

Ector County Independent School District
Dowling Elementary
2015-2016 Campus Improvement Plan

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Based on Dowling Elementary's Comprehensive Needs Assessment, the following programs will be implemented at Dowling for the school year 2015-2016:

At Risk Tutoring

Classworks

Literacy Initiatives

Bilingual ESL Literacy

Reading Dyslexia Interventionist

Instructional aides and Bilingual Aides will be utilized

Drop Out Prevention Counselors

Class Size Reduction Teachers

Campus Curriculum Facilitators

Reading Specialist

Parent Involvement Activities

Title One Supplemental Literacy Materials

CSS Services from Region 18

Supplemental Instructional Support Technology

Supplemental Instructional Resources

Supplemental Professional Development for Bilingual/ESL

Demographics

Demographics Summary

Dowling Elementary Demographics:

816 Students

ELL 22.92 %

ECO DISADV 64.83%

Mobility Rate %

Demographics Strengths

The following have been identified as Demographic strengths:

Index 1 Student Achievement standard is 60

52% Met Expectation for Campus

Reading: All Students: 58% Hispanic 56%; White 63%; Eco Dis 52%; ELL 55% African Am 60%

Math: No Data

Writing: All 43% Hispanic 43 % White 42% Eco Dis 45% ELL 39%

Science: All 37% ; Hispanic 34%; White 75%; Eco Dis 34%; ELL 54%

Index 2: Student Progress Standard is 30%

35% Met Expectation for Campus

Reading: African Am 47%; Hispanic 49%; White 60%; ELL 59%

Math: Did not count

Writing: Hispanic 0%

Index 3: Closing the Gaps Standard is 28%

Campus scored 23%

We did not meet the standard for Index 3.

Demographics Needs

Demographic needs:

Dowling students did not meet expectations in Reading. ELL scores decreased from 63% to 55%. The campus reading hispanic scores decreased from 62% to 56%. The economically disadvantaged decreased from 57% to a 52%.

The campus science scores in STAAR have decreased from 77% to 38% in 5th grade Science. 5th grade science spanish scores in STAAR decreased from 89% to 46%. 5th grade Hispanic science scores in STAAR decreased from 78% to a 34%. 5th grade science Economically Disadvantaged scores in STAAR decreased from 70% to a 34%.

The campus writing scores have decreased from 64% to 43%. The 4th grade hispanic STAAR Writing scores decreased from 53% to 43%. 4th grade writing Economically Disadvantaged scores in STAAR decreased from 50% to a 45%.

Student Achievement

Student Achievement Summary

Dowling elementary did not meet standards in 2014-2015 in all indexes including student achievement. The results are as followed:

Index 1- Student Achievement- 52 (target score was 55)

Index 2- Student Progress-35 (target score was 30)

Index 3- Closing Performance Gaps- 23 (target score was 28)

Index 4- Postsecondary Readiness- 16 (target score was 12)

Student Achievement Strengths

*Dowling Elementary student achievement strengths in the year 2014-2015 were in the following areas:

Index 2- Student Progress- 35 (target score 30), we scored 5 points higher than the target score.

Student Achievement Needs

Dowling Elementary received four safeguards for the STAAR year 2014-2015, in the following subgroups (state target is 55% on all):

Reading: All students overall did not meet standards. Hispanics did not meet reading expectation. Eco Dis did not meet Reading standard. ELL did not

meet Reading standard.

Writing: All students overall did not meet standards. Hispanics did not meet expectation. Eco Dis did not meet standard. ELL did not meet standard.

Science: All students overall did not meet standards. Hispanics did not meet expectation. Eco Dis did not meet standard. ELL did not meet standard.

School Culture and Climate

School Culture and Climate Summary

Dowling Elementary offered several opportunities this 2014-2015 school year for parents and community involvement.

Meet the teacher 8/20/15

Parent Orientation 9/1/15

Reading night 10/6/15

Fall Celebration 10/29/15

I am thankful for.... 11/17/15

Christmas cards 12/15/15

Christmas program 12/15/15

Math night 2/9/16

P.S I love you 2/9/16

Open House 4/1/16

Spring Program 5/5/16

Awards 6/2/15

We also had several programs in place such as:

* Junior Vips (for 4-5 grade students)

*VIPS programs

*PTA

*AVID

School Culture and Climate Strengths

Dowling's community partners in education were very involved with our school this 2014-2015 school year. They made donations to our school, which allowed us to help our students and parents in need. We were able to purchase items such as backpacks, school supplies and clothes for our students. One of our community partners rewarded one of our students with perfect attendance with an electronic game.

School Culture and Climate Needs

Dowling plans to continue to implement all programs in place. One of our goals is to have more involvement from parents. We would like to improve our PTA members by 50% more. We would like to invite more members to join and get involved in the school. We are also implementing the WATCH DOGS program; which focuses on male role models for our students. Another goal is to improve school culture by recognizing and celebrating teacher and school success. Some examples are; perfect attendance, honor roll awards, good behavior, and academic progress. Our summer 2015 program will focus on sending Go Readers home with students who are struggling TIER 3 students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Dowling is fully staffed with highly qualified employees in K - 5; 2 long term substitutes who are in the process of becoming certified teachers.

Staff Quality, Recruitment, and Retention Strengths

Dowling is fully staffed with highly qualified teachers in K-5, with the exception of 2 long term substitutes in 1st and 3rd.

Staff Quality, Recruitment, and Retention Needs

Dowling is in need of highly qualified teachers. One is needed for 1st grade and one for 3rd grade.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Dowling Elementary met expectations in Index 2 and 4 on the STAAR test for 2015.

