p> <p>Staff Responsible for Monitoring: Principal, AP, Principal Fellow and MCL</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 5 Details	Reviews			
<p>Strategy 5: This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our White students in Math.</p> <p>The data that will be reviewed and monitored includes Math MAP data and Math Checkpoints as identified through a campus needs assessment.</p> <p>The student performance goal for this area is 39% meets.</p> <p>The data will be monitored on a monthly basis, with milestones and timelines established to track progress.</p> <p>The educational stakeholders responsible for monitoring the data Principal</p> <p>The educational interventions that will be implemented include targeted small-group instruction, professional development sessions and tutoring.</p> <p>* Additional reallocation of resources to address this include Provide data-driven small group instruction and interventions targeting students who are approaching grade level in geometry, measurement, and data analysis in grades 3-5. Minimum 3x per week for 20-30 minutes. 45 minutes twice a week Math PLC.</p> <p>* Additional reallocation of resources to address this include 10,000 allocated for tutoring from Title 1, 13,000 allocated for PD (Lead4ward) Title 1</p> <p>* Additional reallocation of resources to address this include Students will be allocated to TIA allotment teachers and/or MCL's.</p> <p>If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.</p> <p>District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Magdalin Aguilar If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.</p> <p>Strategy's Expected Result/Impact: 39% meets</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2026, the percentage of 3rd-5th grade students performing at Meets on the Reading STAAR will increase from 34% (2025) to 40% (2026).

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: 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. 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</p> <p>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 Funding Sources: Hourly pay for teachers. - Title One School-wide - \$20,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Differentiated instruction through 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. 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</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			

Strategy 3 Details	Reviews			
<p>Strategy 3: Establish a campus-wide writing initiative, integrating daily writing, grammar, and editing blocks in all grades daily.</p> <p>Strategy's Expected Result/Impact: Students will develop stronger writing fluency, grammar accuracy, and editing skills across all content areas. This will result in higher quality written responses, improved composition organization, and increased STAAR Writing and Reading performance, with more students moving from Approaches to Meets and Masters Grade Level.</p> <p>Staff Responsible for Monitoring: MCL's, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct PLCs focused on analyzing reading/writing student work, calibrating scoring, and adjusting instruction using TEKS-based checkpoints 2 times a month.</p> <p>Strategy's Expected Result/Impact: Teachers will make more targeted instructional adjustments, leading to measurable gains in reading comprehension and writing proficiency, and increased STAAR Reading Meets/Masters rates.</p> <p>Staff Responsible for Monitoring: Principal, PLC leads</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 5 Details	Reviews			
<p>Strategy 5: This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our White students with RLA</p> <p>The data that will be reviewed and monitored includes RLA MAP data and RLA Checkpoints as identified through a campus needs assessment.</p> <p>The student performance goal for this area is 39% at the meets level.</p> <p>The data will be monitored on a monthly basis, with milestones and timelines established to track progress.</p> <p>The educational stakeholders responsible for monitoring the data Principal</p> <p>The educational interventions that will be implemented include targeted small-group instruction, professional development sessions.</p> <p>* Additional reallocation of resources to address this include 45 minutes twice a week RLA PLC, High impact tutoring 2 hrs per week, Tier 2/3 reading interventions based on STAAR-aligned checkpoints and small-group instruction. Tier 2/3 students will be targeted across all grade levels. Three times a week for 30 minutes.</p> <p>* Additional reallocation of resources to address this include 10,000 allocated for tutoring from Title 1, 13,000 allocated for PD (Lead4ward)</p> <p>* Additional reallocation of resources to address this include Students will be allocated to TIA allotment teachers and/or MCL's.</p> <p>If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.</p> <p>District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Magdalin Aguilar If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.</p> <p>Strategy's Expected Result/Impact: 39% meets</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2026, the percentage of 5th grade students performing at Meets on the Science STAAR will increase from 28% (2025) to 38% (2026).

