

Richardson Independent School District
Dover Elementary
2022-2023 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

Empower a community of successful lifelong learners.

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

Demographics

Demographics Summary

Dover is composed of a student population of almost 600 Pk-6 students. The Dover neighborhood is regenerating which has increased the student population over the last few years. Dover's Hispanic and White populations have both shown an increase as well as our Economically Disadvantaged population which is 92%. Dover students have a mobility rate with over 14.9% of our students moving between and in and out of RISD campuses. Attendance rates have been struggling since COVID with an 94%. Dover continues to focus on the performance of our special populations on local, state and national assessments for English language learners and our students served through special education. Dover values these diverse student and community populations which result in a rich learning environment for all.

Student Achievement

Student Achievement Summary

Dover had a strong growth rate for students in Reading this year. We will face challenges ahead as we face the implementation of the higher state standards each year. Dover will maintain a relentless focus on improving scores in literacy and math in all content areas as we embrace the challenge of the rising passing standards. Dover will take advantage of as well as support the district's staff development offerings especially in theories of strategies that address the needs of ELL and special education students.

Student Achievement Strengths

Growth rates are improving each year. MAP data shows every grade level met their growth rate for Reading and Math in grades 2-6. Science exceeded our growth rate and was in the 96 percentile for growth.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student Achievement on STAAR is needs to improve in reading and math by 10 points. **Root Cause:** COVID slide decreased students focus on Reading and Math, especially for the students that remained virtual the entire time

School Culture and Climate

School Culture and Climate Summary

Students at Dover feel safe and accepted on campus. They love to come to school and do not want to leave. Saturday School and tutoring, as well as many after-school activities IE, Inter-mural Soccer Teams, Reading Night, Parent Education Classes, Principal Coffee Chat, Heath and Fitness Night, and Science Lab Night, are events they enjoy coming to for learning and being a part of the Dover family. Students want to come to these additional programs for learning even if they are not needed for remediation. They are always willing to work hard and are always looking for ways to please teachers and administration. With the level of commitment required from our teachers in order to meet the needs of our students' population and their characteristics and the need for intensive remediation, many teachers tend to struggle with work life balance. Campus leadership is aware of this need and are constantly working to build a stronger staff culture to support and motivate staff members. The emphasis on addressing classroom and campus behavior management is sustained and supported through the use of of Positive Behavior and Intervention Support (PBIS). Dover utilizes PBIS to promote a culture of positive interactions between staff, students and community. Among the measures used are PBIS, CHAMPS, positive office referrals, Pod (House) competitions and meetings each month, which will support the success of all students and a richer campus culture.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Dover maintains a focus on the recruiting, hiring and retention of a highly qualified and student focused staff. The partnership between campus and district level leadership is paramount to the successful achievement of this goal. The campus will continue to implement and utilize the best practices in hiring and staff retention and resources provided by the district in order to maintain a nurturing work environment focused on student success. Dover will continue to support new teachers through the assignment of mentor teachers. Paired with ongoing data analysis and needs assessments, Dover administrators will be able to provide recommended or required professional development sessions for staff in need of support. Dover will continue to grow teacher leaders by providing opportunities for teachers to take on leadership roles.

Dover's administration will investigate and find meaningful ways to consistently increase teacher recognition opportunities in order to improve school climate.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Dover continues to support teachers in understanding and utilizing TRS so they can deliver the curriculum in all subject areas. At Dover, data indicates the need for continued refinement of the delivery of the curriculum as well as the integration and implementation of the associated professional development, in order to advance the progress of English Learners, bilingual students, dyslexic students and students with disabilities. Additionally, Dover will continue to use MAP, curriculum based assessments, both formative and summative, as well as state assessment data to inform instructional decisions. Data and curriculum are discussed during PLCs, where teachers explore ways to incorporate best practices such as differentiation, accountability strategies, student engagement strategies and strategies for EL and Special Education students. Dover will continue to work towards a tight alignment of planned, taught, mastered and assessed curriculum.

Parent and Community Engagement

Parent and Community Engagement Summary

Dover will continue to focus on increasing links between home and school by providing systemic opportunities for parent engagement and community involvement. Dover will partner with the Dover PTA as well as the Council of PTA in order to support an increase in PTA membership, and involvement on the Dover campus. The campus will provide opportunities for increased stakeholder input, and parent informational sessions at Dover. Dover will continue to offer parent education classes as well as parent information nights and meetings designed to increase parental involvement in their child's education. Parent volunteers are an integral part of Dover's overall culture. Parents are welcomed to assist daily with a variety of tasks and projects at Dover. Their participation is celebrated annually at Dover. Dover would not be the school it is without the support of our families.

School Context and Organization

School Context and Organization Summary

Dover's goal for 2022-2023 is to promote social emotional well-being and academic success for ALL students, teachers, administrators, and personnel. The campus is focused on growth goals to include 100% of Dover students to be successful within the time line established by the state. Dover will build and continue to refine our schedules, based on need, to maximize instructional time and to provide opportunities for student interventions. Dover data meetings will be scheduled, based on the district's assessment calendar, to focus on student interventions in order to monitor student performance success. Student performance will be monitored at a minimum of each 9 weeks, which will then provide an updated and adjusted needs assessment to be utilized by the campus.

Technology

Technology Summary

Technology integration is an important component of student learning at Dover. Dover's technology team has successfully rolled out the class sets of iPads provided by the district. The devices will be used to facilitate instruction as well as student teacher communication allowing for real time feedback. Dover teachers use the SAMR (Substitution, Augmentation, Modification, Redefinition) model to plan for and increase the level of technology integration taking place in a classroom. SAMR is also used to evaluate Dover's progress in integrating technology effectively and routinely as well as helping teachers plan for the varying levels. This will provide opportunities for teachers to continue to grow in their technology proficiency and allow them to stay current as teachers of 21st century learners.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved Prekindergarten and Kindergarten assessment data

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices









Goals













Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.

