

Richardson Independent School District

Dover Elementary

2025-2026 Campus Improvement Plan



Mission Statement

To promote lifelong learning through academic excellence by preserving the dignity and enriching potential of each child while appreciating the diversity and culture of the student.

Vision

Every Child, Every Leader, Every Teacher, Every Day.

Value Statement

*All students are capable of growth and success!

*All staff is committed to personal growth and student achievement!

*Dover is a fun and creative environment that promotes a culture of growth for all!

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Title I Personnel 53

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Data shows a need to implement strategies to support student learning in the areas of Reading and Math for 3-6th grade. k-2 reading in English.

Demographics

Demographics Summary

Dover's campus is located in a small community in the southwest area of Richardson, TX. Dover has 700 students and 93 staff members. 89% of our teachers hold a Texas Teaching certification. Our student to teacher ratio average is 21:1. We have a central special education and One-Way Dual Language program on our campus.

The demographics of our school are:

- 86.1% Hispanic
- 2.6% White
- 8.6% African American
- .6% Asian
- .3% other

The demographics of the staff are:

- 93 total staff
 - Professional staff
 - Educational Paraprofessionals
 - Auxiliary Staff
- White
- Hispanic
- African American
- Asian
- Other
- Female
- Male
- 0-5 years experience

6-10 years experience

11-20 years experience

Demographics Strengths

Dover prides itself on our ethnic diversity and the cultural perspectives that strengthen our ability to elp our students learn and connect to the read world. Dover's average attendance rate for the 24-25 school year was 94.1%. We are focused on being inclusive and encouraging our families to be active partners int their child's education.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Maintaining certified bilingual staff at Dover can be a challenge.

Root Cause: Fewer bilingual teachers graduate each year than monolingual teachers.

Student Achievement

Student Achievement Summary

Dover is committed to supporting all students growth and achieving high levels of success. We use multiple data points in order to determine their best course of action to help support student growth and learning needs.

NWEA MAP Data shows: 35% of students met their Math MAP Growth Goal; 34% of students met their Reading MAP Growth Goal

2024-2025 STAAR Accountability Data

057916103	DOVER EL	Elementary	PK - 06	No	697	No	96.7%	F	58	F	51	F	56	F	53	D	61	Comp Identified
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Student Achievement Strengths

3rd grade Reading STAAR data showed and increase by 15% in STAAR passing rates from 23-24 to 24-25.

5th grade Science STAAR data showed an increase in scores by 16% from 23-24 to 24-25 data.

44% of students met their MAP growth goals for Spanish Reading

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student achievement for Reading and Math STAAR decreased overall from last year to this year.
Root Cause: New curriculum was implemented as well as new students came to the school from another campus.

School Culture and Climate

School Culture and Climate Summary

Staff retention was 91% with turnover 9%. Multiple staff left to assume new promotional roles in the district. Survey data showed staff had a high satisfaction of overall feeling about the culture and environment. Staff and students assimilated to the new size of the campus and new curriculum. ESL parent classes improved parent satisfaction.

School Culture and Climate Strengths

Parent engagement improved throughout the year. Coffee Chats went from 5 parents attending to 40 each meeting. First United Methodist church has partnered with Dover to volunteer and support teachers. Over 80 people attended the back to school volunteer work day.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Increase student and family sense of belonging at Dover

Root Cause: Increase in student population over 200 students in 24-25 school year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff retention was 91% with turnover 9%. Multiple staff left to assume new promotional roles in the district.

Staff Quality, Recruitment, and Retention Strengths

Low turnover allows for staff to stay connected and supported. n

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Dover adopted Amplify and Eureka in year 1 in the 24-25 school year. We will be in year 2 of implementation for each of these curriculums. Dover implemented DDI weekly last year to track data and support student growth. An overall detailed list of student growth and actions for achievement.

Curriculum, Instruction, and Assessment Strengths

Consistency with PLC meetings and ensuring Know/Show charts and exit tickets are used weekly.

Implementation of DDI and focus on student engagement strategies

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Ensure alignment between exit tickets and curriculum and assessments including strategies such as Lead Forward, Elevation that support engagement of all students.