Index 2 Progress

Index 4 Post Secondary Readiness

Dowling elementary did not meet standards in 2014-2015 in all indexes including student achievement. The results are as followed:

Index 1- Student Achievement- 52 (target score was 55)

Index 2- Student Progress-35 (target score was 30)

Index 3- Closing Performance Gaps- 23 (target score was 28)

Index 4- Postsecondary Readiness- 16 (target score was 12)

Students in grades kindergarten to 2nd grade made progress, based on Istation and Classworks summaries by each teacher in the mentioned grade levels.

K-5th grade teachers utilize Guided Reading, Istation and Classworks

K-2 utilize Guided Math

STAAR Coach, Reading, Science and Writing will be utilized for small group and intervention in 3rd-5th.

Curriculum, Instruction, and Assessment Strengths

*Dowling Elementary student achievement strengths in the year 2014-2015 were in the following areas:

Index 2- Student Progress- 35 (target score 30), we scored 5 points higher than the target score.

Teachers in K-5 will utilize Istation, Classworks, Brainchild, and guided reading.

Curriculum, Instruction, and Assessment Needs

Our focus will be on Reading, Science and Writing resources and professional development.

We will also focus on meeting the need of our Special Education students. They will utilize Istation, Brainchild, guided reading and math.

Family and Community Involvement

Family and Community Involvement Summary

Dowling Elementary offered several opportunities this 2014-2015 school year for parents and community involvement.

Meet the teacher 8/20/15

Parent Orientation 9/1/15

Reading night 10/6/15

Fall Celebration 10/29/15

I am thankful for.... 11/17/15

Christmas cards 12/15/15

Christmas program 12/15/15

Math night 2/9/16

P.S I love you 2/9/16

Open House 4/1/16

Spring Program 5/5/16

Awards 6/2/15

We also had several programs in place such as:

* Junior Vips (for 4-6 grade students)

*VIPS programs

*PTA

*AVID

Dowling will send home Go Readers for the summer with students identified as TIER 3 by Istation. Students will utilize the Go Readers to improve fluency, comprehension and vocabulary.

Family and Community Involvement Strengths

Dowling had a couple of community partners in education that were very involved with our school, this 2013-2014 school year. They made some donations to our school. That allowed us to help our students and parents in need. We were able to purchase items such as backpacks, school supplies and clothes for our students. One of our community partners rewarded one of our students with perfect attendance with an electronic game. They also rewarded our teachers of the month with several school related items. All of our parent workshops were very successful and the parents were very appreciative.

Family and Community Involvement Needs

Dowling plans to continue to implement all programs in place. One of our goals is to have more involvement from parents. We would like to improve our PTA members by 50% more. We would like to invite more members to join and get involved in the school. We are also implementing the WATCH DOGS program; which focuses on male role models for our students. Another goal is to improve school culture by recognizing and celebrating teacher and school success. Some examples are; perfect attendance, honor roll awards, good behavior, and academic progress.

School Context and Organization

School Context and Organization Summary

Dowling will implement a 30 minute intervention time in all classrooms K - 5 using ISTATION and CLASSWORKS data. This time will ensure that all students' weaknesses in Reading and Math are being addressed. Dowling's goals are aligned to the ECISD goals and we follow all district initiatives. PLCs are organized by grade levels and by Content, with one special area teacher. Grade level PLCs meet once a week for 45 minutes. Vertical PLCs meet once a month for 45 minutes. CIT meets once a month to discuss issues and problems in the school, in addition to the End of the Year meeting where the next school year is planned out. CIT is very involved in the school goals and planning.

School Context and Organization Strengths

The Leadership team and CIT are both involved in the school goals and planning. PLCs focus on sharing of best practices, rigorous activities, and help to strengthen individual teachers, grade levels and the school as a whole.

School Context and Organization Needs

Dowling needs to strengthen RTI process and intervention program and ensure that instruction is planned and focused on student mastery of skills.

Technology

Technology Summary

Dowling's classrooms are equipped with a smart board, at least 2 student computers, document camera and projector. We have also ordered extra equipment to replace those that break. We also have three computers on wheels (COW) that can be checked out to teachers.

Technology Strengths

Having a smartboard in every classrooms reenforces instruction and teachers have expressed that it is a great tool for small and whole group instruction.

Technology Needs

Our goal is to have at least 5 student computers in each classroom.

Comprehensive Needs Assessment Data Documentation


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

Goals

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.

Performance Objective 1: Research- based best practice district curriculum will be implemented in math, science and social studies at all grade levels to ensure 65% of all students pass every portion of the state assessment by 2015. SP1.1, SP1.2, SP1.6, SP1.9, SP2.2, SP2.5


Summative Evaluation: Formative Assessments will include Istation assessments, Classworks Assessments, unit assessments, Progress reports, benchmark assessments and teacher made assessments. Summative Assessments will include STAAR test in Reading, Math, Writing, and Science.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>1) 1.Math, Science and Social Studies PLCs will meet monthly to review resources(Lone Star, GPS Math, Mentoring Minds), best practices and align strategies used schoolwide. PLC recommended Best Practice on TEA website, Mentoring Minds Math and district adopted computer programs.</p> <p>2.Instruction will be adjusted through the use of campus based formative assessment results(Classworks, and CBAs for Math, Science and Social Studies, Classworks,)</p> <p>3.CCF will assist teachers identified as needing assistance or PD with Math, Science and Social Studies, modeling of lessons, visits to Master teachers within the campus or district.</p> <p>4. Administrators will conduct walk throughs and CSPs; and provide coaching as needed.</p> <p>5.Administrators will monitor the use of math, science , social studies resourcesand its implementation and lesson plans</p> <p>6. Teachers will use data collected on ASSESSMENT HISTORY, Istation reports and Classworks reports to identify students in Tier 1, 2, 3 and RTI procedures will be followed.</p> <p>7. Motivational Math and Science will be utilized for spiraling and reteaching of TEKS not mastered. GPS math will be utilized as well in 6th grade.</p> <p>8. Unit tests will be created by grade levels to assess learning strengths and weaknesses utilizing math textbook online test unit creator.</p>		CCF, Principal, Assistant Principal, Reading Specialist and K-6th grade teachers.	Formative Assessments will include Istation assessments, Classworks Assessments, unit assessments, benchmark assessments and teacher made assessments. Summative Assessments will include STAAR test in Reading, Math, Writing, and Science.				
Funding Sources: Local, Title One School-wide, State Comp Ed							
							

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.

