

Grapevine-Colleyville ISD

Dove Elementary

2019-2020 Goals/Performance Objectives/Strategies

Mission Statement

Dove Elementary Mission Statement

In a partnership with parents, students, teachers, and community, Dove Elementary provides a safe and supportive environment in which students develop an understanding and respect for self and others. We cultivate learning through encouragement of inquiry and empower students to make a difference in our ever-changing world.

Core Beliefs

Building positive relationships leads to supportive learning environments.

Students are active participants in their learning.

Engaging students through work that is meaningful to them will encourage inquiry.

Students are effective communicators and take action within their school, community, and the world.

Table of Contents

Goals	4
Goal 1: Dove Elementary will utilize school improvement efforts to increase teacher effectiveness and student outcomes of learning.	4
Goal 2: Actively identify and remove barriers that limit access to and opportunity for learning.	12
Goal 3: Design learning environments that support social and emotional well-being.	18
Goal 4: Create a culture that fosters learning environments that reflect student voice and promote student engagement.	20
Goal 5: Effectively communicate with targeted audiences.	23
Comprehensive Support Strategies	25

Goals

Goal 1: Dove Elementary will utilize school improvement efforts to increase teacher effectiveness and student outcomes of learning.

Performance Objective 1: Dove Elementary will move from the 4th quartile to the 3rd quartile in student achievement according to our comparability group.

Evaluation Data Source(s) 1: TEA Student Achievement Comparability Report

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) An instructional specials rotation will be incorporated into the schedule in order to provide enrichment around science concepts and vocabulary in grade K-5.		principal	Increased science performance on district and state assessments K-5; increase in vocabulary knowledge K-5.				
	Problem Statements: Student Achievement 1 Funding Sources: 211 - ESEA Title I, Part A - 0.00						
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 2) Selected staff members will extend the learning day for students in grades 3-5 by offering tutorials that are focused on needed instructional areas and enrich and extend classroom learning.		Learning Liaisons; campus principal	Increased student achievement				
	Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6 Funding Sources: 211 - School Improvement Grant (SIG) - 4032.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 3) Response to Intervention meetings will focus on the effectiveness of interventions and monitor the progress of struggling learners		Campus principal and assistant principal; learning liaisons; K-5 teachers	Increased % of students in Tier 1; increase of Tier movement from 3 to 2 to 1.				
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 4) Site visits to schools in the 2nd and 3rd quartile will be conducted in the fall semester.		Campus principal	Gained strategies and overview of systems in place at high performing schools				
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 5) The campus master schedule will reflect uninterrupted instructional blocks of time, an increased teacher:student ratio during RTI time, and structured time for students to get up and move throughout the day.		Campus principal; assistant principal; counselor; scheduling committee	Increased instructional time K-5.				
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 6) Grades 3-5 teachers will focus planning and teaching in departmentalized content areas (i.e. math/science and humanities).		campus principal, assistant principal, and learning liaison (Ashley Francis)	Increased depth to lesson plans and instruction.				
Problem Statements: Student Achievement 4 Funding Sources: 211 - School Improvement Grant (SIG) - 1470.00							
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 7) Teacher performance data will be reviewed and used to identify areas of strength when making teacher assignments and placing students.		campus principal; assistant principal; learning liaisons	Increased teacher efficacy and student achievement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) An instructional para will support student growth and achievement by working with the learning liaisons and classroom teachers to analyze data, create groups, and work with students.		learning liaisons	Growth in student performance levels on STAAR.				
Problem Statements: Student Achievement 1 Funding Sources: 211 - School Improvement Grant (SIG) - 0.00							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Performance in the Meets and Masters category for All Students in all subjects fell below the 50% level.
Problem Statement 2: Three year trends in 3rd grade performance data show an App/Me/Ma level below 70/40/30 percent.
Problem Statement 3: Trends in reading performance across grades K-5 shows a need for improved instruction and reading intervention.
Problem Statement 4: Math performance across grades K-5 shows a need for intentional planning and designed instruction to support mastery of taught concepts.
Problem Statement 5: Writing STAAR Performance fell below 60% approaches.
Problem Statement 6: Current SPED students are not performing at a grade level standard.