Performance Objective 1: Integrate digital content and tools into instruction in meaningful ways to encourage student use of available resources to enhance learning.

Evaluation Data Sources: Support the district's goal to move from Proficient to Advanced in overall measurement in the area of classroom on the BrightBytes Survey. This includes teacher and student use of the 4C's (Communication, Collaboration, Critical Thinking & Creativity), teacher and student Digital Citizenship skills, and using digital methods for assessment within the classroom.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Increase the knowledge of all students in the area of technology through rich exemplary lessons in our K-6 classes. Strategy's Expected Result/Impact: Students will be able to navigate on their iPad safely and properly. All Dover students will understand and demonstrate how to search the internet in a safe way. They will be able to use their technology to perform tasks and assignments and be able to use a keyboard properly. Staff Responsible for Monitoring: All classroom teachers, school counselors, school administration, Dover Technology Assistant, School Librarian (LITE) Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide purposeful professional development for all staff to attend on campus and through Schoology to ensure technology integration that impacts teaching and learning. Strategy's Expected Result/Impact: Teachers will learn and become more proficient in district technology programs and be able to teach and demonstrate them to students. Staff Responsible for Monitoring: All classroom teachers, tech team, school administration Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
Strategy 3: Showcase teacher exemplars using technology through social media, newsletters, and classroom. Strategy's Expected Result/Impact: The community will feel more connected to the Dover community. Communication will increase between staff and parents/guardians. Staff Responsible for Monitoring: Administration, school staff 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
				
Strategy 4 Details	Reviews			
Strategy 4: Create parent workshops to support 1:1 technology to include topics such as digital citizenship, safety and footprints; managing digital environment, cybersafety, cyberbullying. Strategy's Expected Result/Impact: workshop dates, topics, session attendance, session feedback Staff Responsible for Monitoring: staff, technology team, administrators; Title 1 Coordinator; Parent Engagement Pillar Title I: 2.4, 2.5, 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.









Performance Objective 2: Implement, monitor, and support Social and Emotional Learning and positive behavior activities to support students' academic, social and emotional growth.

Evaluation Data Sources: Maintain 100% of PK-6 students and staff participating in Social Emotional Learning lessons.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Monitor, implement, utilize, and support programming (Frog Street, Second Step, Tribes, community circles, etc.) for social and emotional learning to increase critical thinking/problem solving, effective communication skills, and emotional intelligence. Strategy's Expected Result/Impact: participation rate, 0.5% increase in attendance (0.5% goal), walkthrough data, decrease in ISS/OSS referrals, continued development of a campus culture of trust, communication, and acceptance Staff Responsible for Monitoring: campus staff, counselors, administrators Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Clear and consistent implementation of discipline management plan; strategies to inform staff of discipline process for PBIS. Strategy's Expected Result/Impact: positive response on climate survey (students and staff), decrease in ISS/OSS referrals Staff Responsible for Monitoring: PBIS team, counselors and administrators Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Establish, educate, implement and celebrate SEL campus culture and procedures. Strategy's Expected Result/Impact: Maintain effective and consistent SEL - consistency of instruction, culture and expectations; SEL Teaching partners; mentoring behavioral Tier 2 students to aide in developing SEL skills, POD celebrations, RISE expectations in classrooms and throughout campus; community and restorative circles; making real world connections (communication, collaboration, advocacy, adaptability, flexibility), POD celebrations (announcements, assemblies, bulletin boards, etc.) Staff Responsible for Monitoring: all campus staff, counselors, and administrators Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: Utilize systems such as CHAMPS, student incentives, and Class Dojo app as a tool to track positive behaviors. Strategy's Expected Result/Impact: Decrease in ISS/OSS referral, positive response on climate survey (staff and students), PBIS artifacts, developing and increasing financial literacy through earning and spending currency based on demonstrating CHAMPS expectations, positive/effective parent communication Staff Responsible for Monitoring: all campus staff, counselors and administrators Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
					













Strategy 5 Details	Reviews			
Strategy 5: Provide ongoing PBIS/CHAMPS support for teachers and staff to maintain full implementation. Strategy's Expected Result/Impact: positive response on climate survey (staff and students), decrease in ISS/OSS referrals, PBIS walkthrough and feedback process, SEL teaching partners Staff Responsible for Monitoring: PBIS Team, campus administration Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.

Performance Objective 3: Continue PK-6 programming to support healthy life choices by students, staff, and community.

Evaluation Data Sources: 100% of students identify programs and levels of support available when in crisis (student survey), reports from campus nurse, counselors and administrators; staff, student, and parent feedback

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Set goals and objectives for the coordinated health program. Strategy's Expected Result/Impact: Coordination between parents, administrators, counselors, and campus nurse for students individualized health needs. Staff Responsible for Monitoring: campus nurse, counselors, administrators Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus Emergency Response Team (ERT) will conduct AED drills each semester in an effort to be prepared to respond quickly if a cardiac event should occur on campus. Strategy's Expected Result/Impact: documentation of AED drills and debrief meeting to improve overall response to a cardiac event Staff Responsible for Monitoring: campus nurse, ERT Team, administrators Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Monitor student data reports in an effort to monitor immunization compliance of the student body. Strategy's Expected Result/Impact: monitor attendance, completion of immunization records, parent feedback Staff Responsible for Monitoring: campus nurse, counselors, administrators, Student Data Specialist Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				













Strategy 4 Details	Reviews			
Strategy 4: Monitor student absence information in order to monitor communicable disease issues on the campus. Strategy's Expected Result/Impact: monitor attendance, monitor communicable disease issues, parent feedback Staff Responsible for Monitoring: campus nurse, counselors, administrators, Student Data Specialist Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Continue to monitor and adjust goals to plan and provide communication and learning opportunities for physical and mental health of students, staff, and families. Strategy's Expected Result/Impact: Live Wise Live Healthy programming, Second Step SEL curriculum, Too Good for Drugs curriculum (4-6), Signs of Suicide curriculum, Guidance Lessons (K-6), suicide/non-suicidal prevention and response (staff), mandatory reporters' training Staff Responsible for Monitoring: campus staff, nurse, counselors, administrators Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.