High Priority

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Science will be taught daily using district-approved resources in grades K-5 a minimum of 30 minutes per day. Strategy's Expected Result/Impact: Increase in students' science background knowledge. Staff Responsible for Monitoring: teachers, leadership</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: All grade levels will take the science checkpoints and reteach lessons on low-scoring TEKS from the checkpoints, the lessons will be scripted and rehearsed during PLCs. MCLs and/or leadership will follow up to observe the reteach lessons. Strategy's Expected Result/Impact: Academic gaps and individual student needs will be addressed. Staff Responsible for Monitoring: MCLs and leadership</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: In each science unit, all classrooms K-5 will engage students with hands-on experiments that demonstrate scientific concepts using district-approved resources.</p> <p>Strategy's Expected Result/Impact: Increase in student engagement; build background knowledge in science</p> <p>Staff Responsible for Monitoring: teachers, leadership</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: In 3rd, 4th, and 5th-grade teachers will spiral in previously learned material as science "Do Now" activities daily using released STAAR questions.</p> <p>Strategy's Expected Result/Impact: Students will continue to review previously learned material throughout the year.</p> <p>Staff Responsible for Monitoring: 5th-grade teachers, 5th-grade MCL</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide STAAR prep camps and targeted tutoring during spring semester for students performing below Approaches in key science strands.</p> <p>Strategy's Expected Result/Impact: Students will strengthen mastery of targeted TEKS, improve confidence in applying science concepts, and increase their STAAR Science achievement levels.</p> <p>Staff Responsible for Monitoring: Principal, Science Lead Teacher</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			

Strategy 6 Details	Reviews			
<p>Strategy 6: This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our White students in Student achievement domain score. The data that will be reviewed and monitored includes MAP data and Checkpoints in Math, RLA and Science as identified through a campus needs assessment.</p> <p>The student performance goal for this area is 46% meets.</p> <p>The data will be monitored on a Monthly basis, with milestones and timelines established to track progress.</p> <p>The educational stakeholders responsible for monitoring the data include Principal</p> <p>The educational interventions that will be implemented include targeted small-group instruction, professional development sessions and tutoring.</p> <p>* Additional reallocation of resources to address this include this include Provide data-driven small group instruction and interventions targeting students who are approaching grade level in geometry, measurement, and data analysis in grades 3-5. Minimum 3x per week for 20-30 minutes. 45 minutes twice a week Math PLC. 45 minutes twice a week RLA PLC, High impact tutoring 2 hrs per week, Tier 2/3 reading interventions based on STAAR-aligned checkpoints and small-group instruction. Tier 2/3 students will be targeted across all grade levels. Three times a week for 30 minutes. Science will be taught daily using district-approved resources in grades K-5 a minimum of 30 minutes per day.</p> <p>* Additional reallocation of resources to address this include 10,000 allocated for tutoring from Title 1, 13,000 allocated for PD (Lead4ward) Title 1</p> <p>* Additional reallocation of resources to address this include Students will be allocated to TIA allotment teachers and/or MCL's.</p> <p>If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.</p> <p>District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) Magdalin Aguilar. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.</p> <p>Strategy's Expected Result/Impact: 46% Meets</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
	<div style="display: flex; align-items: center; justify-content: center;">  <p data-bbox="1444 329 1549 386">Some Progress</p> </div>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May 2026, the percentage of K-2 students meeting or exceeding their MAP Growth RIT goals in Reading will increase from approximately 45% (2025) to 55% (2026).

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement daily guided reading and phonics interventions with progress monitoring every two weeks.</p> <p>Strategy's Expected Result/Impact: Students will strengthen foundational reading and decoding skills, leading to improved reading fluency, comprehension, and vocabulary. Progress monitoring will show consistent movement toward grade-level expectations, with more students meeting MAP Growth RIT goals and increasing their likelihood of achieving Meets Grade Level on STAAR Reading in later grades.</p> <p>Staff Responsible for Monitoring: Principal, Grade-Level PLC Leads</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will follow the C&I framework for reading and use high-quality instructional materials approved through C&I.</p> <p>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</p> <p>Staff Responsible for Monitoring: MCL, Team Lead, and Leadership</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			

Strategy 3 Details	Reviews			
<p>Strategy 3: Opportunity Culture will be used on campus. Four MCLs 2nd reading, 3rd math, 4th reading and 5th grade math will lead grade-level PLCs and coach teachers using the district coaching framework.</p> <p>Strategy's Expected Result/Impact: All teachers will receive coaching using the district protocol and high-quality PLCs.</p> <p>Staff Responsible for Monitoring: Principal, Opportunity Culture Department</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - Title One School-wide - \$105,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Accomplished			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By May 2026, the percentage of 3rd grade students performing at Meets on Reading STAAR will increase from 34% (2025) to 42% (2026).