Performance Objective 2: During the 2015-2016 school year, the Guided Reading Component of the Literacy Framework (k-6) will be implemented to align 100% of classroom instruction TEKS. SP1.4


Summative Evaluation: Assessments will include Istation assessments, Classwork assessments, unit assessments, benchmark assessments, progress reports and teacher made assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>1) 1. Reading PLCs will meet monthly to review resources, best practices and align strategies used schoolwide.</p> <p>2. Instruction will be adjusted through the use of campus based formative assessment results(Classworks for Reading , Istation for Reading K-6)</p> <p>3. Administrators will conduct walk throughs and provide coaching as needed. CSP form to identify trends on campus</p> <p>4. CCF and Reading Specialist will assist teachers identified as needing assistance or PD with curriculum, modeling of lessons, visits to Master teachers within the campus or district.</p> <p>5. Administrators will monitor the use of District curriculum and its implementation and lesson plans</p> <p>6. Teachers will use data from SBAs, Unit assessments, Istation and Classworksto identify students in Tier 1, 2, 3 and RTI procedures.</p> <p>7. 3rd-5th will utilize Motivational REading for spiraling and reteaching as an extention of Imagine IT and Guided Reading.</p> <p>8. Study Buddies will be used for Reading ELL students in 4th-5th.</p>		CCF, Principal, Assistant Principal, Reading Specialist and K-6th grade teachers.	Formative Assessments will include Istation assessments, Classworks Assessments, unit assessments, benchmark assessments and teacher made assessments. Summative Assessments will include STAAR test in Reading.				
	Funding Sources: Title One School-wide, Local, State Comp Ed						
							

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.

Performance Objective 3: During the 2015-2016 school year, the Writing Benchmark strategies will be implemented at K-5th to align 100% of the classroom instruction writing TEKS.


Summative Evaluation: STAAR 2016 results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) PLCs will meet monthly to adjust Instruction after data disaggregation of formative assessment results & via the PLC process; and monitored via walk troughs by administrators 2. District managed curriculum will be implemented and lesson plans will be monitored by administrators. 3. RTI established procedures will be followed. Teacher training in the Writing Benchmark in summer will be followed through in the classroom and monitored via administrator walk troughs, lesson plan checks and the PLC process		CCF, Administrators	CBA's, Progress Reports, Student Writings rated by teachers				
Funding Sources: Title One School-wide, Local							
							

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.

Performance Objective 4: At least 65% of Dowling students will meet expected standards on state physical education assessment.


Summative Evaluation: 2015-2016 Fitness Gram Test

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 1. Data Review of 2013-2014 Fitness Gram 2. Coaches will identify areas of needed improvement 3. Goals will be set focusing on needed improvement 4. Formative assessments and observations will be used to adjust instruction		Coach and Coach's Aide	Observations, fitness tests				
Funding Sources: Title One School-wide, Local							
							

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.

Performance Objective 5: During the 2015-2016 school year, 100% of Dowling teachers in 4th-5th will utilize AVID strategies.


Summative Evaluation: Summative: AVID Beginning, Middle and End of Year teacher assessments

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 1. College culture will be enhanced through: college T-shirt days, Student/Teacher Posters of Desired College; Letters of Intent Day in May 2015; 5th & 6th grade College Field Trips 2. K-3 will utilize planners, levels of Questioning, organizational skills 3. 4-6 will utilize planners, levels of Questioning, note taking skills, organizational skills, WICOR, AVID WEEKLY		Counselor, Administrators, K-6 Teachers	AVID Walk Throughs, planner checks, classroom evidence of note taking in journals, AVID Beginning, Middle and End of Year teacher assessments				
	Funding Sources: Title One School-wide, Local						
							

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.

Performance Objective 6: During the 2015-2016 school year, 100% of the identified Struggling Dowling students will receive prompt support that provide opportunities to recover credits, improve content skills & remove barriers to ensure graduation from high school.


Summative Evaluation: STAAR 2016

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 1. Utilize 2013 STAAR data to identify areas of needed growth 2. Identify students who are TIER 2 through Classworks and Istation 3. Begin tutoring in October 2013 4. Credit recovery for 6th in November 2013 5. college Readiness for 6th grade		Mrs. Serrano "Take Flight; Mrs. Duewall - Reading Specialist; Mrs. CCF; Mr. Gonzales" counselor Administrators	SBA's, Unit Assessments, Classworks, Istation				
Funding Sources: Title One School-wide, Local, State Comp Ed, State Bilingual ESL							
							

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.

Performance Objective 7: At least 95.3% of all student sub groups will attend school each day school is in session to include student attendance & participation in state mandated assessments at every grade level.

Summative Evaluation: 2015-2016 ADA

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 1. Bi weekly checks on student attendance 2. Constant communication with parents through phone contact, conferences and Warning letters for both Attendance and Tardies 3. Contact Social Worker for excessive absences/tardies 4. Attendance incentives each 9 weeks for those who miss 3 days or less		Attendance clerks, K-6 teachers	progress reports; 9 week attendance checks; warning letters for Tardies and Attendance checks				
	Funding Sources: State Comp Ed, Local						
							

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.






Performance Objective 8: ECISD secondary students prepared for college coursework and exams will increase by 2%.

Summative Evaluation: Career Day in May; Monthly College T-shirt Day; Teacher posting of College attended; Students select a college they want to attend and a career choice to post in Main hall

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.