Performance Objective 4: Ensure a schoolwide culture and environment that recognizes and embraces equity, diversity and inclusion.

Evaluation Data Sources: Increase hiring and representation of staff (43% to 50% hiring) and students in all areas of district function, including increased achievement of Hispanic, AA, Asian, EB, and SPED performance as measured by STAAR .

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: We will continue to host schoolwide events that highlight the diverse cultures of our school. Strategy's Expected Result/Impact: Positive parent feedback, Increased parent engagement and communication. Staff Responsible for Monitoring: Title 1 Coordinator, Administrators, Parent Engagement Leaders Title I: 2.5, 2.6, 4.1, 4.2 Funding Sources: Parent Engagement Nights - 211 - Title I, Part A - \$1,600	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: We will provide equal opportunity for students and staff to host and participate in various after school clubs. Strategy's Expected Result/Impact: Students will learn new skills and undiscovered talents. Positive student and parent feedback. Staff Responsible for Monitoring: Campus Staff, administrators Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: We will ensure that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students.

Performance Objective 5: Implement a proactive approach to improve student climate.









Evaluation Data Sources: FOCUS reports for discipline





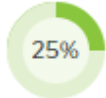







Bully reports









Signs of Suicide lessons in 6th grade

Suicide and non suicidal self harm referral forms

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Refine the clear and consistent implementation of discipline management plan. Monitor discipline for students with specials needs and develop action plans to reduce time out of the classroom. Strategy's Expected Result/Impact: decrease in OSS/ISS for students with special needs Staff Responsible for Monitoring: Principal Assistant Principal(s) PASS team SpEd Lead Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Continue implementation of prevention program for bullying and harassment for all students, including counselor conducting small groups with intermediate students. Strategy's Expected Result/Impact: decrease in bully reports decrease in harassment - especially with intermediate grades Staff Responsible for Monitoring: Counselor(s), Principal, Assistant Principal(s) Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Develop protocols for student-submitted bully reports and communication with parents. Administrators will attend "Beyond the Report" training. Strategy's Expected Result/Impact: established communication process and decrease in response time for students, parents, and staff Staff Responsible for Monitoring: Principal, Assistant Principal(s) Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Train all staff on suicide/substance abuse prevention strategies and reporting process. Increase 6th grade parent awareness on Signs of Suicide. Strategy's Expected Result/Impact: increase reporting by staff Staff Responsible for Monitoring: Counselor(s), Principal, Assistant Principal(s) Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Create safe transition strategies/plans from Elementary to Junior High Strategy's Expected Result/Impact: Students will feel prepared to enter Junior High with decreased anxiety Staff Responsible for Monitoring: Counselors Title I: 2.4, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Provide opportunities for student participation in campus activities through clubs, Dover Days, POD celebrations, and other events. Strategy's Expected Result/Impact: increase in student participation, increase in student mentorship Staff Responsible for Monitoring: Administrative team, ILT, PBIS team, club sponsors, staff members Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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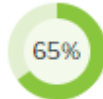







Goal 2: We will guarantee that all students will perform at or above grade level.









Performance Objective 1: Improve student performance and ensure 100% of campuses are rated "Met Standard"





HB3 Goal









Evaluation Data Sources: 100% of campuses meet standard; meet or exceed identified Board Goals for 2021-2022

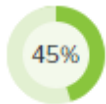











Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Develop ongoing professional development to support and train teachers how to analyze data to reflect on their instructional decisions in the classroom. Strategy's Expected Result/Impact: Inclusion of strategies in campus plan based on data. Formal and informal walkthroughs from admin and IC's and performance growth goals. Staff Responsible for Monitoring: Instructional Coaches, Campus Reading Specialist, ESL/BL Support Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize PLC data meetings to monitor and ensure that teachers are utilizing data-driven instruction. Strategy's Expected Result/Impact: Weekly mastery checks and MAP. Staff Responsible for Monitoring: Principals, Instructional Coaches, Campus Reading Specialist, ESL/BL Support Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Evaluate and monitor all students groups measured for accountability with an emphasis on 3rd grade reading. Strategy's Expected Result/Impact: Improved student performance on state required assessments such as STAAR and TELPAS. Weekly mastery checks Data meetings with ILT and grade level teams. Performance growth goals. Staff Responsible for Monitoring: Principals, classroom teachers, instructional coaches and Reading specialist. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Analyze state assessment results and identify instructional strengths and weaknesses to increase Tier 1 instruction to increase and students performance levels. Strategy's Expected Result/Impact: Analyze student performance data on district assessments and MAP. Setting and review performance growth goals. Staff Responsible for Monitoring: Principals, Classroom teachers, Instructional Coaches, Campus Reading Specialist and ESL/BL Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Provide support and training to assist teachers in answering and incorporating PLC questions with their instruction. Strategy's Expected Result/Impact: Informal and formal walkthroughs and observations. Lesson Designs and plans. Data meetings PLC's and common collaborative PLC agenda Staff Responsible for Monitoring: Principals/Assistant Principals Instructional Coaches Grade Level Leads All teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Use formative assessments, mastery checks, and performance assessments to monitor and evaluate student growth. Strategy's Expected Result/Impact: MAP data District assessment data Progress monitoring Weekly mastery checks Staff Responsible for Monitoring: Principals/Assistant Principals Instructional Coaches Special Education Team ESL/BL teachers All teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Accelerated learning plans will be created for any student that did not pass a STAAR test the previous year. Teachers will utilize i-time, 30 minutes during the math block or after-school tutoring to ensure that students receive their 30 hours of learning acceleration. Strategy's Expected Result/Impact: Increase in student academic growth Increase number of students reading on grade level Staff Responsible for Monitoring: Administrators Classroom teacher	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Provide Staff and Students an opportunity to better understand the dynamic nature of STAAR 2.0 by offering ongoing professional development and work with teachers to include similar questions within mastery check weekly. Strategy's Expected Result/Impact: Increase in Student Achievement on STAAR 2.0 Staff Responsible for Monitoring: Administrators Instructional Coaches Campus Reading Specialist Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Utilize the components of the Teacher Competencies within all professional learning in order to create a learning environment where staff is always reflective, developing data driven instruction, learning, and building culture and classroom management. Strategy's Expected Result/Impact: Increase in Culture Survey for staff Increase in Student Achievement on STAAR Staff Responsible for Monitoring: Administrators Instructional Coaches Campus Reading Specialist ESL teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 2: Align and maintain written, taught, and assessed curriculum at all grade levels and in all subject areas (TRS, Lead4Ward and PLC)

