

Richardson Independent School District



Dover Elementary

2026-2027 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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Comprehensive Needs Assessment

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

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

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	Root Cause
1	There is traditionally been only one monolingual section per grade level.	Our student population is majority bilingual.

★ = Priority

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

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	Root Cause
1	Student achievement for Reading STAAR decreased overall from last year to this year.	During the 25-26 school year, there was a different curriculum from this year. We are implementing a new HQIM- HMH for RLA this year.

★ = Priority

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.

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	Root Cause
1 Increase student and family sense of belonging at Dover	Due to a time of heightened anxiety and fear, parents are more reluctant to attend school events outside of normal school hours or school days.

 = Priority

Staff Quality, Recruitment, and Retention

Summary

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

Strengths

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1	Retention and turnover was high in between 25-26 and 26-27.
	School improvement demands and leadership change.

★ = Priority

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.

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	Root Cause
1 Ensure alignment between exit tickets and curriculum and assessments in order to inform weekly data meetings and reteach plans for mastery.	We are currently learning a new curriculum with HMH while also internalizing and analyzing DOL.

★ = Priority

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 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

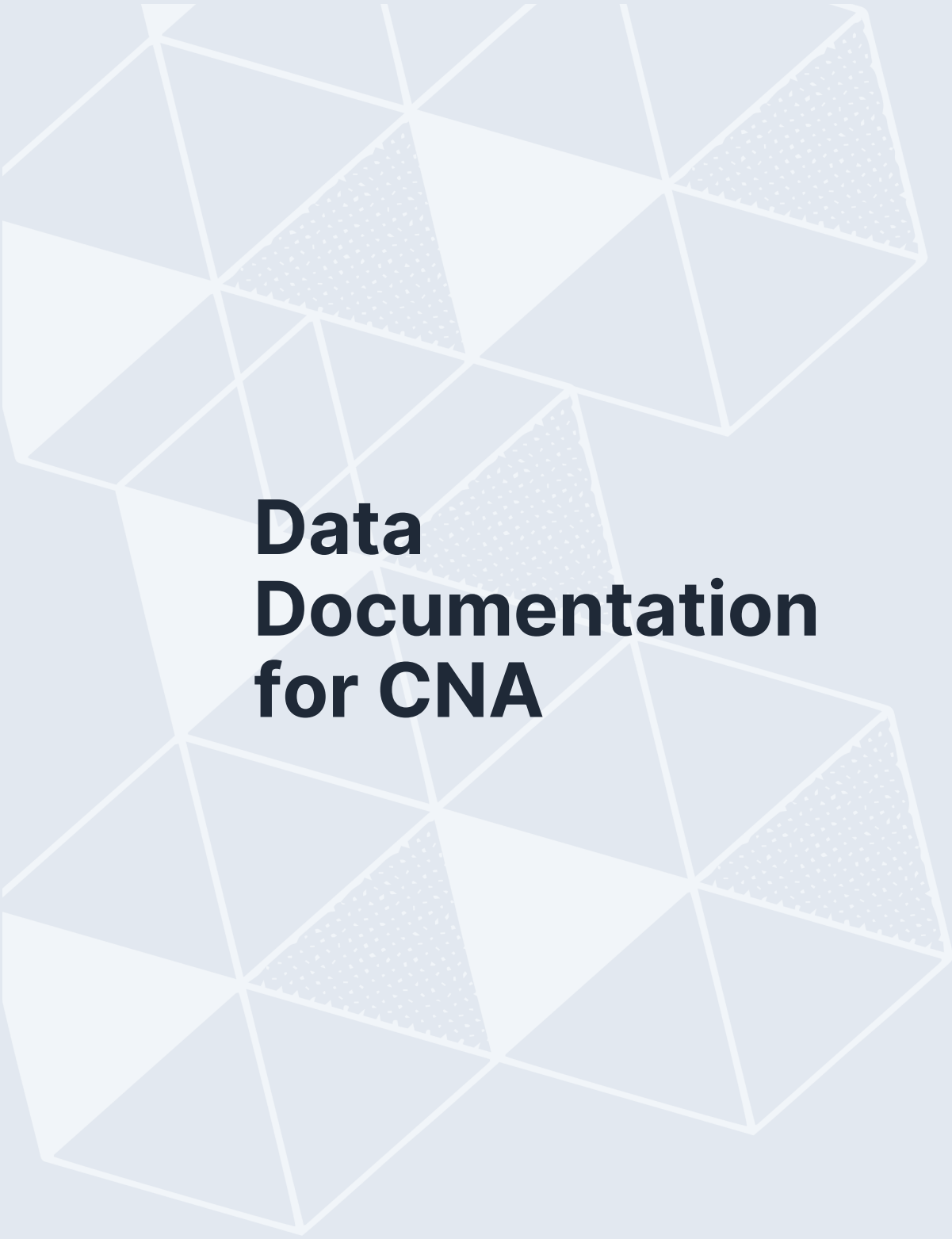
Best communication: email; instant text message