Performance Objective 9: Students will make a year's growth in Reading Comprehension from their current reading ability.






Summative Evaluation: Istation Report End of Year compared to Beginning of year levels.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) The district's Balanced Literacy program will be implemented with fidelity. Istation data will be used to drive daily instruction. Depth of Knowledge questions will be purposely planned for reading.</p> <p>Istation comparison reports and Lead4ward resources (PLCmenu, scaffold document, academic vocabulary, IQ released tests, and field guides) will be utilized.</p> <p>Additional small group instruction during and after the school day will be provided for TIER 3 students. The reading coach will work with 2nd and 3rd grade TIER 3 students daily.</p> <p>Students will graph their Istation monthly progress in their data folder.</p> <p>Student progress will be recognized and displayed.</p>	1, 2, 3, 4, 8, 9	Administrators CCF Reading Specialist All FTEs	Istation comparison reports Fluency rates				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.

Performance Objective 10: The percent of students and all student groups passing STAAR science will be 65% in 2016 up from 38% in 2015.






Summative Evaluation: STAAR 2016

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Scaffold documents will be utilized to plan quality science instruction. Science word of the week with end product, Pearson labs, district adopted textbooks and hands on/interactive assignment will be utilized in classes.</p> <p>Pearson Labs and science word of the week with end product Adhere to district Scope and Sequence and adopted textbooks with fidelity; Lead4ward resources will be utilized by teachers and in PLC's. Science content will be integrated into Math and Reading lessons/work stations Analyze unit assessments to Identify strengths and areas of concern for students. Implement RTI strategies for students performing below standard.</p>		FTEs CCF ADministrators	SBAs STAAR 2016				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.

Performance Objective 11: The percent of students and all student groups passing STAAR writing will be 65% in 2016 up from 43% in 2015.


Summative Evaluation: STAAR 2016

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Teachers will follow the district scope and sequence for Writers Benchmark. They will also implement guided writing. Region 18 service provider will work with our 4th grade team.</p> <p>Analyze unit assessments to Identify strengths and areas of concern for students. Develop an intervention plan to be implemented. A writing specialist from Region 18 will consult, and help train teachers on writing and planning for writing. Continuation of implementing the district Scope and Sequence and use of Lead4ward writing resources</p>		<p>FTES ADministrators CCF Region 18 Consultant</p>	STAAR 2016				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: We will provide infrastructure to maximize the success of all students.

Performance Objective 1: Dowling Elementary will join the migrant SSA with Region 18 to ensure that migrant services are provided to all students identified as migrant in accordance with all federal guidelines.


Summative Evaluation: 2015-2016 Compliance Report

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategies</p> <p>1) 1. Collaborate with Federal and State District office to ensure that migrant services are provided in accordance with all federal guidelines.</p> <p>2. Dowling has identified migrant students. We will support the bilingual department by encouraging parents to attend the Latino Family Literacy Program and providing support to those student in need, such as tutoring, counseling etc.</p>	1, 10	Teachers with Migrant Students, Counselor, Administrators	Compliance Reports, PTA Sign in sheets				
	Funding Sources: Local						
							

Goal 2: We will provide infrastructure to maximize the success of all students.

Performance Objective 2: 100% of all core content area teachers will utilize the standard data analysis tool and processes.


Summative Evaluation: 2015-16 Eduphoira AWARE Documentation, PLC notes; STAAR results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) 1. Beginning of the Year PD on the use of AWARE for Data Disaggregation and RTI 2. Ongoing training on AWARE as needed 3. 2015-2016 STAAR and SBA/ Unit Assessments 2014 Data will be the focus for PLCs 4. PD on LEAD4WARD Analyzing Learning Standards</p>	1, 2, 4, 8	CCF, Administrators, All FTEs	Eduphoira AWARE Documentation, PLC notes				
Funding Sources: State Comp Ed, Local, Title One School-wide							
							

Goal 2: We will provide infrastructure to maximize the success of all students.

Performance Objective 3: Dowling will ensure the utilization of the GT Identification process and will increase GT identified student numbers by 10%.

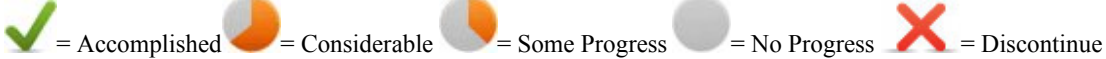
Summative Evaluation: Compare 14-15 to 15-16 data for identification improvements and make adjustments based on matrix.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 1. Review matrix with appropriate leadership team and GT teachers. 2. Ensure new teachers complete 30 hour GT training 3. Provide 6 hour update for GT in August PD 4. Attend TAG with team of GT teachers.		Assistant Principal, counselor, FTEs	GT compliance Report				
	Funding Sources: Title One School-wide, Local						
							

Goal 2: We will provide infrastructure to maximize the success of all students.

Performance Objective 4: Dowling will ensure that PBIS/CHAMP discipline management practices are in place in 100% of classrooms to provide learning environments that are productive and safe.SP2.6


Summative Evaluation: Review datas from 2014-15 to 2015-16 Discipline referrals and attendance data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 1. Discipline PLC will meet monthly to review PBIS/CHAMP plan, monitor referrals, identify teachers in need of discipline PD and assistance, and make adjustments as needed. 2. Monitor attendance rates and send Warning letters for Tardies and Attendance as needed		All FTEs, Counselor, Administrators	Discipline referral and attendance data reviews every 9 weeks				
	Funding Sources: Local, State Comp Ed						
							

Goal 2: We will provide infrastructure to maximize the success of all students.

