Plano Independent School District

Dooley Elementary

2022-2023

Board Approval Date: September 20, 2022

Mission Statement

Dooley Elementary provides an excellent education for each student.

Vision

Create a supportive environment where students are committed to excellence, dedicated to caring, powered by learning, and always Plano Proud.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: August 2, 2022

Demographics

Demographics Summary

Attendance rate for 21-22 was the lowest ever. Difficulty with being consistent with tracking tardies. Students were out sick with COVID and other illnesses.

Demographics Strengths

We are becoming more diverse among our student body.

We inputted many Positive Behaviors in Review 360.

Dooley PTA Board -- small, but dedicated to Dooley School Community

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance related to tardies and absences has been an all time low for 21-22 school year.

Student Learning

Student Learning Summary

1st Grade Reading Growth, based on MAP, was the lowest on the campus.

Current 5th Grade Reading Growth, based on 21-22 4th grade MAP, is lower than expected

Quintile 1 in Reading across most grade levels demonsrate the least amount of growth on MAP

STAAR Science/Math growth, when compared to MAP, do not correlate.

Student Learning Strengths

Math MAP growth was excellent in all grades and across most of the Quintiles.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Quintile 1 students across most grade levels demonstrate the least amount of growth on MAP. **Root Cause:** Diverse and varying needs of students in each classroom calls for improved planning for differentiated instruction.

School Processes & Programs

School Processes & Programs Summary

Enrollment process moving to strictly online created difficulties with checking cumulative folder content for students enrolling with IEPs/504/SSPs.

Collaborative Team Data Meetings were not always foced on academics.

Need to learn how to maximize use of Edugence for data analysis

School Processes & Programs Strengths

Development of a strong MTSS process to support identification of student learning needs.

Provision of Adult Temps to support Quintile 1-3 students and Kinder/1st/2nd grade classrooms

HB4545 Coordination was very successful

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Enrollment process moving to strictly online created difficulties with checking cumulative folder content for students enrolling with IEPs/504/SSPs.

Perceptions

Perceptions Summary

Staff, students, and parents believe that Dooley is generally a safe place to be.

Need to focus in on ways to share all that the campus is doing.

There appears to be a general sense of parent apathy where parents expect everything to be provided for by the campus, such as snacks.

Perceptions Strengths

Staff, students, and parents believe that Dooley is generally a safe place to be.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Need to focus in on ways to share all that the campus is doing.

Priority Problem Statements

Problem Statement 1: Quintile 1 students across most grade levels demonstrate the least amount of growth on MAP.

Root Cause 1: Diverse and varying needs of students in each classroom calls for improved planning for differentiated instruction.

Problem Statement 1 Areas: Student Learning

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: September 6, 2022

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2022 to 2023.

Performance Objective 1: HB3 - The percent of Dooley 3rd grade students that score meets grade level or above on STAAR ELAR will increase from 62% in 2022 to 63% by June 2023. The Economically Disadvantaged student group performance will increase from 50% in 2022 to 52% in 2023. The Hispanic student group performance will increase from 39% in 2022 to 41% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Reading - 3rd Grade

Strategy 1 Details	Formative Reviews		
Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle while building language and cognition, with special attention to planning for teaching and learning for Quintile 1 and 2 students and creating Success Criterias for Below/On/Above Grade Level groups and ...	Formative		
	Nov	Feb	June
Utilize Dooley's Instructional Model (Campus Snapshot) to identify, apply, and reflect on instructional actions that focus on Feedback, Practicing and Deepening Lessons, Rules and Procedures, and Relationship. **Strategy's Expected Result/Impact:** Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through: -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, Reading Record levels, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 80% or more of students in each grade will meet/exceed growth MAP targers; Reading Records - 80% or more of students in each grade will obtain a grade appropriate reading level or higher -- 3rd-5th: 80% or more of students in each grade level will meet or exceed MAP growth targets; Reading Records - 80% or more of students in each grade will obtain a grade appropriate reading level or higher; STAAR - 80% or more of students in 4th5th grade level will meet or exceed STAAR growth targets; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will show improvement based on campus numbers from 2022. **Staff Responsible for Monitoring:** Campus Administrators and Team Leaders **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	35%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize adult temps to support the growth of Quintile 1-3 students in grades Kinder - 5th grade and help support the provision of HB4545 mandated tutoring.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -- 80% of students in Quintiles 1-3 in each grade will meet/exceed their MAP and/or STAAR Growth Targets.