90.9% want to volunteer at school

Strengths

PTA board is now parent led.

Increased engagement in parents attending volunteer opportunities



Data Documentation for CNA

Data Documentation for CNA

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-P ESS 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

100% of students will meet North Star Goal expectations.

Evaluation Data Source: Data (MAP and STAAR), Goal Portfolios and Student Data Folders

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

All students will identify a student achievement growth (data) goal and graduate profile (life ready) goal and submit quarterly evidence of progress towards that goal.

Strategy's Expected Result/Impact: Students will continue to build their growth portfolios.

Staff Responsible for Monitoring: Teachers and Administration

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Administer MAP growth diagnostics to 95% of all eligible students in Reading and Mathematics at BOY, MOY, and EOY.

Strategy's Expected Result/Impact: Providing Individualized support to students based on MAP skills plans, targeted growth goals, etc.

Staff Responsible for Monitoring: Classroom Teachers, ILT team, Admin

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Utilize Schoology for students to set and track goals. Four artifacts added to the Schoology Portfolio -- one per quarter. (All training provided by iTeam.)

Strategy's Expected Result/Impact: Students will be able to verbalize, present, and track their own growth goals to share with families/teachers, etc.

Staff Responsible for Monitoring: Teachers, Admin

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

100% of staff will meet North Star Goal expectations

Evaluation Data Source: TTESS Portfolio and Process in Strive, Schoology Portfolios

Strategy 1

All staff will set personal growth goals using district identified priority TTESS dimensions and submit evidence at middle and end of year conferences.

Strategy's Expected Result/Impact: Teacher Growth

Staff Responsible for Monitoring: Principal Asst. Principals as Evaluators

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Utilize Schoology for teachers to set and track goals. Four artifacts added to the Schoology Portfolio -- one per quarter. (All training provided by iTeam.)

Strategy's Expected Result/Impact: Teacher Growth

Staff Responsible for Monitoring: Principals and Asst. Principals as Evaluators

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Provide designated collaborative time during vertical team meetings and campus professional development days every 9 weeks for staff to update their professional portfolios and analyze peer goal-attainment evidence in Schoology.

Strategy's Expected Result/Impact: Teacher Growth

Staff Responsible for Monitoring: Principal and Assistant Principals/ILT

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

Implement Multi-Tiered Systems of Support to identify and support behavioral needs of students.

Strategy 1

Implement a clear and consistent Tier I campus behavior expectations and discipline management plan.
Dover will post and educate staff and students on Tier 1 Behavior Matrices in all classrooms and all common spaces.
Dover will implement a campus wide classroom management system called the DOVER elementary way in order to teach students how to behave and manage behavior.
Dover will follow the RISD Behavior Framework when assigning discipline.
Behavior will be documented in Branching Minds. Referrals will be documented in Focus.
Expectation meetings will occur quarterly with admin and counseling.
Tier 1 positive behavior supports will occur through Dolphin of the Week acknowledgement and positive behavior phone calls, as well as quarterly DOVER RISE Award assemblies.