Root Cause: Internalization learning from last year made it difficult to ensure student engagement was a priority.

Family and Community Engagement

Family and Community Engagement Summary

Family survey data showed parents would like to have ESL classes continue this year. They appreciate and support the Coffee Chats and parents want to actively participate.

Data from engagement survey: 42 participants

75% Tips to be help your child be successful in school

62% - Teamwork in your child's school

62.2% - Summer activities to boost academic achievements

37.8% - Parenting tips

The best time for parent meetings - after school

Best day of week - Thursday/Wednesday

What activities help most: Academic All-Staar night; Home learning packets

Best communication: email; instant text message

90.9% want to volunteer at school

Family and Community Engagement Strengths

PTA board is now parent led.

Increased engagement in parents attending volunteer opportunities

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership 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


- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data




Goals



Goal 1: We will design and implement systems that provide the necessary structure, support, and tools to ensure that staff and students achieve individual growth



Performance Objective 1: Develop and implement a system to house goals and evidence toward goals and tools for progress measurement at the campuses.



Summative Evaluation: Significant progress made toward meeting Objective



Strategy 1 Details	Reviews			
Strategy 1: Students and staff will establish and monitor two growth goals, academic and professional or life ready. Each will upload quarterly evidence of documents for moving toward their goals. Strategy's Expected Result/Impact: Students will continue to build their growth portfolios. Staff will continue to build their Schoology portfolios. Staff Responsible for Monitoring: Teachers and Administration Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			




Strategy 2 Details		Reviews			
Strategy 2: Dover will monitor and support Hispanic, Special Education and All low "SES" Student economic status using a data tracker for all testing: CIA, SIM, STAAR, Telpas, and MAP data. (Students are Targeted support categories based on Accountability ratings) Strategy's Expected Result/Impact: Monitoring student progress through MTSS/Kid Talk meetings, teachers updating progress in Branching Minds, Teachers updated Data form - monitoring acceleration plan Staff Responsible for Monitoring: Classroom Teachers, ILT team, MTSS team Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			
Strategy 3 Details		Reviews			
Strategy 3: Dover will increase percentage of English Language proficiency growth on TELPAS by 10% by providing opportunities for EB students to listen, speak, read and write daily by utilizing and monitoring Summit K-12. Strategy's Expected Result/Impact: Increased proficiency in EB students and increased student growth Staff Responsible for Monitoring: LAT, Teachers, Admin Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			
Strategy 4 Details		Reviews			
Strategy 4: The nurse will continuously monitor and contact families to ensure immunization compliance. Strategy's Expected Result/Impact: 100% compliance of immunizations Staff Responsible for Monitoring: Nurse - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			




Strategy 5 Details	Reviews			
Strategy 5: Administrators will continue to communicate plan to parents of bullying incidents and maintain communication of any incidents. Ensure that parents know the plan for when/if their student is bullying. Strategy's Expected Result/Impact: Parents will have a better understanding of bullying incident reports. Decrease in bullying reports. Staff Responsible for Monitoring: Administration Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 6 Details	Reviews			
Strategy 6: Counselors & LITE will provide monthly lessons for grade K-6 on internet safety and/or digital citizenship. Strategy's Expected Result/Impact: Increase knowledge of being good digital citizens. Increased awareness of internet dangers. Staff Responsible for Monitoring: LITE, counselors - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			



Strategy 7 Details		Reviews			
Strategy 7: Identify, in a timely manner, teachers and campus leaders' professional needs, and provide suitable learning opportunities or resources to ensure growth for all teachers, leaders and students. Use student data, walkthroughs, and teacher feedback to provide timely professional learning opportunities. Strategy's Expected Result/Impact: Increase in student success. Increase in student growth. Staff Responsible for Monitoring: ILT team, Admin, teachers Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Title I Funding - 211 - Title I, Part A - \$3,200		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 8 Details		Reviews			
Strategy 8: Dover will increase student attendance by .5% from 94.1% to 94.6% for the 25-26 school year. Implement an Attendance Committee to develop intervention communication and plans for chronic student attendance concerns Strategy's Expected Result/Impact: Dover's 24-25 attendance rate was 94.1%, therefore a rate of 94.6% is expected for the 25-26 school year. Improved attendance relates to better student academic performance. Staff Responsible for Monitoring: Admin, SDS, Attendance Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			