Evaluation Data Sources: 100% of campuses meet standard; meet or exceed identified Board Goals for 2020-2021

Summative Evaluation: Met Objective

Goal 2: We will guarantee that all students will perform at or above grade level.













Performance Objective 3: Ensure a strong vertically aligned math curriculum K-8 to support 3rd through Junior High math achievement and increase in Algebra I Junior High enrollment.

Evaluation Data Sources: The percent of students who score at the meets level in 3rd grade math will grow from 52% to 54% AND Percent of students completing Algebra I and meeting standard on Algebra I EOC before entering high school will increase from 38% to 39%

Percent of African American students who score at the meets level in 3rd grade math will grow from 35% to 38% and Algebra I will increase 12% to 14%

Percent of Hispanic students who score at the meets level in 3rd grade math will grow from 42% to 45% and Algebra I will increase from 24% to 30%

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers and support staff will utilize district curriculum and TEKs vertical alignment to increase student performance in Mathematics. Strategy's Expected Result/Impact: Professional Developments for teachers over district curriculum and resources Staff Responsible for Monitoring: Principals math interventionist Campus Instructional Specialist	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers and support staff will participate in Professional Development over Zearn, IXL, and other research-based math resources. Strategy's Expected Result/Impact: Professional Developments given over Zearn, IXL, and other research-based math resources. Staff Responsible for Monitoring: Principals math interventionist Campus Instructional Specialist	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: We will guarantee that all students will perform at or above grade level.









Performance Objective 4: Improve graduation rates to ensure students are college and/or career ready

Evaluation Data Sources: Graduation rate for all RISD students will increase from 91.3% to 94%

African American students graduating in RISD will increase to 90%

Hispanic students graduating in RISD will increase to 90%

Summative Evaluation: Met Objective



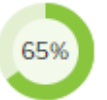









Strategy 1 Details	Reviews			
Strategy 1: Enhance a campus that reflects CCMR culture and encourages students to use effective academic support strategies (ex: from AVID) to address graduation rates and completion/drop out rates. Strategy's Expected Result/Impact: Campus morning announcements College 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 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
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 5: Create a Pk-12 System to educate stakeholders on the importance of student attendance.

Evaluation Data Sources: Increase RISD attendance rate from 95.5% to 96.5%

Summative Evaluation: Significant progress made toward meeting Objective





Strategy 1 Details	Reviews			
Strategy 1: Check A2A system for weekly for excessive absence students and conference with all parents on the importance of attendance. Strategy's Expected Result/Impact: Students Achievement will increase on MAP data Staff Responsible for Monitoring: Assistant Principal, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop an incentive program for students with perfect attendance each quarter. Recognize students during RISE assemblies Strategy's Expected Result/Impact: Attendance rates will increase Staff Responsible for Monitoring: Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 2: We will guarantee that all students will perform at or above grade level.













Performance Objective 6: Implement a systematic approach to develop new and existing programming for special student services to ensure quality instruction and service supports for ALL students.

Evaluation Data Sources: Student performance meets or exceeds expected increase as defined by Board Goals

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Provide support to staff with implementation of academic and language support strategies to support quality instruction, using Reading and Math Intervention Programs in small groups.</p> <p>Strategy's Expected Result/Impact: Training for Reading Intervention Programs (Corrective Reading and Reading Mastery) and Math Intervention Programs (Corrective Math) for SPED staff</p> <p>Collaboration and planning with SPED staff regarding special needs of students and strategies will increase student performance targeting students receiving inclusion services.</p> <p>Percentage increase in academic performance and targeted intervention areas for students with special needs to ensure ongoing monitoring through TEKS objectives checks using formative assessments.</p> <p>Staff Responsible for Monitoring: Principals, Special Education Lead Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>				





Strategy 2 Details	Reviews			
Strategy 2: Utilize district embedded tools and resources for staff to support the learning needs of students with disabilities to ensure that they are able to successfully access the district curriculum. Strategy's Expected Result/Impact: % Increase of student performance on MAP, QSA's and STAAR assessments- Target increase 5-10% . Increase exposure to grade-level curriculum and implement and use formative assessments and progress monitor. develop re-teaching strategies to target skilled deficits. Overall increase in engagement and participation of students with disabilities in the general education setting. Staff Responsible for Monitoring: Principal, Special Education Lead Teacher, General Education Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Develop intentional inclusion model for PASS students in order to provide them a high quality education Strategy's Expected Result/Impact: Improved MAP data for PASS students Improved Closing the GAP data from STAAR Staff Responsible for Monitoring: Administrators Special Education Team Program behavioral specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 4 Details	Reviews			
Strategy 4: Monitor resource support time vs. inclusion time for all students in reading or math Strategy's Expected Result/Impact: Increased growth for MAP data Staff Responsible for Monitoring: Administrators Sped Lead Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Ensure and monitor all classroom teachers have completed their 30 hours of GT training or their 6 hours of refresher yearly Strategy's Expected Result/Impact: increase in achievement for GT students 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 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 7: Ensure 100% of Emerging Bilingual students will make progress towards an advanced level in proficiency in Reading, Writing, Listening and Speaking. Emerging Bilingual students will meet all passing standards for all district and state assessments.
Strategic Plan: D1.1-D1.5