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide targeted Tier 2/3 reading interventions based on STAAR-aligned checkpoints and small-group instruction. Tier 2/3 students will be targeted across all grade levels. Three times a week for 20 minutes tier 1 and 5 times a week for for 30 minutes tier 3 students.</p> <p>Strategy's Expected Result/Impact: Students receiving Tier 2/3 reading interventions will show measurable improvement in comprehension, fluency, and vocabulary, as evidenced by bi-weekly progress monitoring, MAP Growth results, and increased percentages of students moving from Approaches to Meets on STAAR Reading.</p> <p>Staff Responsible for Monitoring: Principal, MCL, and Teachers.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Host family literacy events each semester to build home-school connections and support reading growth outside the classroom two times per semester.</p> <p>Strategy's Expected Result/Impact: Families will gain strategies and resources to support reading growth at home. Increased family engagement will contribute to improved student reading fluency, comprehension, and vocabulary, as measured by progress monitoring, MAP Growth data, and an increase in the percentage of students meeting grade-level reading goals.</p> <p>Staff Responsible for Monitoring: ILT</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title One School- Improvement - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 3: By May 2026, the percentage of K-2 bilingual students exceeding their MAP Reading (Spanish) RIT goal will increase from 21% in Spring 2025 to 30% in Spring 2026.

High Priority

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development for bilingual teachers on evidence-based literacy strategies and progress monitoring tools for Spanish literacy growth.</p> <p>Strategy's Expected Result/Impact: Greater instructional consistency across bilingual classrooms, resulting in higher student engagement and improved MAP Reading (Spanish) growth rates.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.51, 2.53</p> <p>Funding Sources: Lead4ward Trainings - Title One School-wide - \$13,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement bi-weekly progress monitoring to adjust instruction and interventions.</p> <p>Strategy's Expected Result/Impact: More timely instructional adjustments leading to accelerated reading growth and reduced achievement gaps between bilingual and non-bilingual students.</p> <p>Staff Responsible for Monitoring: MCL, Grade level lead, principal</p> <p>Title I: 2.51, 2.53</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: Panorama data in School Connectedness will increase from 53% to 63% by May 2026.

Evaluation Data Sources: Attendance Data, Panorama Data

Strategy 1 Details	Reviews			
<p>Strategy 1: SEL support will be provided through various methodologies to remove psycho-social barriers for students struggling with attendance and academic progress.</p> <p>Strategy's Expected Result/Impact: Psycho-social barriers for students struggling with attendance and academic progress will be removed.</p> <p>Staff Responsible for Monitoring: CIS Coordinator, Counselors, Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Panorama data for the question related to belonging at school will increase from 62% to 75%.</p> <p>Staff Responsible for Monitoring: Teachers; Leadership</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: All staff will receive Conscious Discipline training multiple times yearly during after-school professional learning.</p> <p>Strategy's Expected Result/Impact: Increase in student connectedness.</p> <p>Staff Responsible for Monitoring: Principal and Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Conscious Discipline E Course and books - Title One School-wide - \$1,600</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
Strategy 4 Details	Reviews			
<p>Strategy 4: Staff will participate in iLead Transformation Tables at weekly staff meetings.</p> <p>Strategy's Expected Result/Impact: Panorama data in belonging will increase from 53% to 70%; Well-being will increase from 51% to 70%; school climate will increase from 65% to 80%;</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: Student Panorama data for Self-Efficacy will increase from 46% to 54% by May 2026.

Evaluation Data Sources: Panorama Data

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will use Morning Affirmations with all students to build self-esteem. 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</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable			
Strategy 2 Details	Reviews			
<p>Strategy 2: A mentoring program will be developed and used for students with challenging behaviors. Strategy's Expected Result/Impact: Improved self-esteem, role-modeling; behavioral improvements Staff Responsible for Monitoring: AP, mentors, Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will set SEL and academic goals for themselves. Students will reflect on their goals and track their progress towards meeting them. 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</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: By May 2026, Dowling Elementary will reduce total discipline referrals by 15% from 47 incidents (2025) to 40 incidents or fewer as measured by discipline reports.

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%,
 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 - 2026 Goal: 52%

Evaluation Data Sources: PEIMS Discipline Data Submission

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the Emergent Tree behavior framework to strengthen Tier 1 supports campus wide. Train all staff in proactive classroom management, clear behavior expectations, and consistent reinforcement strategies. Integrate daily SEL and PBIS lessons aligned with the Emergent Tree model.</p> <p>Strategy's Expected Result/Impact: Increased consistency in behavior expectations across classrooms, reduced low-level disruptions, and fewer discretionary discipline referrals.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Emergent Tree Team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Train staff in restorative conversations and use reflection circles to address conflicts and repair relationships. Provide structured follow-up to prevent repeat incidents. Frequency: After each relevant incident</p> <p>Strategy's Expected Result/Impact: Reduction in repeated behavior referrals, stronger relationships between staff and students, and improved school climate indicators.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Classroom Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 4: By May 2026, Dowling Elementary will increase the average daily attendance rate from 93.9% to 95%