Strategy 9 Details	Reviews			
Strategy 9: The Culture Committee in collaboration with Dover administrators will ensure a clear and consistent implementation of discipline management plan. Strategy's Expected Result/Impact: Staff and students will know what is expected in behavior according to Emergent Tree, RISD Code of Civility. Staff Responsible for Monitoring: All staff Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 10 Details	Reviews			
Strategy 10: Teachers will identify and progress monitor elementary students in need of intensive intervention in reading, math, behavior, and speech using Branching Minds to ensure growth of 5-10% for all students. Strategy's Expected Result/Impact: Documenting interventions in Branching Minds will give MTSS team data on evidence of student growth or not. Differentiated instruction will align to what each student needs to improve and grow academically and behaviorally. During MTSS/Kid talk meetings, progress will be discussed for Tier 3 students for next steps. Staff Responsible for Monitoring: Teachers, ILT, Admin, MTSS team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			



Strategy 11 Details	Reviews			
Strategy 11: Students will use their paper portfolio and Schoology/Seesaw portfolio to track and monitor their goals. Strategy's Expected Result/Impact: Increased student growth. Increased student accountability. Staff Responsible for Monitoring: Teachers and Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 12 Details	Reviews			
Strategy 12: Staff will ensure all students have a school/home connection (club, extra curricular activity, adult at school, etc.) Strategy's Expected Result/Impact: - Implement and maintain a mentoring program for students in need of additional support. (ex: behavior, environment, etc.) - Staff will host monthly clubs beginning in September and receive a stipend for hosting. Staff Responsible for Monitoring: Culture Pillar, Counselors, All Staff Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Title I Funding - 211 - Title I, Part A - \$6,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			






Strategy 13 Details	Reviews			
Strategy 13: Dover will identify students in need of accelerated learning and intensive intervention, utilize HQIM as determined by the district and monitor progress in Branching Minds with Fidelity. Strategy's Expected Result/Impact: Using HQIM and monitoring progress will increase Tier 2 and Tier 3 student achievement and help better identify the support needed. Staff Responsible for Monitoring: Teachers, ILT, Admin, MTSS Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 14 Details	Reviews			
Strategy 14: The nurse will conduct an AED drill during both the fall and spring semester with the ERT. Strategy's Expected Result/Impact: Ensure preparation in the event of a cardiac arrest. Staff Responsible for Monitoring: Nurse, ER Team, Administration - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			
Strategy 15 Details	Reviews			
Strategy 15: Counselors will continue to create transition strategies/plans for elementary school to junior high school. Strategy's Expected Result/Impact: Students will learn about various opportunities/programs that Junior High has to offer and enroll in late Spring. Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 16 Details		Reviews			
Strategy 16: Teachers will administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY, and EOY. Strategy's Expected Result/Impact: Teachers will implement MAP to all students within the testing window for BOY, MOY, & EOY; and ensure that if students are absent they are able to take it. Staff Responsible for Monitoring: Admin & teachers		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 17 Details		Reviews			
Strategy 17: As a campus, we will monitor and identify academic goals by taking MAP at the beginning, middle & end of the year. We will celebrate students growth 3 times per year by having a growth celebration. Strategy's Expected Result/Impact: By implementing this strategy the teachers will be able to help their students increase growth. Staff Responsible for Monitoring: Teachers, Principals Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 18 Details		Reviews			
Strategy 18: Dover will implement strategies on our campus to ensure a 5-10% growth in math and reading at all elementary grade levels, particularly in 3rd grade Math will grow from 15% to 21% in Meets and Reading from 17% to 23% Meets.. Strategy's Expected Result/Impact: Teachers will work with coaches and instructional leaders to add engaging strategies to make "learning sticky" for students, increasing growth and achievement in students. Staff Responsible for Monitoring: Teachers, ILT, Coaches, Admin Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 19 Details		Reviews			
Strategy 19: Dover counselors and administrators will develop prevention plans for bullying, harassment, and dating violence as needed based on office referrals an bullying reports Strategy's Expected Result/Impact: Continue implementation of state required bullying prevention requirements consistent with RISD Board policies and procedures. See Appendix A. Staff Responsible for Monitoring: Counselors, Administrators, Teaching Staff Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 20 Details		Reviews			
Strategy 20: Dover will increase the percent of students meeting or exceeding individual growth measures on MAP growth diagnostics from BOY to EOY in Reading and Mathematics by 5-10%. Strategy's Expected Result/Impact: Teachers will goal set with their students before they take MAP & conference post test to see if they met their goal. Staff Responsible for Monitoring: Admin and teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 21 Details	Reviews			
Strategy 21: Increase STAAR performance for 3rd grade students in reading and math per BOT goals by offering accelerated learning opportunities- monitor students in k-3 to ensure 3rd grade students are reaching their 30% meets goal. Strategy's Expected Result/Impact: High quality Tier 1 instruction and targeted interventions will result in an increase in STAAR performance, 57% in reading and 52% in math. Staff Responsible for Monitoring: Teachers, Coaches, ILT, Admin Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 22 Details	Reviews			
Strategy 22: Ensure educators teach and administratively verify that all "Too Good for Drugs" lessons are taught. Strategy's Expected Result/Impact: Demonstrate an increase in good choices and friendships. Students know how nicotine, alcohol, and drugs affect our bodies both physically and mentally. Staff Responsible for Monitoring: Counselors providing bi-weekly instruction using Too Good for Drugs curriculum to all 4th - 6th graders. Title I: 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 23 Details		Reviews			
Strategy 23: Compile and maintain mandatory achievement trackers for all students. Staff will monitor achievement trackers weekly during DDI meetings. Strategy's Expected Result/Impact: Staff and students will be aware of individual students goals including strengths and areas for improvement and be able to track their data and take action. Staff Responsible for Monitoring: All Staff Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 24 Details		Reviews			
Strategy 24: Admin will monitor and address Title I 10 Components based on needs assessment. Strategy's Expected Result/Impact: Title 1 funds will result in improved academic success for students. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			