Goal 1: Dove Elementary will utilize school improvement efforts to increase teacher effectiveness and student outcomes of learning.

Performance Objective 2: School wide behavioral expectations and clear structures for learning will show an increase in learning time for all students.


Evaluation Data Source(s) 2: Discipline Reports; Master Schedule

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) School wide expectations for behavior will be created, taught, and displayed across the campus.		campus principal and assistant principal	Clear vision and common language around behavioral expectations.				
2) A discipline flow-chart will be created and utilized by campus staff to create consistency and clarity around behaviors and discipline.		assistant principal	Teachers have clarity around how to manage behaviors in their class; decreased time in office for small behaviors.				
3) CHAMPS will be taught by staff responsibly and used throughout the campus in all settings throughout the day.		assistant principal ; Dove staff	Increased clarity and structure in the learning environment for students.				
4) A shorter structured recess time will be used to reinforce academic concepts and provide time to teach students how to work together when playing a game.		assistant principal; classroom teachers	Decreased referrals during recess; increase in student successful play				
5) Restorative Practices will be used to reinforce positive relationships amongst staff and students and students towards students.		counselor; assistant principal; classroom teachers	Improved relationships; decreased office referrals.				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 1: Dove Elementary will utilize school improvement efforts to increase teacher effectiveness and student outcomes of learning.

Performance Objective 3: Job-embedded professional learning for PreK-5 staff will include learning needed to increase percent of students at a 70% mastery of grade level standards.

Evaluation Data Source(s) 3: Training agendas; PLC agendas; EOY student data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Professional learning around the newly adopted ELA curriculum will support teachers in writing plans and teaching the new TEKS with newly adopted district materials.		learning liaisons; district coaches	Teacher clarity around new ELA TEKS and increase in effective instructional utilizing new materials.				
	Problem Statements: Student Achievement 2, 3, 5						
2) Weekly professional learning around written lesson plans will prepare teachers for deep levels of instruction.		learning liaisons	Depth of lesson planning will translate into rigorous instruction and increased student achievement.				
3) Vertical teams will meet each month to deepen understanding around data trends as related to their content area.		Learning Leaders; learning liaisons; campus principal; assistant principal	Increased understanding of TEKS; vertical conversations around content; improved instruction; increased student achievement				
							

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Three year trends in 3rd grade performance data show an App/Me/Ma level below 70/40/30 percent.
Problem Statement 3: Trends in reading performance across grades K-5 shows a need for improved instruction and reading intervention.
Problem Statement 5: Writing STAAR Performance fell below 60% approaches.

Goal 1: Dove Elementary will utilize school improvement efforts to increase teacher effectiveness and student outcomes of learning.

Performance Objective 4: Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) An Instructional Playbook, consisting of Think-Pair-Share, will be utilized by all teachers in order to provide structure and accountability for student collaboration.		principal; assistant principal; classroom teachers; learning liaisons	Increased student achievement.				
	Problem Statements: Student Achievement 1 Funding Sources: 211 - School Improvement Grant (SIG) - 0.00						
2) An Instructional Playbook, consisting of K-W-L will be utilized by all teachers in order to determine prior knowledge and set a purpose for learning.		principal; assistant principal; classroom teachers; learning liaisons	Increased student achievement.				
	Problem Statements: Student Achievement 1 Funding Sources: 211 - School Improvement Grant (SIG) - 0.00						
3) An Instructional Playbook, consisting of Circle Map will be utilized by all teachers in order to define and provide enriched discussions around Tier 2 and Tier 3 vocabulary words.		principal; assistant principal; classroom teachers; learning liaisons	Increased student achievement.				
	Problem Statements: Student Achievement 1 Funding Sources: 211 - School Improvement Grant (SIG) - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Teachers will use a guided reading model to support literacy instruction and skill development at each student's individual reading level.		classroom teachers; learning liaisons	Students' increased literacy achievement				
5) Foundations will be used in grades K-2 in order to develop a solid foundation of early literacy in students.		classroom teachers; learning liaison (Tanya Kellerman)	Students meet progress monitoring checkpoints throughout the year				
Comprehensive Support Strategy 6) Math instructional blocks will utilize TEKSas Target Boards to spiral math concepts daily.		classroom teachers; learning liaisons	Increased math achievement				
TEA Priorities Recruit, support, retain teachers and principals 7) Campus staff will be trained in Tier One Strategies to build systems for effective Tier One instruction including focused Tier One Instructional Plans. For work completed in the summer (off contract), school personnel will be compensated. E3 Alliance	2.4, 2.6	Heather Landrum, Principal	Increased understanding of high quality instruction as observed in classrooms and lesson plan design				
Problem Statements: School Culture and Climate 1 - Student Academic Achievement 1 Funding Sources: 211 - ESEA Title I, Part A - 0.00							