Performance Objective 5: Dowling will ensure that 100% of all FTE's have received professional development on student and staff support for suicide prevention, violence prevention and intervention and harassment and dating violence. SP2.7


Summative Evaluation: 2014-15 data compared to 2015-16 data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 1. Discipline PLC will meet monthly to look at discipline data, review PBIS/CHAMP plan 2. Guidance and training on suicide and violence will be sought from SAS counselor		SAS Counselors, FTEs, Administrators	Review 2013-14 discipline referrals, drop-outs, attendance and other evidence of unresolved conflict & training mechanisms used to provide guidance for suicide prevention, violence prevention and intervention and harassment and dating violence.				
Funding Sources: Title One School-wide, Local							
							

Goal 2: We will provide infrastructure to maximize the success of all students.

Performance Objective 6: Dowling will maintain a safe, orderly learning environment that promotes academic achievement, increased attendance, and reduction in number of discipline reports by 20%. SP2.6, SP2.8, SP2.9


Summative Evaluation: attendance rates monthly discipline reports monthly

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 1. Each month Dowling will conduct a fire drill (10 total drills in a year), 4 shelter in place, 4 lockdown drills, and 4 bad weather drills. 2. Each month Dowling Leadership team will review attendance and discipline percentages. Ensure strategies and systems in place for monitoring and reducing.		Leadership Team	Percentages and Reports				
							

Goal 2: We will provide infrastructure to maximize the success of all students.

Performance Objective 7: Dowling Elementary will ensure the proper procedures are in place to monitor ELL students in academics, attendance, and interventions in all content areas.


Summative Evaluation: Progress reports, RTI reports, brainchild, istation, benchmarks, classroom assessments, walkthrough, plc minutes, STAAR data, TELPAS, LPAC minutes

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 1. All Bilingual teachers and campus admin will be trained in current LPAC procedures. 2.		Admin Bilingual Teachers					
2) 2. All teachers will be trained and follow RTI procedures and interventions for ELL learners		admin; Bilingual teachers and ESL teachers	RTI data and meetings, student progress; Istation data, Classworks data, Brainchild data				
							

Goal 3: We will identify, engage and equip our world class team to accomplish our mission.

Performance Objective 1: Dowling will provide training and support to ensure 100% alignment within the district’s linguistic sequence.


Summative Evaluation: STAAR results for Math, Reading, Science and Writing

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 1.LPAC update training. 2.LPAC new student to ensure they are in the best setting . 3.Guided reading refresher for bilingual teachers and K-2. 4.Review students’ academic progress through the school years using STAAR, TELPAS, SBAs, Istation, Classworks. 5.Implementation of the bilingual department resources .		CCF, Bilingual Teachers, All FTEs	SBA’s from district; teacher made assessments, istation, classworks, TELPAS, STAAR				
Funding Sources: Local, State Comp Ed, Title Three Bilingual/ ESL							
							

Goal 3: We will identify, engage and equip our world class team to accomplish our mission.

Performance Objective 2: Dowling will support the bilingual department by continuing to encourage 100% of teachers to earn ESL certification to better serve our student population.

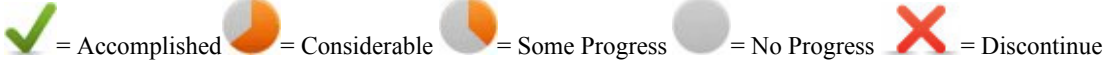
Summative Evaluation: STAAR Math, Reading, Science and Writing; TELPAS

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 1.LPAC update training. 2.LPAC new students to better choose the best setting for them. 3.Guided reading, SIOP, ELPs training for bilingual teachers. 4.Review and monitor students' academic progress through the school years (Denials, M1, M2) 5.Implementation of the bilingual department resources		Bilingual/ESL K-6 teachers, administrators, CCF	SBA's from district; teacher made assessments, istation, classworks, LPAC reviews, Bilingual update meetings, TELPAS				
	Funding Sources: Title Three Bilingual/ ESL, Local						
							

Goal 3: We will identify, engage and equip our world class team to accomplish our mission.

Performance Objective 3: During the 2015-2015 school year, the LEP/ELL passing rate on the state assessment will increase by 10%.






Summative Evaluation: 2016 STAAR Results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 1. All FTEs will utilize SIOP methods. 2. All FTEs will utilize Balanced Literacy techniques. 3. FTEs will identify Tier 2 and 3 students by Sept. 8 using Assessment History student info sheets. 4. Students identified will utilize the following intervention programs: Classworks ,Istation, Brainchild and Pasaporte. 5. Ongoing PD on the above. 6. Teaching with Rigor Training on Aug. 19 and a follow up in October.	1, 2, 3, 4, 8, 9	FTEs, CCF, Administrators	TELPAS, CBAs, Classworks reports, Istation reports, Brainchild reports				
Funding Sources: Title Three Bilingual/ ESL, Title One School-wide							
							

Goal 3: We will identify, engage and equip our world class team to accomplish our mission.

Performance Objective 4: During the 2014-2015 school year, the SpEd passing rate on the state assessment will increase by 10%.






Summative Evaluation: STAAR Math, Reading, Science and Writing results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p align="center">State System Safeguard Strategies</p> <p>1) 1. Review SpEd folders 2. Monitor student's assessments and progress 3. Review accommodations as stated on student's IEP. 4. Revise ARD paperwork to ensure that all contents are correct 5. Meet with Campus Case Manager to ensure all IEP's are disseminated to teachers with SpEd students.</p> <p>6. Meet with teachers of SpEd students to ensure schedule of services and accommodations are understood. 7. Dowling teachers will attend any professional development trainings offered by the district that focus on differentiation strategies, thinking skills, conceptual learning, and depth and complexity 8. Special Education teachers will receive proper training to support the district's goals.</p>	1, 2, 4, 8, 9, 10	SpEd Resource Teacher, FTE's, Administrators	SBA's, Brainchild reports, Istation Reports, Classworks reports				
<p>Funding Sources: State Comp Ed, Title One School-wide</p>							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: We will establish and sustain an inter-dependent partnership with key stakeholders.