Evaluation Data Sources: Student performance meets or exceeds expected increase as defined by Board Goals
Summative Evaluation: Significant progress made toward meeting Objective


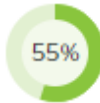


Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ensure all teachers have professional development in working with Emerging Bilingual students including: 7 steps strategies, Ellevation strategies, ELPS, and know how to use Ellevation to benefit Emerging Bilingual students. Strategy's Expected Result/Impact: Increase attendance of onsite Emerging Bilingual strategy training. Increase use of ELPS in the classrooms. TELPAS progress Increase Mathematics academic achievement Completed progress monitor forms Performance growth goals Specific instructional accommodations for students. Staff Responsible for Monitoring: Principal/Assistant Principals ESL/BL campus team All teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction				









Strategy 2 Details		Reviews			
Strategy 2: Continue implementation of interventions with bilingual students not demonstrating progress towards academic achievement and English level proficiency. Strategy's Expected Result/Impact: Increased performance of bilingual students using interventions for reading and math. Staff Responsible for Monitoring: Principal/Assistant Principals ESL/BL campus team Campus bilingual teachers Literacy Interventionist and Math Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction		Formative			Summative
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Goal 2: We will guarantee that all students will perform at or above grade level.





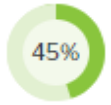



Performance Objective 8: Increase literacy implementation, enrichment and intervention, in grades PreK-12.









- High Priority**
- HB3 Goal**
- Evaluation Data Sources:** Increase student achievement on MAP and STAAR
- Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Utilize the district framework to align with Science of Teaching Reading to increase reading competencies of all students, especially SPED and EL students. Ensure all components: Read Aloud, Shared Reading, Independent Reading, Guided Reading and Work Work are all incorporated with the literacy block.</p> <p>Strategy's Expected Result/Impact: Continue using Reading pullout support and interventions</p> <p>Balance Literacy Framework</p> <p>PD on Balanced Literacy</p> <p>Lesson Plans</p> <p>Walkthroughs</p> <p>Staff Responsible for Monitoring: Principals</p> <p>ESSERS</p> <p>Literacy Interventionist</p> <p>Campus Reading Specialist</p> <p>RLA teachers</p> <p>Title I:</p> <p>2.4, 2.5, 2.6</p> <p>- TEA Priorities:</p> <p>Build a foundation of reading and math</p> <p>- ESF Levers:</p> <p>Lever 5: Effective Instruction</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize information on Branching Minds to create intervention groups and set forth a plan to implement for TIER 3 students. Teachers will utilize the research based components on Branching Minds.</p> <p>Strategy's Expected Result/Impact: TIER 3 students will progress towards reading and comprehending at grade level. MAP Scores IXL Walkthroughs</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals Classroom Teachers All support staff with an intervention group Literacy Interventionist Math Interventionist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will attend district and campus professional development focusing on Science of Teaching Reading.</p> <p>Strategy's Expected Result/Impact: Increase in teacher allot designated time for teachers to collaborate and complete sections of Texas Reading Academy components, Teachers will post and follow the components of the Balanced Literacy model. Students will show growth on MAP RIT scores for MOY and BOY Use data from MAP to develop interventions groups.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Literacy Interventionist Campus Reading Specialist</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Kinder through 3rd Bilingual, 2nd and 3rd, and all remaining support staff will participate in the TRA this year and will implement evidence-based literacy instruction, assess student progress, and use data to drive instruction to ensure students have a strong foundation in reading and writing.</p> <p>Strategy's Expected Result/Impact: TRA information shared with staff. Walkthroughs</p> <p>Staff Responsible for Monitoring: Principals/Assistant Principals Literacy Interventionist Campus Reading Specialist TRA Team ESSERS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Align the RLA TEKS with the Balanced Literacy model utilizing the TRS and Lead4ward</p> <p>Strategy's Expected Result/Impact: RIT MAP score growth Data Meetings Increase all student growth measures especially with SPED and EL students.</p> <p>Staff Responsible for Monitoring: Principals/Assistant Principals Instructional Coaches ESL Team Lead All RLA teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Implement instructional support and reading intervention strategies for all students specifically at risk, Hispanic and SPED students. Strategy's Expected Result/Impact: Data meetings PLC Walkthroughs Staff Responsible for Monitoring: Principal/Assistant Principals Instructional Coaches Special Education Lead ESL Lead Bilingual Support Campus Reading Specialist All RLA teachers Title I: 2.4, 2.5, 2.6 - 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 Funding Sources: Instructional Supplies to support 4545 groups - Think up books, manipulatives - 199 - State Compensatory Education - \$5,886	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Utilize Dover Pillar teams for literacy, parent engagement/cultural diversity, PBIS, and technology to address campus instructional priority for Reading and Math. Strategy's Expected Result/Impact: Increase in Student Achievement Reduction of Office referrals improved campus survey results about culture Staff Responsible for Monitoring: administrators Instructional Leadership Team: Instructional Coaches, ESL, Campus Reading Specialist, and Sped lead Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details		Reviews			
Strategy 8: Dover Literacy Pillar will develop programs and plans to support increase in student vocabulary and engage parents in literacy activities. Strategy's Expected Result/Impact: Increase in Student Achievement Increase in Parent Involvement Staff Responsible for Monitoring: Administrators ILT - Instructional Leadership Team Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Parent learning tools, Instructional Supplies for ESL and Sped classrooms - 199 - State Compensatory Education - \$5,886		Formative			Summative
		Nov	Jan	Mar	June
					
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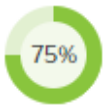


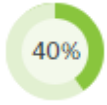
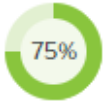





Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 9: Create a culture of literacy for ALL in grades PK-2.

