

Richardson Independent School District

Dover Elementary

2023-2024 Campus Improvement Plan



Board Approval Date: October 12, 2023

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.

Core Beliefs

*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

Revised/Approved: April 30, 2024

Demographics

Demographics Summary

Dover's campus is located in a small community in the south west area of Richardson, TX. Dover has 518 students and 75 staff members. 96% of our teachers hold a Texas teaching certification. Our student to teacher ratio average is 21:1. We have a special education and Dual language program on our campus.

The demographics of our school population are:

- 81.08% Hispanic
- 3.86% White
- 13.71% African American
- .97% Asian
- .3% Other
- 49.23% Male
- 50.77% Female
- 94.2% Economically disadvantaged
- 92.65% Emergent Bilingual students

The demographics of our staff are:

- 75 Total staff
- 69% Professional Staff
- 14.6% Educational Paraprofessionals
- 17% Auxiliary staff
- 42% White
- 45% Hispanic
- 13% African American
- 0% Asian
- 0% other
- 79% Female

- 21 % Male
- 32% 0-5 Years experience
- 45% 6-10 Years experience
- 23% 11-20+ Years of experience

Demographics Strengths

We pride ourselves on our ethnic diversity and the cultural perspectives that strengthen our ability to help our students learn and connect to the real world. 90.53% of students attend school regularly. We are focused on being inclusive and encouraging our families to be active partners in their child's education.

Student Learning

Student Learning Summary

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

NWEA Map Data for our campus shows- 45% Math, 40% Reading and 52% Science of students are performing at or above grade expectations.

2023 STAAR Accountability Results (insert when available)

Perceptions

Perceptions Summary

Dover is committed to providing a supportive, collaborative and invested culture among students, staff, families and community. We encourage stakeholder involvement and feedback and offer various ways for the family and community to support as a volunteer, member of our site-based campus committee, and PTA.

Perceptions Strengths

90% of teachers believe they understand their role in implementing our school's key actions. Our campus bases its action on the core beliefs of the district.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** Attendance and more than half of teachers have between 0-5 years of experience, especially in their grade level

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Federal Report Card and accountability data










Student Data: Assessments

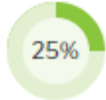


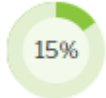



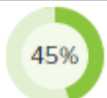
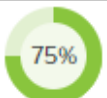
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data




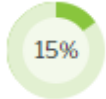

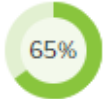
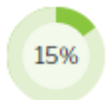


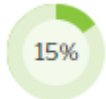


Goals













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 towards goals and tools for progress measurement.














Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a mentoring program for all behavior T2/3 students. Strategy's Expected Result/Impact: By implementing this strategy we will have less student with major behavior issues that lead to referrals. Staff Responsible for Monitoring: PBIS Team/pillar Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide additional educational supports for reading & math for at risk students during Saturday school. Strategy's Expected Result/Impact: Students will demonstrate growth from BOY to EOY. Staff Responsible for Monitoring: Teachers Principals Title I: 2.4, 2.5, 2.6 Funding Sources: Compensatory funds - 199 - State Compensatory Education - \$1,886	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Develop and implement a clear & consistent school wide discipline management plan. Strategy's Expected Result/Impact: For staff & students to know what is expected in behavior. Decrease in student referrals Staff Responsible for Monitoring: All staff Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Implement state required bullying prevention requirements consistent with Board policies and procedures. See Appendix A. Also develop & implement prevention plan for harassment & dating violence. Strategy's Expected Result/Impact: That all staff & students have an understanding of the plan & know how to handle each situation. Staff Responsible for Monitoring: Counselor, administration & teaching staff. Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Ensure educators teach and administratively verify that all Too Good For Drug Lessons are taught. Strategy's Expected Result/Impact: Increased making good choices, friendships, how nicotine , alcohol, and drugs affect our bodies both physically and mentally. Staff Responsible for Monitoring: Counselor will provide bi-weekly instruction using Too Good For Drug Curriculum to all 4th, 5th, 6th graders Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Communication plan to inform parents of bullying incidents Ensure that parents know the plan for when/if their student is bullied. Strategy's Expected Result/Impact: Parents will have a better understanding of bullying incident reports Staff Responsible for Monitoring: Administration Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Provide monthly lessons for grades 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 ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: 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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: As a campus we will monitor and identify academic goals (growth goal pioneer campuses) 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 grow. Increased student growth. Staff Responsible for Monitoring: Admin/teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Campus Pathway to Equity Plans (linked in HUB under EDI): Please decide if you are 1. keeping the previous year's plan because the intended outcome is not yet met, 2. If you need to finish last year's plan, or 3. If you're starting a new plan because the intended outcome was achieved." Finally, complete the 2-question form linked at the top of your campus' plan.	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 11 Details	Reviews			
Strategy 11: The nurse will conduct a 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 ERTeam Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
Strategy 12: 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 Title I: 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: 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 Title I: 2.4	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
Strategy 14: Increase the percent of students meeting or exceeding individual growth measures on MAP growth diagnostics from BOY to EOY in Reading and Mathematics. 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 & teachers Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 15 Details		Reviews			
Strategy 15: Address and increase STAAR performance for 3rd grade students in Reading and Math per BOT goals. Monitor and collect data for individual student portfolios and provide tier 2 and tier 3 interventions when necessary. Strategy's Expected Result/Impact: Increase in student growth Increase in Teacher knowledge of students Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Principals 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		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 16 Details		Reviews			
Strategy 16: Provide targeted supports based on accountability rating. Address student groups for Targeted Support or Additional Targeted Support once we receive the accountability ratings. Strategy's Expected Result/Impact: Increase Tier 3 student support so they will grow. Staff Responsible for Monitoring: Teachers, interventionist, admin. Title I: 2.4, 2.6 - 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		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 17 Details		Reviews			
Strategy 17: Identify in a timely manner teachers and campus leaders' professional needs, and provide suitable learning opportunities or resources. Survey teachers on their highest needs to plan for campus PDs/ resources and promote district professional developments. Strategy's Expected Result/Impact: Increase in teacher success Increase in student growth Staff Responsible for Monitoring: -Instructional Leadership Team -Principals 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		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 18 Details	Reviews			
Strategy 18: Reach out to families of students who accrue 3 absences to explain importance of attendance and help troubleshoot any obstacles Strategy's Expected Result/Impact: -Improved attendance -Better academic performance -Strong classroom community Staff Responsible for Monitoring: -Administrator -SDS TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 19 Details	Reviews			
Strategy 19: Campuses will 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: Increase Tier 3 student support so they will grow. Staff Responsible for Monitoring: Teachers, Instructional Coaches, ILT, and admin	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 20 Details	Reviews			
Strategy 20: Form a School Threat Assessment Team (STAT) and conduct training as specified in Texas Education Code 37.115. Strategy's Expected Result/Impact: Provide a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs. Staff Responsible for Monitoring: Administrators Counselors Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
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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: From DIP- Identify and progress monitor elementary students in need of intensive intervention in reading, math, behavior, and speech using Branching Minds.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Admin, ILT, and Staff will use data from Branching Minds to track progress at the BOY, MOY, and EOY as well as when needed to progress monitor students in the areas of reading, math, behavior, and speech. These meetings will take place during "kid talk" PLCs.</p> <p>Strategy's Expected Result/Impact: Students scores in MAP, MClass, and on STAAR should increase. More students could be identified and served in speech in a quicker processing time. Behavior should improve as evidenced with dojo points and decreased office referrals. Instruction will better align with what each student needs to improve and grow academically.</p> <p>Staff Responsible for Monitoring: Admin, PBIS pillar members, ILT, classroom teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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 3: From DIP: Campuses will 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.


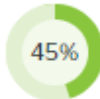








Strategy 1 Details	Reviews			
Strategy 1: Provide intensive Accelerated Instruction during tutoring, I-time and Saturday School for students identified in need. Strategy's Expected Result/Impact: Increase student performance on STAAR and MAP Staff Responsible for Monitoring: Classroom teachers, Instructional Support teachers(ILT, Interventionist and LAT) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Materials for Teaching - 199 - State Compensatory Education - \$5,668, Staff to provide instruction - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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.