Performance Objective 1: Dowling will improve and increase inter dependent partnerships with parents and community by 10% from the previous school year.

Summative Evaluation: Formative: 14-15 Feedback from parent meetings, PTAs, VIPs, Strategic Plan Members, survey feedback Summative: 15-16 Parent surveys, 2015-16 Strategic Plan Development

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) 1. Increase use of Parent Link, Open House, Family Education Nights and other school activities to target parent partnerships. 2. Meet the Teacher Sept. 3. Reading Night Oct 6 4. VIP recruitment Aug - Nov 5. Fall Festival Oct 30 5. I am Thankful for.. Parent card making Nov 6. Christmas cards.. Dec 7. Math night...Jan 8. Science night...Nov 9 9. P.S I love you...Feb 10. Open house....March 11. Field Day in June 13. Awards Ceremony every 9 weeks</p>	6	K-6 teachers and staff administrators CCF	Summative: 14-15 Parent surveys, 2015-16 Strategic Plan Development				
	Funding Sources: Local						
<p>2) Dowling will send home Go Readers for the summer with students identified as TIER 3 by Istation. Students will utilize the Go Readers to improve fluency, comprehension and vocabulary.</p>	6	K-3 FTEs and administrators	Summative: 14-15 Parent surveys, 2015-16 Strategic Plan Development				
	Funding Sources: Title One School-wide - \$3800.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: We will establish and sustain an inter-dependent partnership with key stakeholders.

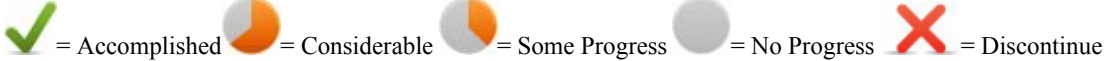
Performance Objective 2: Dowling will increase their partnerships with the community by forming one new partnership and we will continue to partner with Odessa College, UTPB, and Community Complex to educate and inform our student about future careers and importance of keeping good grades and great attendance.

Summative Evaluation: Teacher and student feedback. Holding conferences with our partners in education to keep an open communication to better serve our students.

Goal 4: We will establish and sustain an inter-dependent partnership with key stakeholders.

Performance Objective 3: Recognition of staff activities will increase at Dowling.


Summative Evaluation: Teacher feedback and surveys.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 1. Teacher of the Month will be voted on, recognized and small gift provided. 2. Volunteers will be recognized through newsletter, marquee and a small gift provided. 3. Nurse, paraprofessionals, counselor and secretaries will be recognized through Announcements, newsletter, marquee and small gift. Student recognition every semester for attendance and achievement.	2, 5	Administrators, All staff	Surveys				
	Funding Sources: Local						
							

Goal 5: We will communicate effectively to serve our mission.

Performance Objective 1: During the 2015-2016, Dowling elementary will ensure that faculty, staff, students, parents and the community are involved in our students' education, are aware of and understand our mission. SP2.4


Summative Evaluation: Parent and community surveys. Parent and community attendance and involvement during school activities and functions. Parent/teacher conferences.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 1. Publish annual plans and/or syllabi on school and teacher web pages 2. Encourage students and parents to utilize school email on a regular basis 3. Utilize Communication Systems in Place: website, parent link, marquee, calendar, Newsletters 4. Maintain opportunities for student involvement in clubs, after school athletics program, fine arts, etc. 5. Acknowledge and encourage student organizations for involvement. 6. Recite our mission during meetings such as PTA meetings.	6, 10	PTA, Counselor, Administrators, FTEs, Odessa College, Secretary	PTA agendas, JR VIPs agendas,				
	Funding Sources: Title One School-wide						
							

Goal 6: We will model and market our new culture throughout our community to ensure support and participation.






Performance Objective 1: During the 2015-2016 school year, Dowling Elementary will increase parent and community involvement and support by increasing the understanding of our new culture by 10% from the previous school year.

Summative Evaluation: Parent and community surveys, student attendance, parent feedback through meetings, newsletters etc.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 1. Gather data on current community and parent perception of the culture of Dowling Elementary. 2. Gather data on parent and community expectations for Dowling. 3. Hold parent meetings such as PTA, reading night, etc to communicate with parents and community and model our new culture.	6, 10	Staff, teachers, administrators, CCF, office staff.	parent involvement, newsletters, surveys.				
							

Goal 7: To meet the 100% highly qualified teacher requirements by the end of the 2015-2016 school year.