Strategy 25 Details	Reviews			
<p>Strategy 25: Dover will ensure 100% compliance of quarterly IEP progress monitoring reports for students receiving services through Special Education.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, increase in achieved growth goals, increased collaboration between resource team and general education teachers</p> <p>Staff Responsible for Monitoring: SPED teachers, general education teachers, Admin, ILT</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>Some Progress</p>			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 1: We will design and implement systems that provide the necessary structure, support, and tools to ensure that staff and students achieve individual growth

Performance Objective 2: Dover Elementary will implement and refine instructional systems to increase student performance, with a targeted outcome of 23% of 3rd grade students achieving the Meets standard in Reading Language Arts (RLA) and 21% of 3rd grade students achieving the Meets standard in Mathematics by the end of the 2025-2026 school year. This progress will directly support RISD's district goal of 57% of students performing at the Meets level for Reading and 52% at the meets level in Math.

High Priority

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement tracking system to monitor exit tickets weekly Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Principal, AP, ILT Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Ensure students track their goals for the year through exit tickets, CIA data and I-ready results. Strategy's Expected Result/Impact: Increase student achievement and growth Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			



Strategy 3 Details	Reviews			
Strategy 3: Provide acceleration opportunities via Twilight Camp and Saturday Literacy camp for all students not successful on STAAR. Strategy's Expected Result/Impact: Increase in academic achievement Staff Responsible for Monitoring: Principal and Assistant Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 2: RISD will re imagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 1: Provide competitive compensation, incentives and benefits that attract and retain high-quality and diverse teachers and staff. Identifying which employee groups need to brought to market value.