-- Every student who did not meet passing standards on STAAR Math and/or Reading will have been provided at least 30 hours of accelerated instruction for each subject they did not meet passing standards.

-- We will meet each of our Performance Objectives for each subject.
Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Student Learning 1
Funding Sources: Adult Temps - 211 Title I, Part A - $8,750, - 282 ESSER III - $2,915 | 20% | | |

Strategy 3 Details	Formative Reviews		
Strategy 3: PACE Specialist to provide for weekly Enrichment Groups for students in each grade level to support the extension of learning for students who gain early mastery of TEKS and to assist in the identification of PACE students in underrepresented student groups to reflect our student body on campus.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: 80% of Students in MAP Quintiles 1 and 2 will meet or exceed their MAP Growth Targets.
Staff Responsible for Monitoring: Campus Administrators and PACE Specialist

Title I:
2.5, 2.6
 - **ESF Levers:**
Lever 5: Effective Instruction
Problem Statements: Student Learning 1 | 30% | | |

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide for Family Engagement opportunities to reach an expansive population of families in the school community	Formative		
Strategy's Expected Result/Impact: Improved family engagement would improve student engagement and learning as evidenced by: -- an increase in family engagement through completed campus/district surveys. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Family Engagement Night (Dooley STEAM Night) - 211 Title I, Part A - $571, Ramp-up to Kindergarten Supplies - 211 Title I, Part A - $571	**Nov**	**Feb**	**June**
	50%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Quintile 1 students across most grade levels demonstrate the least amount of growth on MAP. **Root Cause**: Diverse and varying needs of students in each classroom calls for improved planning for differentiated instruction.

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2022 to 2023.

Performance Objective 2: The percent of Dooley students that score Meets grade level or above on STAAR ELAR 3-5 will increase from 61% in 2022 to 62% by June 2023. The Hispanic student group performance will increase from 50% in 2022 to 52% in 2023. The Special Education student group performance will increase from 49% in 2022 to 52% in 2023.

Evaluation Data Sources: 2023 STAAR Reading

Strategy 1 Details	Formative Reviews		
Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle while building language and cognition, with special attention to planning for teaching and learning for Quintile 1 and 2 students and creating Success Criterias for Below/On/Above Grade Level groups and ... Utilize Dooley's Instructional Model (Campus Snapshot) to identify, apply, and reflect on instructional actions that focus on Feedback, Practicing and Deepening Lessons, Rules and Procedures, and Relationship. **Strategy's Expected Result/Impact:** Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through: -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, Reading Record levels, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 80% or more of students in each grade will meet/exceed growth MAP targers; Reading Records - 80% or more of students in each grade will obtain a grade appropriate reading level or higher -- 3rd-5th: 80% or more of students in each grade level will meet or exceed MAP growth targets; Reading Records - 80% or more of students in each grade will obtain a grade appropriate reading level or higher; STAAR - 80% or more of students in 4th5th grade level will meet or exceed STAAR growth targets; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will show improvement based on campus numbers from 2022. **Staff Responsible for Monitoring:** Campus Administrators and Team Leaders **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	**Formative**		
	Nov	**Feb**	**June**
	35%		