Performance Objective 1: Increase the percentage of highly qualified core and academic subject area teachers on campus to 100%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Campus administration will work with Human Resources to seek and hire highly qualified teachers for open positions by June, 2016.</p>	1, 2, 6	HR, Principal, Executive Director of Special Education, Assistant Superintendents	Dowling will meet 100% HQ status by June 2016				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	<p>1.Math, Science and Social Studies PLCs will meet monthly to review resources(Lone Star, GPS Math, Mentoring Minds), best practices and align strategies used schoolwide. PLC recommended Best Practice on TEA website, Mentoring Minds Math and district adopted computer programs. 2.Instruction will be adjusted through the use of campus based formative assessment results(Classworks, and CBAs for Math, Science and Social Studies, Classworks,) 3.CCF will assist teachers identified as needing assistance or PD with Math, Science and Social Studies, modeling of lessons, visits to Master teachers within the campus or district. 4. Administrators will conduct walk throughs and CSPs; and provide coaching as needed. 5.Administrators will monitor the use of math, science , social studies resourcesand its implementation and lesson plans 6. Teachers will use data collected on ASSESSMENT HISTORY, Istation reports and Classworks reports to identify students in Tier 1, 2, 3 and RTI procedures will be followed. 7. Motivational Math and Science will be utilized for spiraling and reteaching of TEKS not mastered. GPS math will be utilized as well in 6th grade. 8. Unit tests will be created by grade levels to assess learning strengths and weaknesses utilizing math textbook online test unit creator.</p>
1	2	1	<p>1. Reading PLCs will meet monthly to review resources, best practices and align strategies used schoolwide. 2. Instruction will be adjusted through the use of campus based formative assessment results(Classworks for Reading , Istation for Reading K-6) 3. Administrators will conduct walk throughs and provide coaching as needed. CSP form to identify trends on campus 4. CCF and Reading Specialist will assist teachers identified as needing assistance or PD with curriculum, modeling of lessons, visits to Master teachers within the campus or district. 5. Administrators will monitor the use of District curriculum and its implementation and lesson plans 6. Teachers will use data from SBAs, Unit assessments, Istation and Classworksto identify students in Tier 1, 2, 3 and RTI procedures. 7. 3rd-5th will utilize Motivational REading for spiraling and reteaching as an extention of Imagine IT and Guided Reading. 8. Study Buddies will be used for Reading ELL students in 4th-5th.</p>
1	9	1	<p>The district's Balanced Literacy program will be implemented with fidelity. Istation data will be used to drive daily instruction. Depth of Knowledge questions will be purposely planned for reading. Istation comparison reports and Lead4ward resources (PLCmenu, scaffold document, academic vocabulary, IQ released tests, and field guides) will be utilized. Additional small group intruction during and after the school day will be provided for TIER 3 students. The reading coach will work with 2nd and 3rd grade TIER 3 students daily. Students will graph their Istation monthly progress in their data folder. Student progress will be recognized and displayed.</p>
1	10	1	<p>Scaffold documents will be utilized to plan quality science instruction. Science word of the week with end product, Pearson labs, district adopted textbooks and hands on/interactive assignment will be utilized in classes. Pearson Labs and science word of the week with end product Adhere to district Scope and Sequence and adopted textbooks with fidelity; Lead4ward resources will be utilized by teachers and in PLC's. Science content will be integrated into Math and Reading lessons/work stations Analyze unit assessments to Identify strengths and areas of concern for students. Implement RTI strategies for students performing below standard.</p>

Goal	Objective	Strategy	Description
1	11	1	Teachers will follow the district scope and sequence for Writers Benchmark. They will also implement guided writing. Region 18 service provider will work with our 4th grade team. Analyze unit assessments to Identify strengths and areas of concern for students. Develop an intervention plan to be implemented. A writing specialist from Region 18 will consult, and help train teachers on writing and planning for writing. Continuation of implementing the district Scope and Sequence and use of Lead4ward writing resources
2	1	1	1. Collaborate with Federal and State District office to ensure that migrant services are provided in accordance with all federal guidelines. 2. Dowling has identified migrant students. We will support the bilingual department by encouraging parents to attend the Latino Family Literacy Program and providing support to those student in need, such as tutoring, counseling etc.
3	4	1	1. Review Sped folders 2. Monitor student's assessments and progress 3. Review accommodations as stated on student's IEP. 4. Revise ARD paperwork to ensure that all contents are correct 5. Meet with Campus Case Manager to ensure all IEP's are disseminated to teachers with SpEd students. 6. Meet with teachers of SpEd students to ensure schedule of services and accommodations are understood. 7. Dowling teachers will attend any professional development trainings offered by the district that focus on differentiation strategies, thinking skills, conceptual learning, and depth and complexity 8. Special Education teachers will receive proper training to support the district's goals.

Title I

Schoolwide Program Plan

Dowling is a school wide title I school. This benefits us by ensuring all students are served and have access to an excellent educational experience with support for academic achievement. Title I funds will be used to buy Comprehension ToolKits, STAAR Fast Focus and Countdown, mentoring minds consumables and teacher guides for small group use for all STAAR tested grades and subjects. Title I funds will also be used to pay for Teaching with Rigor PD by el Saber Enterprises. Go Readers were also purchased for struggling readers to utilize during the summer vacation.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Dowling's CNA was completed looking at Teacher and Parent Surveys, STAAR and IStation data, meetings with CIT and the leadership team.

2: Schoolwide Reform Strategies

Schoolwide reform strategies include: CHAMPS/PBIS, Interention time in every classroom on a daily basis, and AVID K - 6 to help promote college awareness, organization and student success.

3: Instruction by highly qualified professional teachers

Dowling has highly qualified employees in all but one position, which is the Special Education Life Skills classroom. This individual is attempting the certification test. All other aides and teachers are highly qualified..

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

High-quality and ongoing professional development for teachers, principals, and paraprofessionals will follow with ECISD goals and objectives. ECISD initiatives will be followed and implemented.

5: Strategies to attract highly qualified teachers

The ECISD Human Resources department ensures that all employees hired meet highly qualified critieria.

6: Strategies to increase parental involvement

Dowling offers the following programs for parental involvement: VIPS, in school activities and after school activities.

Reading Night twice a year

Math and Science Night

Fall Festival

I Give Thanks for..... Parent card making

Christmas Program and Card making

PS I Love U card making

Valentine's Program

Spring Program

Open House

Parent Orientation

Field Day

Awards Assemblies

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Principals from the PK centers work with the Dowling principal to ensure a smooth transition for Pre-K student to Dowling. Meet the Teacher is offered in August before school starts to ensure a smooth beginning.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Dowling's Leadership team is comprised of a lead teacher, the Dyslexia teacher, the CCF, the counselor and administrators. The CIT team has 1 teacher from every grade level, a Fine Arts teacher, and a Special Areas teacher who assist in the planning and direction of the school. Vertical PLC teams meet monthly to look at improving instruction for individual students. Vertical teams consist of a teacher from every grade level, a special areas teacher and a Fine Arts teacher.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Everyday classroom teachers have 30 minutes of intervention time to help struggling students, in addition Dowling has a part time tutor who works with small groups of students. sixth grade offers credit recovery for students who do not pass in the 1, 2, and 3 nine weeks.