High Priority

Evaluation Data Sources: Employee retention data, benchmark salary data, documented salary and benefits provided to employees

Strategy 1 Details	Reviews			
Strategy 1: Provide stipends to Grade Level Chairs. Strategy's Expected Result/Impact: Staff Retention, Increase Student Achievement, Develop Leadership Skills, Communication Staff Responsible for Monitoring: Administration Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Title I funds for stipends - 211 - Title I, Part A - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide stipends to ILT members for early intervention planning. Strategy's Expected Result/Impact: Staff Retention, Increase Student Achievement, Develop Leaders, Communication Staff Responsible for Monitoring: Administration Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Title I Funding - 211 - Title I, Part A - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: Provide leadership professional development for Grade level chairs in order to build capacity in their leadership of their teams. Strategy's Expected Result/Impact: Increased grass roots leadership and stronger team development that will improve collaboration and success of students Staff Responsible for Monitoring: Administrators and ILT - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: RISD will re imagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 2: Develop and execute innovative plan for employee recruitment.

Evaluation Data Sources: New hire data

Strategy 1 Details	Reviews			
Strategy 1: Increase campus retention of teachers by providing opportunities for professional growth as well as ensure appropriate support through coaching within the classroom Strategy's Expected Result/Impact: Reduce campus turnover by 5% Staff Responsible for Monitoring: Administration - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 2: RISD will re imagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 3: Identify and/or develop comprehensive strategies to support staff retention



Evaluation Data Sources: Retention Rates



Strategy 1 Details	Reviews			
Strategy 1: Use strategies to address climate survey results. Gain monthly feedback via surveys and implement a PAC (principal's advisory committee) to develop a solutions based system for campus issues. Strategy's Expected Result/Impact: Increase in staff satisfaction as noticed by the climate survey Staff Responsible for Monitoring: Admin - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				



Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.



Performance Objective 1: Continue to refine and enhance the learning framework, which provides all RISD students experiences to develop competencies aligned with the graduate profile.






Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal, Increased student achievement on assessments

Strategy 1 Details	Reviews			
Strategy 1: Deliver focused PD for staff to be able to implement the learner's framework strategies in daily instruction (Ex: In-service week for new teachers and all staff, Staff Development Days, Faculty Meetings and PLC Planning Days). Strategy's Expected Result/Impact: Increase student achievement on all assessments Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Implement the district learning framework to provide all RISD students experiences to develop competencies aligned with the graduate profile and produce exemplars to share with central office to create an "exemplar bank". Strategy's Expected Result/Impact: Increase student achievement on all assessments Increase teacher capacity to facilitate students reaching growth goals Staff Responsible for Monitoring: Instructional Leadership Team Administrators Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details		Reviews			
Strategy 3: Embed ELlevation strategies into regular classroom instruction to deliver content-based language instruction in ESL and dual language classrooms as well as SummitK12 minutes, EB strategies, and 7 Steps. Strategy's Expected Result/Impact: Increase student achievement of EBs on all assessments Staff Responsible for Monitoring: LATS, Administrators, Instructional Coaches Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 4 Details		Reviews			
Strategy 4: Implement ESL content based model in K-6 grades. Utilize LATs to support Ellevation strategies to ensure all ESL and content teachers progress, monitor, and adjust to meet needs of students and actively utilize intervention resources to address student needs. Strategy's Expected Result/Impact: Increase student achievement on all assessments Staff Responsible for Monitoring: Administrators, ILT, LATS teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			

Strategy 5 Details	Reviews			
Strategy 5: Ensure and monitor HQIM Implementation in K-5 RLA Bluebonnet and K-5 RLA Amplify. Strategy's Expected Result/Impact: Increase student achievement on all assessments Increase Teacher knowledge and skills in implementing Staff Responsible for Monitoring: Administrators, Region 10, ILT, teachers Title I: 2.51, 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 6 Details	Reviews			
Strategy 6: Implement Schoology (grades 3-5) and Seesaw (grades PreK-2nd) LMS platforms as a tool for facilitating components of the Learning Framework (provided by the iTeam). Strategy's Expected Result/Impact: Increase in students meeting their goals on MAP and CIAs Staff Responsible for Monitoring: Iteam, administrators, ILT, classroom teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 7 Details		Reviews			
Strategy 7: Provide Saturday School/Twilight Camp opportunities using our Title 1 funds in order to increase student achievement. Strategy's Expected Result/Impact: Increase student achievement on all assessments Staff Responsible for Monitoring: Administrators, ILT, Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, Part A - \$50,000, - 211 - Title I, Part A - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			
Strategy 8 Details		Reviews			
Strategy 8: Provide Monday after-school tutoring using Title 1 Funds in order to increase student achievement. Strategy's Expected Result/Impact: increase student achievement on all assessments Staff Responsible for Monitoring: Administrators, ILT, LATS Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress			