High Priority







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








Strategy 1 Details	Reviews			
Strategy 1: Use teacher competencies to recruit and retain quality teachers. Strategy's Expected Result/Impact: Increase in quality instruction retention of teachers Staff Responsible for Monitoring: administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Improving campus culture by creating monthly incentives to engage all staff members. Strategy's Expected Result/Impact: Maintain happy and healthy staff members on campus. Staff Responsible for Monitoring: Principals, AP's, IC's, ILT members, Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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: Supplement the district and campus mentoring program to support new staff. Strategy's Expected Result/Impact: Positive teacher feedback Improved student scores Staff Responsible for Monitoring: mentor lead TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide instructional professional development to staff and encourage employees to complete professional development surveys Strategy's Expected Result/Impact: Increased positive response on professional development participation rate teacher feedback PD surveys Staff Responsible for Monitoring: Principals and ICs Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 3 Details	Reviews			
Strategy 3: Utilize District Support for District of Innovation Teachers and provide additional planning time. Strategy's Expected Result/Impact: Increase retention of District of Innovation teachers and support their growth to become certified.P Staff Responsible for Monitoring: Principal, Mentor lead, Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
	 15%	 70%	 85%	
<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 1: Implement a learning framework that provides all RISD students experiences to develop competencies aligned with the graduate profile.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide focused PD for staff on understanding and using learner experiences in daily instruction. (Ex: In-service week for new teachers and all teachers, and staff development days on Oct. 6, Nov. 6-7, Jan.8, Feb. 19)</p> <p>Strategy's Expected Result/Impact: By implementing this strategy, teachers will teach using the learning framework, which should positively impact student learning.</p> <p>Staff Responsible for Monitoring: Admin and members of the ILT team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Embed ELlevation strategies into regular classroom instruction to provide content-based language instruction in ESL and dual language classrooms. Action: A LAT will train teachers on how to incorporate the ELPS and 7 Steps.</p> <p>Strategy's Expected Result/Impact: Increase use of ELPS in the classrooms.</p> <p>TELPAS progress Increase Reading and Mathematics academic achievement Performance growth goals Specific instructional accommodations for students.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principals, LAT teacher, classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				




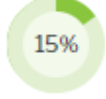


Strategy 3 Details	Reviews			
<p>Strategy 3: Implement ESL content-based model in K-6 grades. Utilize Linguistic Acquisition Teachers to support ELLevation strategies and ensure all ESL and content teachers progress, monitor and adjust to meet needs of students (and actively utilize intervention resources to address student needs). Action: Use vocabulary picture cards during lessons.</p> <p>Strategy's Expected Result/Impact: Increased attendance of onsite Emerging Bilingual strategy training TELPA progress Increase Reading and Mathematics academic achievement Completed progress monitor forms Performance EB learner growth goals set Specific instructional accommodations for students</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principals, LAT teacher, classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: GT Goal: Ensure and monitor all classroom teachers have completed their 30 hours of GT training or 6 hour refresher training yearly. Action: GT campus teacher will check teacher PD hours in April and send reminders to teachers who have not completed hours in March.</p> <p>Strategy's Expected Result/Impact: Increased achievement in GT students Staff Responsible for Monitoring: administrators, instructional leadership team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				










Strategy 5 Details	Reviews			
Strategy 5: Plan for at least three days of iTeam support facilitating learning with technology in support of the Learning Framework. Action step: I-team representative will come to train teachers on campus about using technology to support the Learning Framework. Strategy's Expected Result/Impact: Increased teacher use of technology within the learning framework Increased technology skills among students Growth in Reading, Science, and Math scores Staff Responsible for Monitoring: Administrators and instructional leadership team Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Implement one-way dual language program with integrity. Follow the content language allocation plan and monitor using learning walks. Provide feedback through walkthrough analysis. Actions steps: Teachers will attend PD trainings about the one-way dual language program and implement the bridge weekly. Teachers classrooms will be designed and set up to reflect the key components of the dual language program. 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) Teacher growth on T-Tess Staff Responsible for Monitoring: Administrators, instructional leadership team, classroom teachers Title I: 2.4, 2.5 - 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	Formative			Summative
	Nov	Jan	Mar	June
				
<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: Create a professional learning system that promotes continuous growth and equips all employees with the knowledge and skills they need to reach their individual growth goals.