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: PEIMS Daily Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Review attendance data weekly to identify students trending toward chronic absenteeism. Make early contact with families through phone calls, conferences, and home visits, and connect them with needed resources.</p> <p>Strategy's Expected Result/Impact: Earlier interventions will reduce chronic absenteeism and increase the percentage of students attending 95% or more of instructional days.</p> <p>Staff Responsible for Monitoring: Principal, Clerk, Counselor and CIS representative</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement monthly and semester attendance challenges with recognition for students and classes meeting attendance goals (e.g., certificates, special activities, school-wide recognition).</p> <p>Strategy's Expected Result/Impact: Increased student motivation to attend daily, contributing to improved average daily attendance and fewer chronic absences.</p> <p>Staff Responsible for Monitoring: Principal, Clerk, Counselor and CIS representative</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2026, 100% of classrooms will implement AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies across all core subjects, as evidenced by classroom walkthrough data, lesson plans, and student work samples.

Evaluation Data Sources: By May 2026, 100% of classrooms will implement AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies across all core subjects, as evidenced by classroom walkthrough data, lesson plans, and student work samples.

Strategy 1 Details	Reviews			
<p>Strategy 1: The AVID Site Team will send a monthly newsletter highlighting classroom successes using AVID strategies.</p> <p>Strategy's Expected Result/Impact: Increased teacher awareness and collaboration around AVID best practices, leading to more consistent use of WICOR strategies across classrooms. Teachers will feel recognized for their instructional efforts, which will strengthen campus-wide AVID implementation fidelity.</p> <p>Staff Responsible for Monitoring: AVID Site Team</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: 100% of classrooms will use AVID strategies Documentation will be collected monthly</p> <p>Staff Responsible for Monitoring: AVID Site Team</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2026, increase retention of classroom teachers to at least 90% from the district average of 76%, as confirmed through state accountability reports.

High Priority

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a structured mentoring program pairing new and early-career teachers with experienced teacher leaders. Provide on-boarding, classroom management coaching, and regular check-ins during the first two years.</p> <p>Strategy's Expected Result/Impact: Improved teacher satisfaction and retention, particularly for first- and second-year teachers.</p> <p>Staff Responsible for Monitoring: Principal, Mentor Teacher Lead</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement staff recognition programs, collaborative decision-making opportunities, and wellness initiatives to strengthen morale. Include regular climate feedback sessions to address concerns early. Frequency: Recognition events monthly; climate checks quarterly.</p> <p>Strategy's Expected Result/Impact: Higher teacher satisfaction ratings and reduced turnover.</p> <p>Staff Responsible for Monitoring: Principal, Campus Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, at least 90% of teachers will earn Proficient or above on TTESS Domains 2.1 (Achieving Expectations) and 2.2 (Content Knowledge).

Evaluation Data Sources: Eduphoria, Strive

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor MCL/grade level lead coaching cycles focused on lesson design, TEKS alignment, and student engagement strategies. Use walkthrough data to provide actionable feedback aligned to TTESS Domains 2.1 and 2.2.</p> <p>Strategy's Expected Result/Impact: Teachers consistently deliver rigorous, standards-aligned lessons, improving TTESS ratings in targeted domains.</p> <p>Staff Responsible for Monitoring: Principal/ILT</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Facilitate structured learning walks where teachers visit one another's classrooms to observe instructional strategies aligned to TTESS Domains 2.1 and 2.2. Follow each observation with a guided reflection session to share best practices and identify areas for growth once a month.</p> <p>Strategy's Expected Result/Impact: Increased teacher collaboration, shared ownership of instructional improvement, and stronger alignment to TTESS expectations, resulting in more teachers scoring Proficient or above.</p> <p>Staff Responsible for Monitoring: Principal, team leads, MCL's</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2026, Panorama Sense of Belonging will increase from 54% to 62%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Pair at-risk students with a staff mentor for weekly check-ins, goal-setting, and encouragement. Strategy's Expected Result/Impact: Improved trust and consistent adult connections for students most at risk of disengagement. Staff Responsible for Monitoring: Principal, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Students in grades 3-5 will complete a brief SEL reflection journal at the end of each project-based or hands-on learning activity. Prompts will ask students to rate their teamwork, describe how they contributed, and reflect on how they felt connected to their group. Strategy's Expected Result/Impact: Increased student awareness of collaboration and connectedness. Data from journals will be reviewed monthly to monitor growth in positive peer interactions and sense of belonging. Staff Responsible for Monitoring: Classroom Teachers, MTSS team</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2026, Panorama Engagement will increase from 46% to 55%.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement at least one project-based or hands-on learning unit per semester in each grade level.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate increased engagement, collaboration, and problem-solving skills through active participation in project-based and hands-on learning activities. These instructional approaches will lead to deeper understanding of content, higher student motivation, and improved performance on classroom assessments and Panorama Engagement survey indicators.</p> <p>Staff Responsible for Monitoring: Principal/ILT</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a short, weekly student engagement survey (1-3 quick questions) where students rate their interest and participation in class activities. Teachers will review results to adjust lessons and incorporate more student-driven, high-interest learning opportunities.</p> <p>Strategy's Expected Result/Impact: Increased relevance and variety in instruction based on student feedback, leading to higher participation and an improvement in Panorama Engagement scores from 46% to 55%.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Principal, Team Leads.</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2026, the percentage of students who report feeling connected to peers and adults at Dowling Elementary will increase from 63% in Spring 2025 to 70%, as measured by the Panorama School Connectedness survey.