Strategy 9 Details		Reviews			
Strategy 9: Provide tutors for STAAR prep for Tier 2 students in math and reading. Strategy's Expected Result/Impact: Increase student achievement on all assessments Staff Responsible for Monitoring: Administrators, ILT Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, Part A - \$5,000		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 2: Ensure all students are graduate college and career ready as measured by CCMR indicators.

HB3 Goal

Evaluation Data Sources: Increase students meeting the CCMR indicator from 56% to 70% by 2027(Board Goal)

Strategy 1 Details	Reviews			
Strategy 1: Provide career inspiration, exploration, and discovery in Pre-K-6th grades (CTE/CCMR alignment) Strategy's Expected Result/Impact: Increased exposure and possible desire to learn about various career paths including college. Staff Responsible for Monitoring: Counselors, administrators, and classroom teacher. Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Utilize our Title 1 funds to provide extended planning for professional teachers and staff in order to support and train teachers on the learner growth experience. Strategy's Expected Result/Impact: Increase in student achievement and deeper internalization for teachers of the HQIM. Staff Responsible for Monitoring: Administration, Instructional Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: Title I Funds for substitutes - 211 - Title I, Part A - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			



No Progress



Accomplished



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Discontinue

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 3: Develop campus and district leaders to support teacher needs and to advance the goals of the district.







Evaluation Data Sources: Student achievement data
Professional learning enrollment data

Strategy 1 Details	Reviews			
Strategy 1: Implement grade level chair PLC's with administrators and ILT to promote leaderships skills and tools and strategies to lead their team. Strategy's Expected Result/Impact: Monthly grade level chair meetings to disseminate information to each grade level. Staff Responsible for Monitoring: Grade Level Chairs, ILT, Administrators Title I: 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Vertical alignment PLC in Math and Reading to identify gaps and strategies to strengthen Math and Reading Instruction across all grade levels. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: ILT, Administrators, Grade Level Chairs Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211 - Title I, Part A - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 4: Develop capacity of aspiring leaders to build to a pipeline for succession planning.



Evaluation Data Sources: Participant feedback.
Number of aspiring leaders hired



Strategy 1 Details	Reviews			
Strategy 1: Identify instructional opportunities in teacher created classroom experiences for the defined priority goal strands for staff and students, and assist in creating Learner's Framework exemplars. Strategy's Expected Result/Impact: Teachers will internalize the LF exemplars which will improve instruction for higher student achievement. Staff Responsible for Monitoring: Instructional Leadership Team, Administration Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Ensure all K-6 elementary teachers complete their 30 hours of G/T foundational training or 6 hours update trainings are approved by the campus Elementary ALT. Strategy's Expected Result/Impact: Through the G/T training or updates, teachers are able to extend & enrich instruction with the most current information. Staff Responsible for Monitoring: Advanced Learning Teacher, Instructional Leadership Team, Administration, Teacher Title I: 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.






Performance Objective 5: Enhance the professional learning system that promotes continuous growth and equips all employees with the knowledge and skills they need to reach their individual growth goals and support increase in student achievement.

Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Embed and monitor Lead4ward strategies into regular classroom instruction. Strategy's Expected Result/Impact: Increased student achievement on assessments Staff Responsible for Monitoring: Administrators, instructional leadership team (Instructional Coaches) Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Implement district curriculum documents and resources with fidelity to ensure a guaranteed and viable curriculum. Monitor implementation and work with C&I through any concerns, etc. Strategy's Expected Result/Impact: Work with the C&I department through any issues or concerns Staff Responsible for Monitoring: Administrators, Facilitators, ILT, Teachers, and C&I departments Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 3 Details		Reviews			
Strategy 3: Lead professional learning that promotes continuous growth and equips all employees and students with the knowledge and skills they need to reach their individual growth goals. Strategy's Expected Result/Impact: Employees and students will have increased knowledge and skills that will support the growth of student growth goals. (More students will meet or exceed their growth goals on MAP Reading and MAP Math.) Staff Responsible for Monitoring: Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			
Strategy 4 Details		Reviews			
Strategy 4: Utilize district wide professional development days and early release days to support and train teachers on the Learner Growth Experience. Strategy's Expected Result/Impact: Increase in student achievement and deeper internalization for teachers. Staff Responsible for Monitoring: Administration, ILT Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress			