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

Strategy 1 Details	Reviews			
Strategy 1: Embed Lead4ward strategies into regular classroom instruction. Action step: Staff will attend PD's that model Lead4Ward strategies and demonstrate how to use them in their own classrooms. Strategy's Expected Result/Impact: Increased student achievement on assessments Staff Responsible for Monitoring: Administrators, instructional leadership team (Instructional Coaches) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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. Action: ILT will lead PD sessions that support their 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: 2.4, 2.5, 2.6 - 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
				

Strategy 3 Details	Reviews			
Strategy 3: Identify instructional opportunities in teacher created classroom experiences for the defined priority goal strands for staff and students. Strategy's Expected Result/Impact: Our priority goal strands will be achieved. Teachers will implement classroom experiences that address the priority goal standards. Students will grow in understanding and knowledge as evidenced from higher MAP and STAAR tests scores. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, classroom teachers Title I: 2.4, 2.5, 2.6 - 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 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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. Action step: ILT will train staff on the Learner on early release and staff development days. (Ex: first week of teacher PD's, Oct. 6, Nov. 6-7, Jan. 8, Feb. 19.) Strategy's Expected Result/Impact: Teachers will learn and incorporate the learner growth experience in their lesson plans. Students engagement and scores will increase.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide a 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: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				

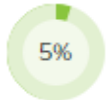





Strategy 6 Details	Reviews			
Strategy 6: Provide iTeam on campus support and professional learning in identified areas of growth in the BrightBytes Survey. Strategy's Expected Result/Impact: Teachers will gain support and knowledge in areas they identified as areas needing improvement. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team, district technology department Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></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 3: Ensure all students 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). Action steps: Students will participate in college and career day in the Spring to learn about what they need to do to be ready for college or a career. They will be able to interview people will careers in the community. Strategy's Expected Result/Impact: Increased exposure and possible desire to learn about various career paths including college Higher percentage of students meeting college readiness standards Staff Responsible for Monitoring: Counselors, administrators, and classroom teachers Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Enhance a campus that reflects CCMR culture and encourages students to use effective academic support strategies to address graduation rates and completion/drop out rates. Strategy's Expected Result/Impact: Our CCMR culture will be reflected through our campus morning announcements, college and career week, AVID signing day, college displays, 6th grade junior high planning, using strategies and supports such as academic language, collaboration, note taking, and organizational skills to lead students on the path to be prepared for college. Staff Responsible for Monitoring: all campus academic support staff, counselors, administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				



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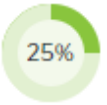


















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Goal 4: We will create opportunities to ensure engagement with community members in RISD.

Performance Objective 1: Create reciprocal pathways for families to increase and deepen engagement.

Evaluation Data Sources: Family Engagement, Volunteer Engagement including Voly data, Community Engagement including increase in partner outreach efforts and programs.