Strategy's Expected Result/Impact: Overall improved behavior from students and consistency across all staff and throughout campus of how behavior/discipline is handled.

Staff Responsible for Monitoring: Admin and Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Utilize MTSS Behavior Team to regularly review Tier 2 students and implement research-based Tier 2 interventions aligned to the district Behavior Framework.

Strategy's Expected Result/Impact: Improved behavior from Tier 2 students

Staff Responsible for Monitoring: MTSS behavior team; Admin; teachers

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Implement a comprehensive refresh of the Code of Civility through consistent visual messaging and campus-wide communication.

Strategy's Expected Result/Impact: Students, Staff, and Community improve communication and relationships

Staff Responsible for Monitoring: Admin

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 4

Implement Multi-Tiered Systems of Support to identify and support academic needs of students.

Evaluation Data Source: Daily Exit Tickets, CIA, MAP Data, STAAR, Kid Talk/MTSS documentation and branching minds

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Implement improved tiered systems of support for students by meeting monthly for our Kid Talk/MTSS meetings identified at-risk (economically disadvantaged, failed STAAR, McKinney Vento, emerging bilingual, special education).

Strategy's Expected Result/Impact: Individual Growth or identified plans of support for at-risk students in the above sub-pops

Staff Responsible for Monitoring: Admin and teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Identify students in need of accelerated learning and intensive intervention, utilize High Quality Instructional Materials as determined by the district, and monitor progress in Branching Minds.

Strategy's Expected Result/Impact: Student growth

Staff Responsible for Monitoring: Admin and Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Identify and progress monitor students in need of support using defined parameters for attendance, behavior, reading and math intensive courses, and course failures using Branching Minds.

Strategy's Expected Result/Impact: Student improvement in the noted areas and student growth:
Attendance- 96%
Math Achievement 32%; Math Growth 69%
RLA Achievement 33%; RLA Growth 63%

Staff Responsible for Monitoring: Admin, Counselors, and teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Address Title I 10 Components based on needs assessment (Title I campuses only).
In order to address the Title I 10 components based on the needs assessment, Dover will employ qualified Academic Success Coaches and a Culture Coach to effectively train and support all staff in implementing HQIM and running effective PLCs and Weekly Data Meetings. Dover will also monitor students through different data growth monitoring groups and a campus data tracker in order to provide intervention groups and other targeted supports like Tutoring and Focused Twilight Camps.

Strategy's Expected Result/Impact: Campus and Individual Student Improvement

Staff Responsible for Monitoring: Admin and Teachers

Funding Sources: 211 - Title I, Part A, 211.11/13.61190.103.24.9017.997.000,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 5

Strengthen the Comprehensive School Counseling Program, Trauma Informed Care, and Character Education programming to support the North Star Goal.

Evaluation Data Source: Student and Community Feedback

Strategy 1

Ensure campus counselors implement direct student services as mandated by Texas Education Code.

Strategy's Expected Result/Impact: Students receive Tier 1 counseling support and emotional needs overall improve

Staff Responsible for Monitoring: Admin and Counselors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Implement Project Wisdom (character education programming) through Social Studies and required observance.

Strategy's Expected Result/Impact: Overall behavior and student emotional/social needs improve

Staff Responsible for Monitoring: Admin, teachers, and counselors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Deliver Safer Minds, Safer Schools training to all campus staff in order to support comprehensive student wellness.

Strategy's Expected Result/Impact: Improved awareness for staff and overall improved student wellness

Staff Responsible for Monitoring: Admin, counselors, and teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 6

Ensure student health and wellness so students are equipped to meet their North Star Goal.