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Utilize adult temps to support the growth of Quintile 1-3 students in grades Kinder - 5th grade and help support the provision of HB4545 mandated tutoring.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -- 80% of students in Quintiles 1-3 in each grade will meet/exceed their MAP and/or STAAR Growth Targets. -- Every student who did not meet passing standards on STAAR Math and/or Reading will have been provided at least 30 hours of accelerated instruction for each subject they did not meet passing standards. -- We will meet each of our Performance Objectives for each subject. **Staff Responsible for Monitoring:** Campus Administrators and Instructional Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Adult Temps - 211 Title I, Part A - $8,750, - 282 ESSER III - $2,915	20%		

Strategy 3 Details	**Formative Reviews**		
Strategy 3: PACE Specialist to provide for weekly Enrichment Groups for students in each grade level to support the extension of learning for students who gain early mastery of TEKS and to assist in the identification of PACE students in underrepresented student groups to reflect our student body on campus.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 80% of Students in MAP Quintiles 1 and 2 will meet or exceed their MAP Growth Targets. **Staff Responsible for Monitoring:** Campus Administrators and PACE Specialist **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	30%		

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Provide for Family Engagement opportunities to reach an expansive population of families in the school community	**Formative**		
Strategy's Expected Result/Impact: Improved family engagement would improve student engagement and learning as evidenced by:	**Nov**	**Feb**	**June**
-- an increase in family engagement through completed campus/district surveys. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Family Engagement Night (Dooley STEAM Night) - 211 Title I, Part A - $571, Ramp-up to Kindergarten Supplies - 211 Title I, Part A - $571	50%		

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Quintile 1 students across most grade levels demonstrate the least amount of growth on MAP. **Root Cause**: Diverse and varying needs of students in each classroom calls for improved planning for differentiated instruction.

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.

Performance Objective 1: HB3 - The percent of Dooley 3rd grade students that score meets grade level or above on STAAR Math will increase from 60% in 2022 to 61% by June 2023. The Special Education student group performance will increase from 38% in 2022 to 41% in 2023. The Emergent Bilingual student group performance will increase from 41% in 2022 to 43% in 2023.

Evaluation Data Sources: 2023 STAAR Math

Strategy 1 Details	Formative Reviews		
Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle while building language and cognition, with special attention to planning for teaching and learning for Quintile 1 and 2 students and creating Success Criterias for Below/On/Above Grade Level groups and ... Utilize Dooley's Instructional Model (Campus Snapshot) to identify, apply, and reflect on instructional actions that focus on Feedback, Practicing and Deepening Lessons, Rules and Procedures, and Relationship. **Strategy's Expected Result/Impact:** Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through: -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, Reading Record levels, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 80% or more of students in each grade will meet/exceed growth MAP targers; Reading Records - 80% or more of students in each grade will obtain a grade appropriate reading level or higher -- 3rd-5th: 80% or more of students in each grade level will meet or exceed MAP growth targets; Reading Records - 80% or more of students in each grade will obtain a grade appropriate reading level or higher; STAAR - 80% or more of students in 4th5th grade level will meet or exceed STAAR growth targets; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will show improvement based on campus numbers from 2022. **Staff Responsible for Monitoring:** Campus Administrators and Team Leaders **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	**Formative**		
	Nov	**Feb**	**June**
	35%		

Strategy 2 Details	Formative Reviews

Strategy 2: Utilize adult temps to support the growth of Quintile 1-3 students in grades Kinder - 5th grade and help support the provision of HB4545 mandated tutoring.	Formative		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: -- 80% of students in Quintiles 1-3 in each grade will meet/exceed their MAP and/or STAAR Growth Targets.

-- Every student who did not meet passing standards on STAAR Math and/or Reading will have been provided at least 30 hours of accelerated instruction for each subject they did not meet passing standards.

-- We will meet each of our Performance Objectives for each subject.

Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Funding Sources: Adult Temps - 211 Title I, Part A - $8,750, - 282 ESSER III - $2,915

(Nov: 20%)

Strategy 3 Details	Formative Reviews

Strategy 3: PACE Specialist to provide for weekly Enrichment Groups for students in each grade level to support the extension of learning for students who gain early mastery of TEKS and to assist in the identification of PACE students in underrepresented student groups to reflect our student body on campus.	Formative		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: 80% of Students in MAP Quintiles 1 and 2 will meet or exceed their MAP Growth Targets.