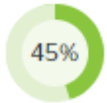

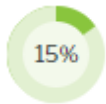

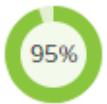



Strategy 1 Details	Reviews			
Strategy 1: Promote positive parent relations and maintain parent engagement by hosting monthly Coffee Chat's with the Principal to identify needs and make connections thru the Wednesday's Parents Club. Strategy's Expected Result/Impact: Increases relationships and parent feedback Increased parent participation Staff Responsible for Monitoring: Parent Engagement Pillar Leads Bilingual Instructional Coach Principals & Assistant Principals Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Send weekly newsletters using S'mores where grade levels contribute updates and promote the use of Class Dojo to enhance communication between faculty and parents. Strategy's Expected Result/Impact: Increased the number of views of weekly newsletter 100% Class Dojo parent signed Increased participation of surveys to gather parents opinions and suggestions Staff Responsible for Monitoring: Principals & Assistant Principals Web Advisor Classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Engage parents in the learning process thru a family engagement nights and activities in the Fall & Spring Strategy's Expected Result/Impact: Increase parent awareness and participation Increase community engagement Staff Responsible for Monitoring: Parent Engagement Pillar members Parent Engagement Coordinator Principal & Assistant Principals Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Coordinate and communicate monthly volunteer opportunities to parents and community partners Strategy's Expected Result/Impact: Increased number of volunteers participation Staff Responsible for Monitoring: Parent Engagement Coordinator	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide parent education classes/workshops in a variety of formats and multiple times, days to increase parent participation Strategy's Expected Result/Impact: Increased parent participation at parent workshop/classes Positive Parent Feedback Staff Responsible for Monitoring: Parent Engagement Coordinator Principal & Assistant Principals Title I: 4.2 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Utilize on-going social media and creative communication avenues to promote and market Dover events, happenings and highlights to parents and community Strategy's Expected Result/Impact: Increased community engagement, awareness and participation. Staff Responsible for Monitoring: All Dover Staff	Formative			Summative
	Nov	Jan	Mar	June
				

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 Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Create surveys to identify parent needs, concerns, and celebrations. Strategy's Expected Result/Impact: Increased parent participation at school events Increased parent participation at parent workshop/classes Positive Parent Feedback Staff Responsible for Monitoring: Parent Engagement Pillar Leads Parent Engagement Coordinator Principal Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
				
<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: Have a lower overall energy consumption and optimize building energy Staff Responsible for Monitoring: Executive Assistant Administrators ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide training and support for all support staff processing POs, sub payment, etc to ensure staff are following proper policies and procedures Strategy's Expected Result/Impact: Responsible money handling that follows all federal & state laws and TEA code of ethics Staff Responsible for Monitoring: Principals Executive Assistants ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Ensure all staff who directly order/receive goods are aware of proper procurement procedures Strategy's Expected Result/Impact: Responsible money handling that follows all federal & state laws and TEA code of ethics Staff Responsible for Monitoring: Administrators Executive Assistant ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



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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 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: Monthly drills Teacher feedback Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide monthly practice of emergency procedures at all campuses throughout the year Strategy's Expected Result/Impact: Drill record Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Create a system to ensure all visitors are Raptor'd Strategy's Expected Result/Impact: Any visitor entering the building will have a visible printed badge Staff Responsible for Monitoring: Administrators Office staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Ensure weekly door checks are completed and documented with safety and security. Create work order if problems exist. Strategy's Expected Result/Impact: Improved security on campus Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<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. Move from Advanced to Exemplary in the area of Technology Support (Environment) on the BrightBytes Survey.

Strategy 1 Details	Reviews			
Strategy 1: Provide training for teachers to ensure Apple Classroom is used with fidelity. Strategy's Expected Result/Impact: Using technology as a productive learning support Staff Responsible for Monitoring: Administrators Grade level team leads ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teach students and staff how to develop and maintain a safe and responsible online presence, including communication with classmates and teachers online Strategy's Expected Result/Impact: Safe and secure online presence for all students to eliminate technology issues that negatively impact learning Staff Responsible for Monitoring: Administrators Teachers LITE ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Dover Elementary

Total SCE Funds: \$5,886.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Accelerated Learning programs, Interventionist Supplies, Saturday School Materials, Professional Development tools for staff,

Title I

1.1: Comprehensive Needs Assessment

Comprehensive Needs assessment shows Reading and Math achievement scores on STAAR need to improve. Plans have been drafted in Goal two to address this concern.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see TitleICrate for the following documentation.

2.2: Regular monitoring and revision

Please see TitleICrate for the following documentation.

2.3: Available to parents and community in an understandable format and language

Please see TitleICrate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see TitleICrate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adriana Munoz	Bilingual Instructional Coach		1.0
Barbara Sweat	Campus Reading Specialist		1.0
Kelsy Liles	Campus Reading Specialist		1.0
Michelle Shollack	Instructional Coach		1.0