Evaluation Data Source: Nurse data

Strategy 1

Implement the evidence-based Too Good for Drugs curriculum to equip 4th and 5th graders with essential goal-setting, decision-making, and peer refusal skills.

Strategy's Expected Result/Impact: Completion of the program to demonstrate student awareness

Staff Responsible for Monitoring: Admin, Counselors, Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Implement evidence-based prevention lessons from Catch My Breath and the Stanford REACH Lab in grades 6th-8th

Strategy's Expected Result/Impact: Completion of the program to demonstrate improved student awareness

Staff Responsible for Monitoring: Admin, Counselors, teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 3

Campus Emergency Response Team (ERT) will conduct a round table drill in the fall and an all-campus AED drill in February to coincide with heart month.

Strategy's Expected Result/Impact: Nurse's notes on effectiveness of the Drills.

Staff Responsible for Monitoring: Admin, Nurse, Counselors, ILT, Campus Emergency Response Team

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Strategy 4

Form a Campus Threat Assessment Team and complete training as specified in Texas Education Code 37.115.

Strategy's Expected Result/Impact: Data entered into Sentinel

Staff Responsible for Monitoring: Admin, Counselors, and Culture Coach

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 5

Implement Sandy Hook Promise's Suicide prevention curriculum for grades 6 through 12 to help students recognize warning signs and understand how to get help for themselves or a friend.

Strategy's Expected Result/Impact: Completion of Program to demonstrate improved student knowledge and awareness

Staff Responsible for Monitoring: Admin, Counselors, teachers

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 6

Improve student transitions between home campus and Discipline Alternative Education Placement (DAEP) by identifying a transition case manager who will provide targeted wraparound services to students identified at-risk for recidivism.

Strategy's Expected Result/Impact: Individual student success re-entering a campus following a DAEP placement

Staff Responsible for Monitoring: Admin and Counselors

ESF Levers: Lever 3: Integrated Student Support Systems

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Goal 2

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

Performance Objective 1

Provide aligned professional learning opportunities to support teachers' action steps, driving progress toward their growth goals and district priorities.

Evaluation Data Source: Teacher Action Step Tracker

Strategy 1

Campus leaders will provide ongoing job-embedded professional learning aligned to district priorities and use teacher feedback, coaching cycles, and learning walks to monitor implementation and evaluate the impact on instructional practices and student growth.

Strategy's Expected Result/Impact: Teacher growth which strengthens high quality tier 1 instruction

Staff Responsible for Monitoring: Campus Admin, LASC, and ASCs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Strategy 2

Utilize campus wide professional development days to support and train teachers on the Learner Growth Experience.

Strategy's Expected Result/Impact: Teacher growth which strengthens high quality tier 1 instruction

Staff Responsible for Monitoring: Campus Admin and Campus Instructional Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2

Decrease staff turnover rates and retain high-performing educators.

Evaluation Data Source: New hire data

Strategy 1

Conduct campus-level exit surveys and stay interviews to address site-specific turnover, using staff feedback to refine our school culture, daily workload, and instructional support.

Strategy's Expected Result/Impact: Reduce campus turnover by 5%

Staff Responsible for Monitoring: Administration

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Strategy 2

Address low-scoring areas in climate survey by creating a campus team to develop an action plan to improve scores on survey and boost teacher retention.

Strategy's Expected Result/Impact: Improve school culture and increase staff retainment

Staff Responsible for Monitoring: Campus Admin and Campus Instructional Leadership team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

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Performance Objective 3

Develop and implement a performance management system on campus.

Evaluation Data Source: Retention Rates, TTESS process through Strive in Eduphoria, Teacher Action Step Tracker, Teacher Incentive Allotment Process

Strategy 1

Implement a continuous performance coaching cycle that includes regular observations, timely feedback, goal setting, and individualized support to strengthen employee effectiveness and improve student outcomes.