Strategy 5 Details	Reviews			
Strategy 5: Focused PD on understanding and using learner experiences in daily instruction. Strategy's Expected Result/Impact: Teachers will understand and be equipped to implement learner experiences in their daily instruction. Students will grow academically. (See MAP, STAAR, district assessments) Staff Responsible for Monitoring: Administrators, Instructional Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 6 Details	Reviews			
Strategy 6: Implement a one-way dual language program with fidelity. Follow the content language allocation plan and monitor using learning walks. Provide feedback through walkthrough analysis. Strategy's Expected Result/Impact: Increased teacher understanding of the one-way dual language program. Student growth in both English and Spanish (See TELPAS scores) and teacher growth on T-Tess. Staff Responsible for Monitoring: Administrators, instructional leadership team, classroom teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 7 Details	Reviews			
Strategy 7: Implement with fidelity the Data Driven Instruction protocol and weekly data meetings (specifically as it relates to our priority areas: 3rd Math and Reading) Strategy's Expected Result/Impact: 30% of students will be at Meets in Math and Reading for 3rd grade. Staff Responsible for Monitoring: Teachers, ILT, Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			




Strategy 8 Details	Reviews			
Strategy 8: Implement with fidelity the PLC protocol and weekly instructional focus planning meetings (specifically as it relates to our priority areas: 3rd and 4th grade Math and Reading) Strategy's Expected Result/Impact: Promote alignment between curriculum and effective classroom instruction as well as increased student growth/achievement relating to academic assessments. Staff Responsible for Monitoring: Administration, Instructional coaches, campus reading specialists Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Goal 4: We will create opportunities to ensure engagement with community members in RISD.







Performance Objective 1: Create meaningful engagement opportunities that meet both the needs and mission of the school community and businesses/organizations.

Evaluation Data Sources: Schedule of hosted district and campus events that support Community and business/organization engagement, event evaluations, and district partner survey data.