Staff Responsible for Monitoring: Campus Administrators and PACE Specialist

Title I:
2.5, 2.6
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

(Nov: 30%)

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide for Family Engagement opportunities to reach an expansive population of families in the school community	Formative		
Strategy's Expected Result/Impact: Improved family engagement would improve student engagement and learning as evidenced by: -- an increase in family engagement through completed campus/district surveys. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Family Engagement Night (Dooley STEAM Night) - 211 Title I, Part A - $571, Ramp-up to Kindergarten Supplies - 211 Title I, Part A - $571	**Nov**	**Feb**	**June**
	50%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Quintile 1 students across most grade levels demonstrate the least amount of growth on MAP. **Root Cause**: Diverse and varying needs of students in each classroom calls for improved planning for differentiated instruction.

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.

Performance Objective 2: The percent of Dooley students that score Meets grade level or above on STAAR Math 3-5 will increase from 51% in 2022 to 52% by June 2023. The African American student group performance will increase from 40% in 2022 to 43% in 2023. The Special Education student group performance will increase from 38% in 2022 to 41% in 2023.

   Evaluation Data Sources: 2023 STAAR Math

Strategy 1 Details	Formative Reviews		
Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle while building language and cognition, with special attention to planning for teaching and learning for Quintile 1 and 2 students and creating Success Criterias for Below/On/Above Grade Level groups and ...	**Formative**		
	Nov	**Feb**	**June**
Utilize Dooley's Instructional Model (Campus Snapshot) to identify, apply, and reflect on instructional actions that focus on Feedback, Practicing and Deepening Lessons, Rules and Procedures, and Relationship. **Strategy's Expected Result/Impact:** Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through: -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, Reading Record levels, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 80% or more of students in each grade will meet/exceed growth MAP targers; Reading Records - 80% or more of students in each grade will obtain a grade appropriate reading level or higher -- 3rd-5th: 80% or more of students in each grade level will meet or exceed MAP growth targets; Reading Records - 80% or more of students in each grade will obtain a grade appropriate reading level or higher; STAAR - 80% or more of students in 4th5th grade level will meet or exceed STAAR growth targets; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will show improvement based on campus numbers from 2022. **Staff Responsible for Monitoring:** Campus Administrators and Team Leaders **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	35%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize adult temps to support the growth of Quintile 1-3 students in grades Kinder - 5th grade and help support the provision of HB4545 mandated tutoring.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -- 80% of students in Quintiles 1-3 in each grade will meet/exceed their MAP and/or STAAR Growth Targets. -- Every student who did not meet passing standards on STAAR Math and/or Reading will have been provided at least 30 hours of accelerated instruction for each subject they did not meet passing standards. -- We will meet each of our Performance Objectives for each subject. **Staff Responsible for Monitoring:** Campus Administrators and Instructional Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Adult Temps - 211 Title I, Part A - $8,750, - 282 ESSER III - $2,915	20%		

Strategy 3 Details	Formative Reviews		
Strategy 3: PACE Specialist to provide for weekly Enrichment Groups for students in each grade level to support the extension of learning for students who gain early mastery of TEKS and to assist in the identification of PACE students in underrepresented student groups to reflect our student body on campus.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 80% of Students in MAP Quintiles 1 and 2 will meet or exceed their MAP Growth Targets. **Staff Responsible for Monitoring:** Campus Administrators and PACE Specialist **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	30%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide for Family Engagement opportunities to reach an expansive population of families in the school community	**Formative**		
Strategy's Expected Result/Impact: Improved family engagement would improve student engagement and learning as evidenced by:	**Nov**	**Feb**	**June**
-- an increase in family engagement through completed campus/district surveys. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Family Engagement Night (Dooley STEAM Night) - 211 Title I, Part A - $571, Ramp-up to Kindergarten Supplies - 211 Title I, Part A - $571	50%		

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Quintile 1 students across most grade levels demonstrate the least amount of growth on MAP. **Root Cause**: Diverse and varying needs of students in each classroom calls for improved planning for differentiated instruction.