Strategy's Expected Result/Impact: Teacher growth which increases High Quality Tier 1 Instruction and ultimately student growth

Staff Responsible for Monitoring: Admin, LASC, and both ASCs

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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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

Ensure high quality Tier 1 instruction in early childhood classrooms.

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

Strategy 1 Results Driven Accountability

Implement consistent, high-quality teacher-led small group instruction in Pre-K classrooms.

Strategy's Expected Result/Impact: Increase student achievement on all assessments

Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, Pre-K teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Dover will provide Pre-K teachers with targeted feedback, coaching, and instructional support to strengthen Tier 1 instruction and deliver data-driven lessons, resulting in a 4% annual increase in end-of-year CLI Engage letter recognition and numeracy scores.

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: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Ensure daily high-quality phonics instruction is occurring in all early childhood (PK-2nd) classrooms using HQIM.

Strategy's Expected Result/Impact: Increase student achievement on all assessments

Staff Responsible for Monitoring: teachers, Administrators, Instructional Coaches

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Ensure all students develop a conceptual understanding of place value and develop automaticity of number identification, addition, and subtraction.

Strategy's Expected Result/Impact: Increase student achievement on all assessments

Staff Responsible for Monitoring: Administrators, ILT, LATS teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 HB3 Goal

Ensure programming and systems of support to ensure students served through special education, multilingual and gifted and talented services meet or exceed identified student outcome targets.

Evaluation Data Source: Student achievement data

Strategy 1 **Targeted Support Strategy** **Additional Targeted Support Strategy**

Implement ESL content-based model in K-6 grades. Utilize Linguistic Acquisition Teachers to support ELlevation strategies and 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: 40% of students will meet English Language Proficiency earning the campus 75 component points in closing the gaps domain 3.

Staff Responsible for Monitoring: Admin, ILT, LATs, Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 **Targeted Support Strategy** **Additional Targeted Support Strategy**

Monitor and adjust implementation of the Elementary Language Allocation Plan in bilingual classrooms to strengthen math and reading fluency, comprehension, and automaticity based on student needs and data.

Strategy's Expected Result/Impact: Increase in student achievement: Reading Student Achievement- 33%; RLA Student Growth- 63%; Math Student Achievement- 32%; Math Student Growth- 69%; EB Proficiency- 40%

Staff Responsible for Monitoring: Administration, Instructional Leadership Team, LATS

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Campus administrators will monitor special education teachers' consistent use of Data Dashboard to document lesson planning, service logs, and student progress. Data will be reviewed quarterly to identify needs and inform targeted instructional support, training, and coaching.

Strategy's Expected Result/Impact: Increase in student achievement

Data Dashboard

High Quality Tier 1 instruction

Staff Responsible for Monitoring: Administration

Special Education teachers

ILT

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Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Ensure differentiated strategies and curricula are used to meet the needs of gifted and talented students.

Strategy's Expected Result/Impact: Increase in student achievement for GT students

Staff Responsible for Monitoring: Administration, GT teacher, ILT

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5 Targeted Support Strategy Additional Targeted Support Strategy

Prioritizing Tier 1 instruction with HQIM, grouping interventions during WIN time; ensuring IEP implementation to address SPED accountability targets.

Strategy's Expected Result/Impact: Increase in student achievement for SPED students: 21.5% in Reading and 23% in Math)

Staff Responsible for Monitoring: Administration

SPED teachers

ILT

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

Continue to refine and enhance Tier 1 instruction in support of the learning framework and the RISD Instructional Priorities.

Evaluation Data Source: Student achievement data
Observation and Feedback data

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Address and increase STAAR performance for students in 3rd grade Math and Reading to 23% in Math and 25% in Reading through targeted small group instruction and WIN time, strong Tier 1 instruction, and differentiated strategies.