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: Performance in the Meets and Masters category for All Students in all subjects fell below the 50% level.
School Culture and Climate
Problem Statement 1: Extreme behaviors are a disruption to the learning environment in classrooms across the campus. Root Cause 1: There is a need for staff to have access to more interventions and strategies to support students social emotional regulation.

Student Academic Achievement

Problem Statement 1: A gap exists between the academic performance of our Economically Disadvantaged and non-Economically Disadvantaged students as measured by the STAAR assessment. **Root Cause 1:** Teachers need additional support in analyzing student formative data, as well as, in designing and implementing personalized learning experiences in order to accelerate learning for our Economically Disadvantaged students.

Goal 2: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Continue to strengthen Dyslexia programming in GCISD to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].

Evaluation Data Source(s) 1: LIT training; staff training; dyslexia student data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers new to the district and those that have not been trained in the past two years will attend a dyslexia simulation.		campus principal; Literacy Interventionists	Improved student performance				


Goal 2: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 2: Preschool students will be assisted to ensure successful transition from early childhood programs to local elementary schoolwide programs [Title I Requirement].


Evaluation Data Source(s) 2: BOY Kinder readiness data

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) PreK students will participate in learning centers; purposeful play, and PE daily.		PreK teacher; campus liaison (Tanya Kellerman); Director of Early Childhood; campus principal	Impact on kindergarten readiness and preparedness for school				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 2: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 3: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Evaluation Data Source(s) 3: Response to Intervention Data, Domain III Closing the Gaps, PBMAS

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 1) During data days scheduled for 3x during the year, teachers will disaggregate local and state assessment data in order to refine instructional focus.		Principal, Assistant Principal, Learning Liaisons, Classroom Teachers	Increased teacher knowledge around student data; design instruction to target areas identified in data; improved student achievement				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - School Improvement Grant (SIG) - 700.00						
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 2) Selected staff members will extend the learning day for students in grades 3-5 by offering tutorials that are focused on needed instructional areas and enrich and extend classroom learning.		Learning Liaisons; classroom teachers	Improved achievement on STAAR				
	Problem Statements: Student Achievement 1, 2, 3, 4, 6 Funding Sources: 211 - ESEA Title I, Part A - 0.00						
3) Campus-based professional learning will focus on identified target areas based on disaggregated local and state assessment data trends.		Learning Liaisons; campus principal; learning leaders	Improved student achievement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 4) Lesson plans will include intentional learning experiences intended to address targeted areas in the curriculum as identified in the data.		principal, assistant principal, learning liaisons; classroom teachers	Aligned instruction based on areas identified in the data; improved student achievement				
	Problem Statements: Student Achievement 3, 4 Funding Sources: 211 - School Improvement Grant (SIG) - 8547.00						
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 5) Response to Intervention meetings will focus on the effectiveness of interventions and monitor the progress of struggling learners		principal, assistant principal; liaisons; classroom teachers; counselors	Increased student achievement; student progress with interventions; fewer students needing Tier 2/Tier 3 interventions				
	Funding Sources: 199 - General Fund - 0.00						
6) An instructional para will work with identified "at risk" students 3 days a week.		Learning Liaisons	Decreased opportunity and achievement gaps in "at risk" students;				
	Funding Sources: 199 - General Fund - 0.00						
							