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 to 2023.

Performance Objective 1: The percent of Dooley students that score Meets grade level or above on STAAR Science 5 will increase from 34% in 2022 to 35% by June 2023. The Hispanic student group performance will increase from 30% in 2022 to 32% in 2023. The Special Education student group performance will increase from 36% in 2022 to 39% in 2023.

Evaluation Data Sources: 2023 STAAR Science

Strategy 1 Details	Formative Reviews		
Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle while building language and cognition, with special attention to planning for teaching and learning for Quintile 1 and 2 students and creating Success Criterias for Below/On/Above Grade Level groups and ... Utilize Dooley's Instructional Model (Campus Snapshot) to identify, apply, and reflect on instructional actions that focus on Feedback, Practicing and Deepening Lessons, Rules and Procedures, and Relationship. **Strategy's Expected Result/Impact:** Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through: -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, Reading Record levels, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 80% or more of students in each grade will meet/exceed growth MAP targers; Reading Records - 80% or more of students in each grade will obtain a grade appropriate reading level or higher -- 3rd-5th: 80% or more of students in each grade level will meet or exceed MAP growth targets; Reading Records - 80% or more of students in each grade will obtain a grade appropriate reading level or higher; STAAR - 80% or more of students in 4th5th grade level will meet or exceed STAAR growth targets; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will show improvement based on campus numbers from 2022. **Staff Responsible for Monitoring:** Campus Administrators and Team Leaders **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	**Formative**		
	Nov	**Feb**	**June**
	35%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize adult temps to support the growth of Quintile 1-3 students in grades Kinder - 5th grade and help support the provision of HB4545 mandated tutoring.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: -- 80% of students in Quintiles 1-3 in each grade will meet/exceed their MAP and/or STAAR Growth Targets. -- Every student who did not meet passing standards on STAAR Math and/or Reading will have been provided at least 30 hours of accelerated instruction for each subject they did not meet passing standards. -- We will meet each of our Performance Objectives for each subject. **Staff Responsible for Monitoring:** Campus Administrators and Instructional Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Adult Temps - 211 Title I, Part A - $8,750, - 282 ESSER III - $2,915	20%		

Strategy 3 Details	Formative Reviews		
Strategy 3: PACE Specialist to provide for weekly Enrichment Groups for students in each grade level to support the extension of learning for students who gain early mastery of TEKS and to assist in the identification of PACE students in underrepresented student groups to reflect our student body on campus.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 80% of Students in MAP Quintiles 1 and 2 will meet or exceed their MAP Growth Targets. **Staff Responsible for Monitoring:** Campus Administrators and PACE Specialist **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	30%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide for Family Engagement opportunities to reach an expansive population of families in the school community	Formative		
Strategy's Expected Result/Impact: Improved family engagement would improve student engagement and learning as evidenced by:	Nov	Feb	June
-- an increase in family engagement through completed campus/district surveys. **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Family Engagement Night (Dooley STEAM Night) - 211 Title I, Part A - $571, Ramp-up to Kindergarten Supplies - 211 Title I, Part A - $571	50%		

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Quintile 1 students across most grade levels demonstrate the least amount of growth on MAP. **Root Cause**: Diverse and varying needs of students in each classroom calls for improved planning for differentiated instruction.