Strategy's Expected Result/Impact: Increase in student achievement on all assessments
Strong Tier 1 instruction evidenced by Observation and Feedback logs

Staff Responsible for Monitoring: ILT, Administrators

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Results Driven Accountability

Implement High Quality Instructional Materials (HQIM) in K-5 and Grade 6 mathematics, supported by continuous differentiated training for all campus staff aligned to the Learner Framework by weekly PLC planning, observation and feedback, and data-driven instruction meetings.

Strategy's Expected Result/Impact: Increase in student achievement: Reading Student Achievement- 33%; RLA Student Growth- 63%; Math Student Achievement- 32%; Math Student Growth- 69%; EB Proficiency- 40%

Staff Responsible for Monitoring: ILT, Administrators, Lead Academic Success Coach, Academic Success Coaches

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Strengthen and monitor weekly PLCs and lesson internalization to ensure teachers deeply plan, unpack standards, and align High Quality Instructional Materials (HQIM) prior to instruction using district protocols and resources.

Strategy's Expected Result/Impact: High Quality Tier 1 Instruction evidenced by Observation and Feedback
Increase in student achievement

Staff Responsible for Monitoring: Administrators, ILT

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

Implement with fidelity the Data Driven Instruction (DDI) protocol and weekly data meetings, specifically as it relates to priority areas: 3rd Grade Math and Reading.

Strategy's Expected Result/Impact: Increase in student achievement: Reading Student Achievement- 33%; RLA Student Growth- 63%; Math Student Achievement- 32%; Math Student Growth- 69%; EB Proficiency- 40%

Staff Responsible for Monitoring: Administrators, ILT

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

Participate in the LIFT grant program to provide targeted leadership coaching and training for principals, building their capacity to meet specific campus needs.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Region 10, Campus Principal

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 6 Targeted Support Strategy Additional Targeted Support Strategy

Participate in the Accountability Data Leadership Series to deepen capacity for tracking student growth and addressing state accountability standards.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: ACI department, Administrators, ILT

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4

Implement aligned Pre-K-12 student learning experiences to support RISD. being "the one".

Evaluation Data Source: Accountability data
Climate survey

Strategy 1

Monitor and support the implementation of I-Team professional learning to ensure technology is purposeful and integrated into instruction, with a focus on productive screen time and student learning.

Strategy's Expected Result/Impact: Positive Observation and Feedback notes
Increase in student achievement

Staff Responsible for Monitoring: Technology support, Instructional Leadership Team, Administration, Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Implement, enhance, and expand the RISD Learning Framework by designing meaningful learning experiences that provide all students opportunities to develop and demonstrate competencies aligned with the RISD Graduate Profile through PLC planning, trainings, and vertical planning.

Strategy's Expected Result/Impact: Teachers will internalize the LF exemplars which will improve instruction for higher student achievement.
Lesson plans include experiences aligned with Learner Framework and Graduate Profile

Staff Responsible for Monitoring: Instructional Leadership Team, Administration

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Maintain a visible showcase of specialized academic programming during campus events, parent nights, and neighborhood tours to spotlight student outcome artifacts and support the district's "The One" initiative.

Strategy's Expected Result/Impact: Increase in positive social media posts spotlighting student work
Increase in parent participation in MAP Camp, Parent student conferences, Hispanic Heritage Night, and Academic All STAAR Night
Grade level newsletters to parents
Increase in positive use of Parent Square to communicate with families

Staff Responsible for Monitoring: Title 1 Family Engagement Coach, Administrators, ILT, grade level chairs

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 5

Ensure all students graduate College and Career ready as measured by CCMR indicators including attendance, graduation rate, and advanced academic measures.

Evaluation Data Source: Increase students meeting the CCMR indicator from 56% to 70% by 2027(Board Goal)
Attendance rate data (goal or 96% to match the district)
Accountability Data

Strategy 1

☒ Targeted Support Strategy

☒ Additional Targeted Support Strategy

✓ Results Driven Accountability

Ensure 100% of AVID seniors graduate and meet CCMR requirements through targeted AVID tutorials, bi-weekly progress monitoring, and embedded TSIA preparation and testing within the AVID elective course.