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: Performance in the Meets and Masters category for All Students in all subjects fell below the 50% level.
Problem Statement 2: Three year trends in 3rd grade performance data show an App/Me/Ma level below 70/40/30 percent.
Problem Statement 3: Trends in reading performance across grades K-5 shows a need for improved instruction and reading intervention.
Problem Statement 4: Math performance across grades K-5 shows a need for intentional planning and designed instruction to support mastery of taught concepts.
Problem Statement 6: Current SPED students are not performing at a grade level standard.
Student Academic Achievement
Problem Statement 1: A gap exists between the academic performance of our Economically Disadvantaged and non-Economically Disadvantaged students as measured by the STAAR assessment. Root Cause 1: Teachers need additional support in analyzing student formative data, as well as, in designing and implementing personalized learning experiences in order to accelerate learning for our Economically Disadvantaged students.


Goal 2: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 4: Families will know how to access information about their students progress at school.

Evaluation Data Source(s) 4: Meeting agendas

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Kinder Camp will be offered the week before school in order to let teachers assess students but also for parents to meet with school administrators and learn how they can help their child at school.		campus principal; Kindergarten teachers	Kindergarten families are informed of school policies and procedures before the year starts.				
2) Because of Dove's mobility rate, new family induction sessions will be offered monthly and will be required of new families enrolling at Dove.		campus principal; data secretary	New families are informed of school policies and procedures when they enroll.				
3) Ready Rosie resources will be shared with families via classroom teachers.		classroom teachers; campus principal	Increased student achievement				
4) Emails will be sent to families noting when a progress report or report card is available to view in Skyward.		data secretary	Parents are informed of their child's progress				
5) Teacher-parent conferences will be held within the first nine weeks of school		campus principal; classroom teachers	Contact and conversation between teachers and parents will lead to a partnership and will increase student success.				



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


Goal 2: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 5: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].


Evaluation Data Source(s) 5: Evaluation of campus-level GT LEAD data

Summative Evaluation 5:

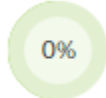
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize student data to create advanced groups at each grade level that GT Lead Specialist will work with 1x/week		GT Lead Specialist	Increased student level of performance				
2) Create a Specials schedule that provides an opportunity for GT LEAD Specialist to provide enrichment class to all student 1x/ six weeks		GT Lead Specialist	Increased student level of performance; GT Lead teacher builds relationship with all students				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Design learning environments that support social and emotional well-being.

Performance Objective 1: Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Evaluation Data Source(s) 1: Student and staff survey data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will participate in Restorative Practices training during the 19-20 school year.		assistant principal; counselor	Aligned expectations and practices for restorative circles; improved relationships				
2) Restorative Practices information, updates, and suggestions will be shared with staff throughout the year via the staff newsletter.		counselor; campus assistant principal	Increased strategies and usage of restorative circles				
3) Emotional well-being and guidance lessons each month focus on strategies such as conflict resolution, regulation, and dealing with stress.		counselor and social emotional well being teacher	Increased student well being.				
4) Dove staff will participate in training around creating an effective school culture.		campus principal	Aligned vision; developed core values for the campus				
Problem Statements: School Culture and Climate 2 Funding Sources: 211 - School Improvement Grant (SIG) - 0.00							

Performance Objective 1 Problem Statements:


School Culture and Climate
Problem Statement 2: There is little evidence of a campus vision or common understanding of the campus mission and campus structures and routines did not demonstrate an environment of high expectations.

Goal 3: Design learning environments that support social and emotional well-being.

Performance Objective 2: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize CHAMPS campus wide in order to create common expectations for behavior across all settings.		assistant principal; classroom teachers	Decrease in discipline referrals				
2) Adopt a schedule that provides frequent opportunities for students to change settings and engage in physical activity.		principal; assistant principal; schedule committee; classroom teachers	Students' increased focus and attention on learning				
3) School-wide assemblies will celebrate campus achievements and student successes.		campus principal; assistant principal; counselor; classroom teachers	Positive school culture				
4) Staff will participate in trauma-informed education training.		counselor	Increased awareness of the impact of trauma on learning; strategies to support learning for all students				
							

Goal 4: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: Increase after school options to include opportunities for student leadership. [Superintendent Objective 3].