HB3 Goal

Evaluation Data Sources: mCLASS, mClass Lectura, MAP and/or DRA Scores

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: K-2 Teachers will engage in daily ITime intervention with all students. Strategy's Expected Result/Impact: Students will show growth in their EOY MAP and mClass from the BOY MAP and mClass results. Staff Responsible for Monitoring: K-2 teachers, Literacy interventionist, and Campus Reading Specialist. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: K-2 Tier 3 students will be pulled into small groups for literacy intervention. Strategy's Expected Result/Impact: Students will show growth in their EOY MAP and mClass data compared to the BOY MAP and mClass results. Staff Responsible for Monitoring: Literacy Interventionist and ESSER Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 10: Implement PK for ALL.

High Priority
HB3 Goal
Evaluation Data Sources: Circle Data/Enrollment
Summative Evaluation: Met Objective


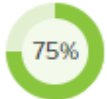






Strategy 1 Details	Reviews			
Strategy 1: We will continue to open up Dover Pre-K enrollment for 2 classes. Strategy's Expected Result/Impact: We will have more students learning Pre-K guidelines and classroom procedures to be prepared for Kindergarten. Communicate and publish the availability of the program and starting dates/deadlines for enrollment. Staff Responsible for Monitoring: Pre-K teachers and principal Parent Liaison 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 - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> 50%	<div><div></div></div> 70%	<div><div></div></div> 85%	<div><div></div></div> 100%
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 11: Continued implementation of the MTSS Framework (Multi Tiered Systems of Support) and its components campus-wide

Evaluation Data Sources: Reflections and feedback from monthly MTSS learning community support meetings for principals and EDs.

Summative Evaluation: Met Objective



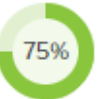





Strategy 1 Details	Reviews			
Strategy 1: Teachers will use MAP growth data to identify and implement intervention groups using Branching Minds to be able to monitor student progress. Strategy's Expected Result/Impact: Create tiers based on ability/skill level, students will be able to make faster progress. Staff Responsible for Monitoring: Classroom teachers, ESL teachers, Bilingual teachers, and Instructional coaches, Specialists, and principals Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 12: Implement NWEA MAP campus-wide

Evaluation Data Sources: Professional learning dates, number of students tested, campus teams utilizing campus reports

Summative Evaluation: Met Objective



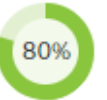





Strategy 1 Details	Reviews			
Strategy 1: Each teacher will administer MAP at BOY,MOY, and EOY and will implement MAP skills Strategy's Expected Result/Impact: Students will improve their Reading and Math skills. Teachers will be able to use current MAP data to ability group for intervention time and tutorials and small groups. Staff Responsible for Monitoring: Classroom teachers, ESL teachers, Bilingual teachers, and Instructional coaches, Specialists, and principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: We will guarantee that all students will perform at or above grade level.

Performance Objective 13: Implement Branching Minds campus-wide including special programs such as ESL, PASS, and Resource support..

Evaluation Data Sources: Professional learning dates, number of students with active plans, campus teams utilizing platform features

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: We will provide training for classroom teachers and specialists to understand how to use Branching Minds to track and monitor student progress for tiers 2 and 3. Strategy's Expected Result/Impact: Students will make math and reading or science progress and teachers will be able to monitor student progress and proficiency for each TEK addressed during intervention lessons. Staff Responsible for Monitoring: Classroom teachers, ESL teachers, Bilingual teachers, and Instructional coaches, Specialists, and principals Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure all families have the tools to support MAP growth by offering Family Conferences twice a year and parent education classes throughout the year. Strategy's Expected Result/Impact: Improved MAP growth data in Reading, Math and Science Staff Responsible for Monitoring: Administrators Instructional Leadership Team Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



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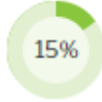



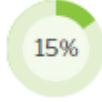







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Goal 3: We will recruit, retain, and reward quality personnel.

Performance Objective 1: Employ recruiting and hiring best practices that ensure the hiring of diverse staff that reflect the RISD student population
Strategic Action Plans: P3.1-P3.9

Evaluation Data Sources: Increase in diverse demographic representation in RISD hiring from 43% to 50%

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: The principal purposefully uses applitrack to interview and hire employees from various ethnicity. Strategy's Expected Result/Impact: Retain and recruit a diverse group of employees. Staff Responsible for Monitoring: Principal, AP's, IC and Bilingual IC Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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
				
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Goal 3: We will recruit, retain, and reward quality personnel.







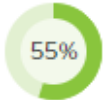





Performance Objective 2: Research and Implement Innovative Practices to increase employee retention

Evaluation Data Sources: Increase positive responses rate of the staff survey.

Reduce teacher turnover rate.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Tier 2 and Tier 3 teachers will be assigned instructional coach or specialist to support them with content planning and relationship building. Strategy's Expected Result/Impact: Increase in student performance and decrease with disruptive behavior Staff Responsible for Monitoring: Principal AP's Instructional Coaches Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: All prek-6 grade teachers will be work individually with a coach during PLC's to enhance the quality of lesson design. Strategy's Expected Result/Impact: Increase in student performance and a decrease in disruptive behaviors. Increase quality of instruction in the classroom . Staff Responsible for Monitoring: Principal AP's Instructional Coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 3 Details	Reviews			
Strategy 3: 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
				
Strategy 4 Details	Reviews			
Strategy 4: 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: Principals Mentor Lead TEA Priorities: Recruit, support, retain teachers and principals -	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: We will recruit, retain, and reward quality personnel.

Performance Objective 3: Maintain and increase ongoing system of support for Auxiliary Staff.

Evaluation Data Sources: Decrease turnover for auxiliary staff by 5%.
Additional professional development offerings for auxiliary staff

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: The principal will continue to communicate effectively with Auxiliary Staff make sure that they feel part of the campus by increasing positive school culture. Strategy's Expected Result/Impact: Retain Auxiliary Staff Staff Responsible for Monitoring: Principals and AP's TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	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 recruit, retain, and reward quality personnel.