22-23 SBIC

Committee Role	Name	Position
Administrator	Tramy Tran	Principal
Administrator	John Neumann	Assistant Principal
Classroom Teacher	Lauren Torres	Faculty Member
Classroom Teacher	Sal Soleto	Faculty Member
Classroom Teacher	Latrice McIntyre	Faculty Member
Classroom Teacher	Kyla Koonce	Faculty Member
Classroom Teacher	Aisha Locke	Faculty Member
Classroom Teacher	Andrea Sigala	Faculty Member
Special Education Teacher	Carol Truscott	Faculty Member
Non-classroom Professional	John Tedford	Campus-Based Professional Staff (Armstrong Principal)
District-level Professional	Craig McKinney	District Level Professional Staff
Parent	Mastanbi Shaik	Parent
Parent	Lauren West	Parent
Parent	Deidra Cooper	Parent
Parent	Lindsay Graham	Parent
Parent	Vincent Edera	Parent
Parent	Greg Tubbs	Parent
Parent	Sarah Mureeba	Parent
Business Representative	Jaelyn Whorton	Business Representative
Community Representative	Jeanie Walbridge	Community Member
Community Representative	Amber Orr	Community Member
Business Representative	Alpa Sharma	Business Representative
Non-classroom Professional	Ramona Cartwright	Support Staff Member

Campus Funding Summary

199 State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,690.00
				+/- Difference	$1,690.00
199 Bilingual/ESL/ELL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$354.00
				+/- Difference	$354.00
211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Adult Temps		$8,750.00
1	1	4	Family Engagement Night (Dooley STEAM Night)		$571.00
1	1	4	Ramp-up to Kindergarten Supplies		$571.00
1	2	2	Adult Temps		$8,750.00
1	2	4	Family Engagement Night (Dooley STEAM Night)		$571.00
1	2	4	Ramp-up to Kindergarten Supplies		$571.00
2	1	2	Adult Temps		$8,750.00
2	1	4	Family Engagement Night (Dooley STEAM Night)		$571.00
2	1	4	Ramp-up to Kindergarten Supplies		$571.00
2	2	2	Adult Temps		$8,750.00
2	2	4	Family Engagement Night (Dooley STEAM Night)		$571.00
2	2	4	Ramp-up to Kindergarten Supplies		$571.00
3	1	2	Adult Temps		$8,750.00
3	1	4	Family Engagement Night (Dooley STEAM Night)		$571.00
3	1	4	Ramp-up to Kindergarten Supplies		$571.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$49,460.00
				Budgeted Fund Source Amount	$114,750.00
				+/- Difference	$65,290.00
282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$2,915.00
1	2	2			$2,915.00
2	1	2			$2,915.00
2	2	2			$2,915.00
3	1	2			$2,915.00
				Sub-Total	$14,575.00
				Budgeted Fund Source Amount	$2,915.00
				+/- Difference	-$11,660.00
				Grand Total Budgeted	$119,709.00
				Grand Total Spent	$64,035.00
				+/- Difference	$55,674.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard   **Dooley**

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading   **Grade 3**

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	23	13	2	6	0	13	22	1	17	39	14	53
2022	100	39	77	50	100		62	50	0	53	72	36	62
2023	100	41	78	51	100		65	52	1	55	73	37	63
2024	100	43	78	52	100		68	54	1	57	73	39	63
2025	100	45	79	53	100		72	56	2	60	74	41	64
2026	100	49	81	54	100		78	60	4	64	76	44	66
2027	100	53	82	56	100		85	64	5	69	77	47	67

HB3 Campus Goals - All Grades STAAR at Meets Standard   **Dooley**

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading   Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	6	15	14	0	8	0	10	19	0	14	33	12	45
2022	33	60	71		88		50	53		57	73	33	62
2023	35	62	72		89		53	55		59	74	34	63
2024	37	64	72		89		56	57		61	74	36	63
2025	39	66	73		90		60	59		64	75	38	64
2026	43	70	75		92		66	63		68	77	41	66
2027	47	74	76		93		73	67		73	78	44	67

HB3 Campus Goals - All Grades STAAR at Meets Standard

Dooley

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	9	10	20	0	3	0	14	16	0	7	30	14	44
2022	44	60	65		100		36	62		57	60	57	59
2023	46	62	66		100		39	64		59	61	58	60
2024	48	64	66		100		42	66		61	61	60	60
2025	50	66	67		100		46	68		64	62	62	61
2026	54	70	69		100		52	72		68	64	65	63
2027	58	74	70		100		59	76		73	65	68	64