Strategy's Expected Result/Impact: Increased student achievement on assessments
Data in Branching Minds documented
Updates in Kid Talk

Staff Responsible for Monitoring: Administrators, instructional leadership team (Instructional Coaches), teachers, ILT

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Expand student access to career inspiration, exploration, and discovery through meaningful real-world learning experiences and exposure to a variety of career pathways.
Career Exploration through Biztown for 100% of 5th grade students

Strategy's Expected Result/Impact: Positive experience for 5th grade students at Biztown
Increase in field trips related to standards
Increase in clubs offered on campus
Career Fair on campus

Staff Responsible for Monitoring: Administrators, Grade Level Chairs, Social Studies directors, ILT, counselors

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Ensure the campus reaches overall attendance rate of 96% by tracking chronically absent students and providing attendance interventions weekly; tracking attendance rates weekly by grade level and publishing in campus newsletter; rewarding the highest rated grade level each month; and hosting surprise Present Pod days to increase attendance rates.

Strategy's Expected Result/Impact: Campus reaches the overall attendance rate of 96%.

Staff Responsible for Monitoring: Admin, Counselors, SDS, teachers, Culture Coach

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 6

Prioritize support and resources for TEA identified "School Improvement" campuses.

Evaluation Data Source: Accountability Data
Climate Surveys

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Campus will participate in and implement the Additional Days School Year (ADSY) program through an enhanced summer learning model that provides targeted academic acceleration, enrichment opportunities, and ongoing progress monitoring aligned to identified student needs and district priorities.

Strategy's Expected Result/Impact: Increase in student achievement: RDG Achievement for All Students- 33%; RDG Growth for all students- 63%; Math Achievement for all students- 32%; Math Growth for all students- 69%; EB Proficiency- 40%

Staff Responsible for Monitoring: Administrators, ILT staff

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

School Improvement and Title 1 campuses will engage in targeted instructional and student culture coaching, using feedback and campus data to implement and monitor action steps aligned to District Instructional Priorities.

Strategy's Expected Result/Impact: Increase in student achievement: RDG Achievement for All Students- 33%; RDG Growth for all students- 63%; Math Achievement for all students- 32%; Math Growth for all students- 69%; EB Proficiency- 40%

Targeted student groups

increase in positive school culture

Increase in positive student behavior

Postive Observation and Feedback data

Staff Responsible for Monitoring: Administrators

Lead Academic Success Coach

Academic Success Coaches

Teachers

LATs

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Campus administrators and instructional teams will leverage LIFT Grant and Region 10 coaching support to implement, monitor, and strengthen District Instructional Priorities based on campus and student needs.

Strategy's Expected Result/Impact: Increase in student achievement: RDG Achievement for All Students- 33%; RDG Growth for all students- 63%; Math Achievement for all students- 32%; Math Growth for all students- 69%; EB Proficiency- 40%

Increase in positive Observation and Feedback data

Staff Responsible for Monitoring: Administrators

IILT

LSCs

LATS

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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

Performance Objective 1

Increase business and industry partnerships by 25% to support the district's North Star Goal and provide additional opportunities and experiences for students and staff.

Evaluation Data Source:

Schedule of hosted district and campus events that support community and business/organization engagement, event evaluations, and district partner survey data.

Strategy 1

Participate in "Principal for a Day" to increase business and community partners and build meaningful connections that support the North Star Goal.

Strategy's Expected Result/Impact: Build meaningful connections for campus that support the North Star Goal

Staff Responsible for Monitoring: Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

Implement ParentSquare as district's new mass communications tool and increase rates of contact from 96% to 100%.

Evaluation Data Source: Data for ParentSquare and Media platforms - views, replies, interactions/participation, etc.