Performance Objective 4: Provide necessary professional development to successfully implement meet the Vision, Mission, Goals and Objectives of the district

Strategic Action Plans: P1.1-P1.4

Evaluation Data Sources: Increase in positive response rate by staff on professional development session evaluation responses (Eduphoria) from 95 % to 100% and Increase positive response rate by staff on professional development offered at campus from 72% to 85%

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Instructional Coaches will provide instructional professional development to staff. Principals and IC's will encourage employees to complete professional development surveys. Strategy's Expected Result/Impact: Increased positive response on professional development Participation rate Teacher feedback PD survey's. Staff Responsible for Monitoring: Principals and IC's Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals -	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: To provide and encourage attendance at professional development in all curricular areas to enhance instructional strategies with a focus on supporting Unit previews, TRS, PLC and Lead4Ward Strategy's Expected Result/Impact: Participation rates Teacher Feedback Improved Student Scores Staff Responsible for Monitoring: Principals Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
				


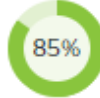










Strategy 3 Details	Reviews			
Strategy 3: Encourage attendance at professional development for instructional staff to support students with disabilities Strategy's Expected Result/Impact: Participation rates Teacher Feedback Improved Student Scores Staff Responsible for Monitoring: Principals SPED Title I: 2.4, 2.5, 2.6	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 recruit, retain, and reward quality personnel.

Performance Objective 5: Strengthen the leadership capacity of central and campus administrators.

Evaluation Data Sources: Increase in positive response rate on staff surveys regarding campus leadership from 81% to 90%. ("Overall, the campus is headed in the right direction.")

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Campus ILT will conduct a book study on "Time for Change" to increase the culture of the building. The campus Administrator will attend REV and other leadership opportunities. Strategy's Expected Result/Impact: Continue growth and development of the campus administrators Staff Responsible for Monitoring: Principals Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize campus walkthrough forms in order to provide intentional feedback for teacher growth Strategy's Expected Result/Impact: Improved student scores Improved teaching strategies Staff feedback Walkthrough analysis Staff Responsible for Monitoring: Principals Instructional Coaches 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 4: We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 1: Increase links between home and school by providing systemic opportunities for parent engagement

Strategic Plan Action Plans: C2.1-C2.3

Evaluation Data Sources: Increase in positive response rate by parent/community in focus groups meetings and/or survey results at or above 85%

Summative Evaluation: Significant progress made toward meeting Objective

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. Strategy's Expected Result/Impact: Positive 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: Coffee and Pastries - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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 (Literacy Interventionist & Bilingual Instructional Coach) Dover Council of PTA Principal Assistant Principals Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify











Discontinue









Goal 4: We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 2: Enhance communication processes to provide stakeholders with timely, effective and reliable communication via a dynamic communication system that includes websites, print, social media and video.

Evaluation Data Sources: Weekly newsletter views
Social Media Following
BlackBoard Connect delivery summary

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Send weekly newsletters using Blackboard and S'mores where grade levels contribute updates. Strategy's Expected Result/Impact: Increased number of views of weekly newsletter, blackboard messages and social media posts Increased number of website views Increased participation of surveys Staff Responsible for Monitoring: Principals Assistant Principals Web Advisor Classroom teachers Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Promote the use of Class Dojo to enhance communication between faculty and parents. Strategy's Expected Result/Impact: Increased parent participation Increase of positive parent feedback Staff Responsible for Monitoring: Principals Assistant Principals Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Showcase events and school highlights on Twitter and Class Dojo Strategy's Expected Result/Impact: Increase parent participation at events Increase positive parent feedback Staff Responsible for Monitoring: Principal Assistant Principals Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 3: Improve the quality of community involvement.

Evaluation Data Sources: Log of community and business partners

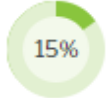











Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Inviting community members to be a part of the decision-making process using Site Based Decision Making teams. Strategy's Expected Result/Impact: Build a better relationship with the community and business partners Strategic planning of community participants Staff Responsible for Monitoring: Parent Engagement Pillar Leads (Tracey Huffman) Dover Council PTA Principal Assistant Principal Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We will elicit community feedback for our Site Based Decision Making Committee. Strategy's Expected Result/Impact: Increased community involvement Staff Responsible for Monitoring: Site Based Decision Making team Principals Assistant Principal Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 4: Expand volunteer opportunities for existing partners and create opportunities for community groups and corporations
Strategic Plan Action Plan: C2.1

Evaluation Data Sources: Catalog of volunteer hours, names, hours, organizations, locations. Data collected this year is baseline.
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Increase PTA membership and parent partnerships on the Executive Board. Strategy's Expected Result/Impact: Increased number of PTA members. Staff Responsible for Monitoring: Parent Engagement Pillar Leads (Bilingual Instructional Coach and Parent Engagement Coordinator) Assistant Principal Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
	 15%	 15%	 40%	
Strategy 2 Details	Reviews			
Strategy 2: 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 (Tracey Huffman) Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 25%	 50%	
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				









Goal 4: We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 5: Evaluate and develop tools to advertise and market Dover Elementary.

Strategic Action Plans: C3.1-3.4

Evaluation Data Sources: Enlarge Dover presence through social media. (Number of views for posts this year will be our baseline)

Summative Evaluation: Met Objective

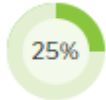

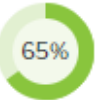









Strategy 1 Details	Reviews			
Strategy 1: Utilize on-going social media and creative communication avenues to promote and market Dover events, happenings and highlights to parents and community Strategy's Expected Result/Impact: Increased community engagement, awareness and participation. Staff Responsible for Monitoring: All Dover Staff Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: We will ensure that ALL families, businesses, and community partners are fully engaged in the mission of our district.

Performance Objective 6: Implement campus surveys to support the campus goals.