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Expand classroom morning meetings and restorative circles to all grade levels, embedding structured time for peer-to-peer relationship building and social-emotional learning at least twice per week.</p> <p>Strategy's Expected Result/Impact: Increased student-to-student connection, improved classroom climate, and higher engagement as measured by Panorama peer relationship indicators and improved attendance.</p> <p>Staff Responsible for Monitoring: Teachers, ILT, Admin</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Host a monthly "Lunch with the Principal" for randomly selected students from each grade level, ensuring representation across all subgroups. Students will have the opportunity to share ideas, discuss concerns, and celebrate successes in an informal, supportive setting.</p> <p>Strategy's Expected Result/Impact: Strengthens relationships between students and campus leadership, builds trust, increases students' sense of belonging, and is expected to raise Panorama "School Connectedness" scores -- especially in the areas of teacher-student relationships and feeling valued at school.</p> <p>Staff Responsible for Monitoring: Principal/Teachers/Secretary</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 No Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

RDA Strategies

Board Goal	Objective	Strategy	Description
1	1	3	Implement twice weekly math spirals and "Math Talks" focusing on problem-solving, computational fluency, and algebraic reasoning in grades 3-5 on Tuesdays and Thursdays.
1	1	4	Provide data-driven small group instruction and interventions targeting students who are approaching grade level in geometry, measurement, and data analysis in grades 3-5. Minimum 3x per week for 20-30 minutes Mon/Weds/Fri per session in small groups during intervention/enrichment block. Targeted students will be students scoring just below the Meets cut score -- typically in the Approaches high band -- who can be accelerated to Meets with targeted instruction. Measures will include map growth, campus developed TEK's checkpoints and teacher progress monitoring.
1	2	3	Establish a campus-wide writing initiative, integrating daily writing, grammar, and editing blocks in all grades daily.
1	2	4	Conduct PLCs focused on analyzing reading/writing student work, calibrating scoring, and adjusting instruction using TEKS-based checkpoints 2 times a month.
1	3	5	Provide STAAR prep camps and targeted tutoring during spring semester for students performing below Approaches in key science strands.

Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	4	Provide data-driven small group instruction and interventions targeting students who are approaching grade level in geometry, measurement, and data analysis in grades 3-5. Minimum 3x per week for 20-30 minutes Mon/Weds/Fri per session in small groups during intervention/enrichment block. Targeted students will be students scoring just below the Meets cut score -- typically in the Approaches high band -- who can be accelerated to Meets with targeted instruction. Measures will include map growth, campus developed TEK's checkpoints and teacher progress monitoring.
1	2	4	Conduct PLCs focused on analyzing reading/writing student work, calibrating scoring, and adjusting instruction using TEKS-based checkpoints 2 times a month.
1	3	5	Provide STAAR prep camps and targeted tutoring during spring semester for students performing below Approaches in key science strands.

Additional Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	3	Implement twice weekly math spirals and "Math Talks" focusing on problem-solving, computational fluency, and algebraic reasoning in grades 3-5 on Tuesdays and Thursdays.
1	2	3	Establish a campus-wide writing initiative, integrating daily writing, grammar, and editing blocks in all grades daily.

Campus Funding Summary

Title One School- Improvement					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$4,000.00
Sub-Total					\$4,000.00
Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Hourly pay for teachers.		\$20,000.00
2	1	3			\$105,000.00
2	3	1	Lead4ward Trainings		\$13,000.00
3	1	3	Conscious Discipline E Course and books		\$1,600.00
Sub-Total					\$139,600.00