Strategy 1

Utilize ParentSquare to publish and distribute a campus newsletter to all families every week throughout the school year, ensuring consistent and timely communication through a district-approved channel, with the principal or designee monitoring ParentSquare delivery reports weekly to confirm all families are receiving the newsletter.

Strategy's Expected Result/Impact:

Establishing and insuring timely communication to build a school/home connection through a district-approved platform.

Staff Responsible for Monitoring: Administrators, ILT, Grade Level Chairs

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews**November****January****March****June****Strategy 2**

Telling your campus story: Increase engagement with parents and the community through the use of available district tools -- ParentSquare, Campus Website, Campus Newsletter, Campus Social Media, School Marquees -- and leverage relationships with neighborhood homeowner associations, volunteers, and business partners.

Strategy's Expected Result/Impact: Increase engagement and establish and leverage relationships with parents, community, and business partners.

Staff Responsible for Monitoring: Administrators, ILT, Staff

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews**November****January****March****June****Performance Objective 3**

Ensure 100% of parents know their students' individual growth goal and are equipped to support growth at home.

Evaluation Data Source: Conference documentation, parent surveys and feedback

Strategy 1

Share student individual growth targets and progress updates during fall parent-teacher conferences and distribute home-support strategy guides through weekly ParentSquare newsletters.

Strategy's Expected Result/Impact: Develop and increase parent awareness of student goals and progress.

Staff Responsible for Monitoring: Adminstrators, ILT, Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

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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

Provide training and resources to staff in August and January on proper money collecting/handling procedures and ordering/receiving goods procedures.

Strategy's Expected Result/Impact: ensure proper money handling and appropriate purchasing and receiving

Staff Responsible for Monitoring: Admin, exec, Grade level chairs, and club sponsors

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Strategy 2

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

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Performance Objective 2

Provide a safe, comfortable, and well-maintained environment at all campuses.

Evaluation Data Source: Expect a positive response rate of 95% or higher from internal and external

Strategy 1

Implement procedures to ensure compliance with Texas SB12 - required for parental rights.

Strategy's Expected Result/Impact: Clear and Compliant communication with our parental stakeholders

Staff Responsible for Monitoring: Admin

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Strategy 2

Conduct Safety Week at the beginning of the year to practice SRP - evacuate, hold,lockdown, shelter and secure.

Strategy's Expected Result/Impact: Ensuring all staff and students know what to do in the event of an emergency

Staff Responsible for Monitoring: Admin

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Strategy 3

Hold "I Know What To Do Day's" in October, December, February and April

Strategy's Expected Result/Impact: Ensuring all staff and students know what to do in an event of an emergency

Staff Responsible for Monitoring: Admin

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Performance Objective 3

Provide a safe, secure, and reliable technology infrastructure to support teaching, learning, and operations.

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

Strategy 1

Maintain a 1:1 student-to-device tracking log, verify 100% completion of student digital citizenship lessons by the end of the first nine weeks, and streamline campus tech ticket workflows via the campus technology representative.

Strategy's Expected Result/Impact: Ipad's will be used as a learning tool that supports student growth

Staff Responsible for Monitoring: ETS (Elementary Tech Support), Admin team

Title I: 2.5.2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4

Implement Bond 2025.

Evaluation Data Source: Previously approved Bond improvements.

Strategy 1

Coordinate alongside district operations and facility management to ensure smooth execution of scheduled campus physical upgrades, technology updates, or resource installations associated with Bond 2025 timelines.

Strategy's Expected Result/Impact: Improve campus facilities and resources

Staff Responsible for Monitoring: District Departments and Admin

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Title I Summary

Title I Personnel

Name	Position	Program	FTE
Jamie Kitchens	Campus Reading Specialist		1
Kristin Haney	Culture Coach		1
Sara Hall	Instructional Coach		1
Teresita Alvarez	Campus Reading Specialist		1