Evaluation Data Source(s) 1: List of after school clubs offered for students

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Dove Yearbook will be created in collaboration with students in the yearbook club.		staff yearbook sponsor	Increased student involvement in leadership activities				
2) Selected student ambassador members will attend leadership training so as to develop leadership amongst the ambassador group on campus.		Tanya Kellerman	Build leadership skills in students				
Funding Sources: 211 - ESEA Title I, Part A - 153.00							


Goal 4: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 2: 100% of teachers at Dove Elementary will create a rigorous and engaging Tier 1 learning environment for students that is aligned to student expectations.

Evaluation Data Source(s) 2: EOY data collection; teacher created weekly lesson plans; written IB units

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I Requirement]. To address any identified dis-proportionality, provide provide support at campuses where our low income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement].		Campus principal and assistant principal	Improved student achievement				
2) Dove Elementary will implement a reading/writing workshop model in grades K-5 with fidelity in order to increase student's literacy achievement.		campus principal; assistant principal; learning liaisons; classroom humanities teachers	Increased literacy achievement				
3) Instructional Coaching will be used as a professional learning tool to bring about improved instruction.		learning liaisons; campus principal	Improved instruction				



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

Goal 4: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 3: Teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction. This data should include observations, performance assessments, informal assessments, and tests, but can also include student voice [Title I Requirement].

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will engage in Professional Learning around utilizing student input and feedback when designing lessons.		learning liaisons	Engaging work for students will lead to increase student learning.				


Goal 5: Effectively communicate with targeted audiences.

Performance Objective 1: Ensure communication is provided in a language accessible to parents to the extent practicable [Title I Requirement].


Evaluation Data Source(s) 1: Translated communications

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Translators are used as needed to support communicating with families.		campus principal	Families understand the message being shared.				
2) A weekly newsletter will be shared with families and staff from the campus principal.		campus principal	Increased awareness and parent participation				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue





Goal 5: Effectively communicate with targeted audiences.

Performance Objective 2: Parents will be involved in planning, implementing, and evaluating your schoolwide program and strategies to increase parental involvement will be implemented. Barriers to parent participation will be identified and reduced [Title I Requirement].

Evaluation Data Source(s) 2: Parent Participation on committees

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parent information sessions will be offered based on feedback from last year.		campus principal	Increased parent participation.				
2) Feedback from parents and families will be used to revise campus plans and initiatives.		campus principal	Increased parent participation				
3) Dolphin Deep Dives will be held monthly with a focused topic based on parent generated suggestions.		campus principal	Increased parent knowledge about the campus.				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	An instructional specials rotation will be incorporated into the schedule in order to provide enrichment around science concepts and vocabulary in grade K-5.
1	1	2	Selected staff members will extend the learning day for students in grades 3-5 by offering tutorials that are focused on needed instructional areas and enrich and extend classroom learning.
1	1	3	Response to Intervention meetings will focus on the effectiveness of interventions and monitor the progress of struggling learners
1	1	4	Site visits to schools in the 2nd and 3rd quartile will be conducted in the fall semester.
1	1	5	The campus master schedule will reflect uninterrupted instructional blocks of time, an increased teacher:student ratio during RTI time, and structured time for students to get up and move throughout the day.
1	1	6	Grades 3-5 teachers will focus planning and teaching in departmentalized content areas (i.e. math/science and humanities).
1	1	7	Teacher performance data will be reviewed and used to identify areas of strength when making teacher assignments and placing students.
1	4	6	Math instructional blocks will utilize TEKSas Target Boards to spiral math concepts daily.
2	3	1	During data days scheduled for 3x during the year, teachers will disaggregate local and state assessment data in order to refine instructional focus.
2	3	2	Selected staff members will extend the learning day for students in grades 3-5 by offering tutorials that are focused on needed instructional areas and enrich and extend classroom learning.
2	3	4	Lesson plans will include intentional learning experiences intended to address targeted areas in the curriculum as identified in the data.
2	3	5	Response to Intervention meetings will focus on the effectiveness of interventions and monitor the progress of struggling learners