10: Coordination and integration of federal, state and local services and programs

Dowling works with the administration and federal and state programs to ensure the coordination and integration of federal, state and local services and programs

Plan Notes

PLC Updates

CIT Updates

Federal/State Required Priority Goals:

Federal State priority goals (SP) are integrated throughout the district improvement plan within the performance objectives identified. The performance objective (PO) will state at the conclusion of the objective which federal & state goals are supported by the objective if applicable.

(SP1.1) All campuses will implement researched and outcome based strategies based on school-wide reform to address gaps in student learning and performance in reading language arts, science, social studies & math to include the following targeted groups: all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. (Goal 1, PO 1, PO 3, PO5, PO 6-7)

(SP1.2) All students will reach high academic standards, at a minimum attaining proficiency or better in reading language arts, writing, math, science and social studies to include the following sub groups: all title one students, all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner. (Goal 1, PO 1, PO 3, PO 5, PO6, PO7)

(SP1.3) Improved performance for physical education: All students engaged in the state physical education assessment will show improvement. (Goal 1, PO 4)

(SP1.4) All students will be graduate prepared for college or career readiness. (Goal 1, PO 8)

(SP1.5) Improved performance for attendance rate: The attendance rate for students in all targeted subgroups will increase to a minimum of 95%. (Goal 1, PO 7)

(SP1.6) Early childhood intervention for migrant students/ improved identification and recruitment of migrant students, improved graduation enhancement for migrant students and improved services coordination for migrant students will occur. (Goal 1, PO 1, PO 8)

(SP1.7) Improved performance for participation: TAKS/STAAR: All campuses will meet or exceed 95% participation for every subgroup and

TAKS/STAAR subject tested. (Goal 1, PO 7)

(SP1.8) All students will graduate from high school to include all student subgroups. (Goal 1, PO 6, PO8)

(SP1.9) Campuses will provide graduation enhancement opportunities and secondary credit exchange and accrual for migrant students. (Goal 1, PO 1, PO6)

(SP2.1) Improved reporting for NGS & secondary credit exchange and accrual for migrant students will occur. (Goal 1, PO 1, PO6)

(SP2.2) Campuses will reduce drop outs through drop out recovery efforts. (Goal 1, PO 1, PO 6)

(SP2.3) Transition planning will be addressed at each campus as appropriate to ensure minimal student interruption. (Goal 1, PO 3, PO 4, PO 5 & PO 6)

(SP2.4) Improved coordination of federal, state, and local funds by all stakeholders will occur to include migrant services coordination. (Goal 5, PO1, PO6)

(SP2.5) Pregnant students and student parents will be supported through a learning environment that is unique to their individual needs in order for them to graduate from high school. (Goal 1, PO 1, PO6)

(SP2.6) District and campuses will ensure that discipline management practices are in place to provide learning environments that are safe, drug free, and conducive to learning. (Goal 2, PO 1, PO 4, PO5)

(SP2.7) Campuses will provide student support for suicide prevention, violence prevention and intervention and harassment and dating violence. (Goal 2, PO 5)

(SP2.8) District and campuses will ensure that every campus has trained teams in the procedures for Texas Behavior Support Initiative (TBSI). (Goal 2, PO 4, PO6)

(SP2.9) Conflict resolution will be addressed to ensure a safe, orderly learning environment that promotes academic achievement, increased attendance and reduction in the number of discipline referrals and drop outs. (Goal 2, PO 6)

(SP2.10) Campuses will provide career education to assist students in developing the knowledge, skills and competencies necessary for a broad range of career opportunities and accelerated education. (Goal 1, PO 8)

(SP3.1) All campuses will maintain a professional development plan for teachers, principals and paraprofessionals that will be high quality and ongoing. (Goal 3, PO 1)

(SP3.2)All campuses will ensure that teachers are given the opportunity to give input in the development of academic assessments. (Goal 4, PO 3)

(SP 3.3) All campuses will provide professional development in utilizing technology. (Goal 1, PO 1)

(SP 3.4) All students will be taught by highly qualified teachers and highly qualified instructional paraprofessionals. (Goal 7 , PO 1)

(SP 3.5)All campuses will recruit, hire and retain highly qualified teachers and instructional paraprofessionals. (Goal 7, PO 1)

(SP 3.6) Campuses will utilize instructional technology as a teaching tool for student success. (Goal 1 PO 1)

(SP4.1) All campuses will work to improve parent participation to include targeted subgroups: title one, bilingual ESL, and migrant. (Goal 6, PO 1)

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	6	1			\$0.00
1	7	1			\$0.00
2	2	1			\$0.00
2	4	1			\$0.00
3	1	1			\$0.00
3	4	1			\$0.00
Sub-Total					\$0.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
1	5	1			\$0.00
1	6	1			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	5	1			\$0.00
3	3	1			\$0.00
3	4	1			\$0.00
4	1	2			\$3,800.00
5	1	1			\$0.00

					Sub-Total	\$3,800.00
Title Three Bilingual/ ESL						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
3	1	1				\$0.00
3	2	1				\$0.00
3	3	1				\$0.00
					Sub-Total	\$0.00
Local						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	1				\$0.00
1	2	1				\$0.00
1	3	1				\$0.00
1	4	1				\$0.00
1	5	1				\$0.00
1	6	1				\$0.00
1	7	1				\$0.00
2	1	1				\$0.00
2	2	1				\$0.00
2	3	1				\$0.00
2	4	1				\$0.00
2	5	1				\$0.00
3	1	1				\$0.00
3	2	1				\$0.00
4	1	1				\$0.00
4	3	1				\$0.00
					Sub-Total	\$0.00
State Bilingual ESL						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount

1	6	1			\$0.00	
					Sub-Total	\$0.00
					Grand Total	\$3,800.00