Evaluation Data Sources: Parent Survey and Workshop feedback

Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
Strategy 1: 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 and Bilingual Instructional Coach) Principal Assistant Principals Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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 (Tracey Huffman) Principal Assistant Principals Title I: 4.2 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 5: We will actively pursue creative funding sources and responsibly manage current resources to support our mission.

Performance Objective 1: Operate in a fiscally responsible, effective, and efficient manner in all financial matters to ensure adequate resources to support continuous improvement in student achievement

Evaluation Data Sources: Monthly Budget reports in Munis.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: 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 Assistant ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Training for all employees each semester on proper money handling 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 Assistant 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: Principals Executive Assistant 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>				


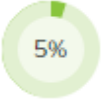
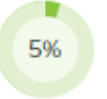





Goal 5: We will actively pursue creative funding sources and responsibly manage current resources to support our mission.









Performance Objective 2: Actively seek alternative revenue sources to meet the needs of RISD services

Strategic Action Plans: F1.1-F1.5& F2.1-F2.4 & F3.1-F 3.2

Evaluation Data Sources: Revenue generated from federal, state and competitive grant programs

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Use the Richardson Foundation Grant to build "Literacy for All" through the purchase of books. Strategy's Expected Result/Impact: Improve love of reading and overall literacy for students. Staff Responsible for Monitoring: Administrators, Literacy Pillar, Culturally Responsive Pillar Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: Grant Foundations - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize the American Heart Association Grant to support the growth of the garden Strategy's Expected Result/Impact: Increase student awareness of outdoor environments and garden habitats Staff Responsible for Monitoring: Garden Lead, Mr. Farias, Staci Bruni, Administrators Title I: 2.5, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Research and apply for literacy grants through First Book and other national programs. Strategy's Expected Result/Impact: Improve student reading scores and love for reading Staff Responsible for Monitoring: Principal Assistant Principal Campus Literacy Pillar Lead(Campus Reading Specialist) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
					
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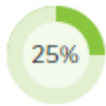







Goal 5: We will actively pursue creative funding sources and responsibly manage current resources to support our mission.













Performance Objective 3: Leverage ESSER funds to support the district's mission, vision and identified Board Goals.

HB3 Goal

Evaluation Data Sources: Meet 21-22 Goal Progress Measures.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Utilize 2nd and 3rd grade ESSER teachers to support Tier 1 instruction for classroom teachers. Strategy's Expected Result/Impact: Increase the number of students leaving k-1 on grade level Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: ESSER funds - 199 - General Fund - \$100,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize the Campus Math Interventionist to improve math master for at risk students. Strategy's Expected Result/Impact: AIP will show increase in MAP math data Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement Saturday School as a tutoring option for at risk students in grade 3-6 Strategy's Expected Result/Impact: Increase in reading and math data for 3rd - 6th grade Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: 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
				
Strategy 4 Details	Reviews			
Strategy 4: Provide one day per semester of long range planning for teachers. Strategy's Expected Result/Impact: Improvement in preparedness and student reading and math data Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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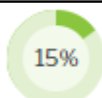

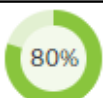

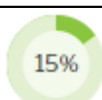
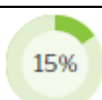
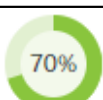
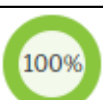
Goal 6: We will ensure that our facilities and infrastructure adapt to support our mission.









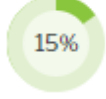











Performance Objective 1: Provide a safe, comfortable, and well-maintained environment at all campuses

Strategic Action Plans: I3.1-I3.4

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

Summative Evaluation: Met Objective

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: Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Communicate with parents after a safety drill via blackboard. Strategy's Expected Result/Impact: Blackboard calls Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide monthly practice of emergency procedures at all campuses throughout the year Strategy's Expected Result/Impact: Drill record Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Implement "I Know What to Do Day" (Live Wise, Live Healthy) in October, December, January and April Strategy's Expected Result/Impact: "I Know What to Do Day" Information Student and Teacher Feedback Improved comfort and participation with drills Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June
				


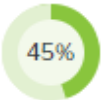
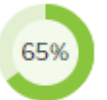













Strategy 5 Details	Reviews			
Strategy 5: Update CIP quarterly to show completion of actions; Nov 18, Jan 27; Mar 31, Jun 9. Strategy's Expected Result/Impact: Regular audits & recommendations Staff Responsible for Monitoring: ILT/Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Implement Safety Week (August 29-September 2) participating in Evacuate, Hold and Secure, Lockdown, Shelter in Place, and Fire Drills. Strategy's Expected Result/Impact: Improved comfort and participation with drills and overall safety of staff and students Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: 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: Principals Office Staff	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Ensure weekly door checks are completed and documented with safety and security - create work orders if problems exists. 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 6: We will ensure that our facilities and infrastructure adapt to support our mission.

Performance Objective 2: Ensure all district/campus student expectations provide an environment designed to promote learning.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Solicit feedback from students, staff, and parents about all information systems to develop, implement, and report recommendations for improvement. Strategy's Expected Result/Impact: Regular audits & recommendations Staff Responsible for Monitoring: Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement district/campus Dress Code Policy Strategy's Expected Result/Impact: Create a safe and effective learning environment free of distraction due to student dress. Staff Responsible for Monitoring: Principals & Staff ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement district/campus Cell Phone Policy Strategy's Expected Result/Impact: Create a safe and effective learning environment free of distraction due to student cell phone use during the instructional day. Staff Responsible for Monitoring: Principals & Staff ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

At Risk programs are developed for Multi-lingual instruction, ESL, and students who need accelerated learning based on HB3 and HB 4545. Multiple Language newcomers groups are conducted daily as well as daily intervention for multi-lingual, ESL and HB4545 students during I-time

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 Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Guadalupe Renteria	Bilingual Instructional Coach		1.0
Michelle Shollack	Instructional Coach		1.0
Tammy Graham	Campus Reading Specialist		1.0
Tracey Huffman	Campus Reading Specialist		1.0