Strategy 1 Details	Reviews			
Strategy 1: Promote positive parent relations and maintain parent engagement by hosting monthly Coffee Chats with the principal(s) to identify needs and make connections with families. Strategy's Expected Result/Impact: Increased relationships and parent feedback; Increased parent participation Staff Responsible for Monitoring: Parent Engagement Pillar Leads, ILT, Principals, and Assistant Principals TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Engage parents in the learning process through family engagement events throughout the year. (ex: MAP Academy, Curriculum Night, Student-Lead Parent Conferences, Hispanic Heritage Night, Academic All-STAAR Night, etc.) Strategy's Expected Result/Impact: Involving parents and the community in these events will increase parent awareness and participation in students academic success and it will increase community awareness and engagement. Staff Responsible for Monitoring: Admin, Parent Engagement Pillar Members, Parent Engagement Coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Title I Funding (Academic All STAAR Night) - 211 - Title I, Part A - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Send weekly newsletters using S'more where grade levels contribute updates and promote the use of Talking Points to enhance communication between faculty and parents. Strategy's Expected Result/Impact: Increased the number of views of weekly newsletter. 100% Talking Points parent signed. Increased participation of survey to gather parents opinions and suggestions. Staff Responsible for Monitoring: Principals & Assistant Principals, RISD Insider, ILT, Web Advisor, Classroom teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
Strategy 4: Coordinate and communicate monthly volunteer opportunities to parents and community partners Strategy's Expected Result/Impact: Increase number of volunteer participation Staff Responsible for Monitoring: Parent Engagement Coordinator, Culture Coach TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 5 Details	Reviews			
Strategy 5: Utilize on-going social media and communication avenues to promote and market Dover events, happenings, and highlights to parents and community members. This includes The Dover Family News, Talking Points, Dover social media accounts, the marquee. Strategy's Expected Result/Impact: Increased community and parent engagement, awareness, and participation. Staff Responsible for Monitoring: RISD Insider, All Dover Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 6 Details	Reviews			
Strategy 6: Utilize business partners and church partnerships such as First United Methodist Church - Richardson, Asian-American Baptist Church, Family Engagement Specialist, and parent volunteers to increase community support. Strategy's Expected Result/Impact: Increase community engagement Staff Responsible for Monitoring: ILT, Administration, Family Engagement Specialist, PTA Funding Sources: - 211 - Title I, Part A - \$700	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 7 Details	Reviews			
Strategy 7: The Parent Engagement Pillar will support Dover Council of PTA to increase membership and parent involvement. Strategy's Expected Result/Impact: Increase membership from previous year based on membership report. Increase parent participation. Staff Responsible for Monitoring: Parent Engagement Pillar Leads, Dover Council of PTA, Principal & Assistant Principals ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 8 Details	Reviews			
Strategy 8: Offer weekly ESL Classes to parents to coincide with student tutoring days. Strategy's Expected Result/Impact: Increased Parent Involvement, Student Achievement Staff Responsible for Monitoring: Language Acquisition Teachers, BIL CRS Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Title I Funding - 211 - Title I, Part A - \$400	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 9 Details	Reviews			
Strategy 9: Hold 4 SBDM meetings through the year with a focus on a comprehensive needs assessment, Data (MAP, Staar, CIAs), CIP goals and strategies and feedback from stakeholders. Strategy's Expected Result/Impact: Increased involvement in community and stakeholder understanding of the school and our goals and feedback loop between school and community. Staff Responsible for Monitoring: Administration ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 10 Details	Reviews			
Strategy 10: Offer Parent/community trainings on how to support students in literacy and math skills during Twilight Camp Strategy's Expected Result/Impact: Improve parent/staff relations and provide training for students to be successful at home. Staff Responsible for Monitoring: Admin team and ILT Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.








Performance Objective 1: Ensure operations are conducted in a financially efficient and effective manner.

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with Facility Services and the Energy & Sustainability Department to optimize building/campus energy use in an effort to align with the District's Energy Management Plan and lower overall energy consumption. Strategy's Expected Result/Impact: reduce energy cost Staff Responsible for Monitoring: administrators and executive assistant	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 2: Provide a safe, comfortable, and well-maintained environment at all campuses.

Evaluation Data Sources: Expect a positive response rate of 95% or higher from internal and external stakeholders in focus group and/or survey responses

Strategy 1 Details	Reviews			
Strategy 1: Provide on-going training for staff and students on the "Student Response Protocol" (SRP). Strategy's Expected Result/Impact: Keep Students safe in the event of a crisis	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Ensure all work orders are completed in a timely manner. Strategy's Expected Result/Impact: School building will be safe for all stakeholders and students.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Utilize a walk-through checklist (non-punitive) for the learning environments both inside and outside a campus. Examples found on the checklist: lights not working, out of date signage, old student work, office is neat and clean work space. Strategy's Expected Result/Impact: appealing school environment conducive for learning Staff Responsible for Monitoring: administrative team	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 3: Provide a safe, secure, and reliable technology infrastructure to support teaching, learning, and operations.

Evaluation Data Sources: Expect a 95% or better positive response on the district climate survey.

Strategy 1 Details	Reviews			
Strategy 1: Ensure staff and students have adequate resources (ipads, wireless internet access, and all accessories) every day to ensure proper use of the materials. Train teachers on how to use monitoring programs for proper implementation of these devices. Strategy's Expected Result/Impact: 100% of the time, Ipads will be used as a learning tool that supports student growth Staff Responsible for Monitoring: ETS (Elementary Tech Support), Admin team Title I: 2.52 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jamie Kitchens	Campus Reading Specialist		1.0
Kristin Haney	Culture Coach		1.0
Sara Hall	Instructional Coach		1.0
Teresita Alvarez	Campus Reading Specialist		1.0