HB3 Campus Goals - All Grades STAAR at Meets Standard   **Dooley**

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading   **All Grades**

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	20	48	47	2	17	0	37	57	1	38	102	40	142
2022	55	50	70	50	94		49	54	0	55	69	42	61
2023	57	52	71	51	95		52	56	1	57	70	43	62
2024	59	54	71	52	95		55	58	1	59	70	45	62
2025	61	56	72	53	96		59	60	2	62	71	47	63
2026	65	60	74	54	98		65	64	4	66	73	50	65
2027	69	64	75	56	99		72	68	5	71	74	53	66

HB3 Campus Goals - All Grades STAAR at Meets Standard   **Dooley**

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math   **Grade 3**

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	23	13	2	6	0	13	22	1	17	39	14	53
2022	100	48	77	0	83		38	50	100	41	72	29	60
2023	100	50	78	1	84		41	52	100	43	73	31	61
2024	100	53	80	3	86		44	55	100	45	75	33	63
2025	100	57	82	5	88		48	59	100	48	77	36	65
2026	100	61	84	7	90		53	63	100	52	79	40	67
2027	100	67	87	10	93		60	69	100	57	82	45	70

HB3 Campus Goals - All Grades STAAR at Meets Standard   **Dooley**

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math													Grade 4
Year	**African American**	**Hispanic**	**White**	**American Indian**	**Asian**	**Pacific Islander**	**Special Ed.**	**Eco Disadv.**	**Former Spec. Ed.**	**EL Current**	**Cont. Enrolled**	**Non-Cont.**	**All**
2022 # of Students	6	15	14	0	8	0	10	19	0	14	33	12	45
2022	17	60	50		62		50	37		57	58	25	49
2023	20	62	51		63		53	39		59	59	27	50
2024	23	65	53		65		56	42		61	61	29	52
2025	26	69	55		67		60	46		64	63	32	54
2026	32	73	57		69		65	50		68	65	36	56
2027	38	79	60		72		72	56		73	68	41	59

HB3 Campus Goals - All Grades STAAR at Meets Standard

Dooley

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	9	10	20	0	3	0	14	16	0	7	30	14	44
2022	22	40	60		33		29	56		57	53	21	43
2023	25	42	61		34		32	58		59	54	23	44
2024	28	45	63		36		35	61		61	56	25	46
2025	31	49	65		38		39	65		64	58	28	48
2026	37	53	67		40		44	69		68	60	32	50
2027	43	59	70		43		51	75		73	63	37	53

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math   All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	20	48	47	2	17	0	37	57	1	38	102	40	142
2022	40	50	62	0	65		38	47	100	50	62	25	51
2023	43	52	63	1	66		41	49	100	52	63	27	52
2024	46	55	65	3	68		44	52	100	54	65	29	54
2025	49	59	67	5	70		48	56	100	57	67	32	56
2026	55	63	69	7	72		53	60	100	61	69	36	58
2027	61	69	72	10	75		60	66	100	66	72	41	61

HB3 Campus Goals - All Grades STAAR at Meets Standard

Dooley

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	9	10	20	0	3	0	14	16	0	7	30	14	44
2022	22	30	50		0		36	50		14	37	29	34
2023	25	32	51		1		39	52		16	38	31	35
2024	28	35	53		3		42	55		18	40	33	37
2025	31	39	55		5		46	59		21	42	36	39
2026	37	44	57		7		51	64		25	44	40	41
2027	43	50	60		10		58	70		30	47	44	44

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Principal, Executive Director for Student & Family Services	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● Apply classroom interventions	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	**Coordinated Health Program** **Coordinated School Health** ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. [Campus Wellness Plan](#) ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal, Human Resources	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local	ESSA	
Principal, Executive Director for Student and Family Services	**Parent Involvement** ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local		

	- Utilize social media to keep parents and community informed. Funding source: State and Local - PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local - Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local - Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		