

# **Grapevine-Colleyville ISD**

## **Dove Elementary**

### **2018-2019 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.*

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# Goals

## Goal 1: LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

**Performance Objective 1:** 100% of Dove Elementary instructional staff will use continuous, job-embedded professional learning cycle aligned with the principles of differentiated learning, and student engagement with an emphasis on IB PYP implementation as reflected in lesson plans.

**Evaluation Data Source(s) 1:** Professional Learning Days, Faculty Meetings PLCs and Learning Institute

### Summative Evaluation 1:

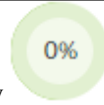
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All K-5 teachers will attend and participate in LTRS training during the 2018-2019 school year.	Campus administration	Tier 1 reading instruction is strengthened across grades K-2.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> 211 - ESEA Title I, Part A - 100.00						
<b>Critical Success Factors</b> CSF 7 2) New teachers to Dove will have an opportunity to attend Level 1 IB training.	IB Coordinator; Campus principal	Increased connections to learning and reflections of IB learner profile attributes made by students.				
<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 211 - ESEA Title I, Part A - 7800.00						
3) Campus-based professional learning will be developed around differentiation and student engagement, based on teacher's needs.	Campus administration; Learning Liaison	Classroom application of knowledge and techniques learned in campus-based professional learning.				
4) 100% of Dove Elementary instructional staff will be engaged participants in Professional Learning Communities to increase student achievement and engagement.	Principal; assistant principal; Learning Liaison	collaboration amongst teachers; shared practice; increase teacher efficacy and student success				
<b>Funding Sources:</b> 211 - ESEA Title I, Part A - 700.00						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

### Performance Objective 1 Problem Statements:

#### Curriculum, Instruction, and Assessment

**Problem Statement 1:** 3rd and 4th graders fell below federal and state standards in the meets and masters category in STAAR reading. **Root Cause 1:** Teachers' lesson planning reflects clear objective, multiple paths of instruction geared toward clearly defined goals and formative assessments.

#### 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 1:** LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

**Performance Objective 2:** Dove Elementary will be physically and emotionally safe learning environment that is free from bullying and in which expectations are clearly communicated.

**Evaluation Data Source(s) 2:** # of discipline referrals; # of bullying incidents

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Classroom teachers will enlist students to help write a social contract in order to clearly define expectations for classroom behavior.	Classroom teachers; counselor	Clearly communicated expectations for classroom behavior.				
2) Teachers will use positive behavior supports and interventions to support the social emotional development in students.	principal, assistant principal, counselor	Increase in strategies used by teachers in the classroom; decrease in office referrals				
<p><b>Problem Statements:</b> School Culture and Climate 1  <b>Funding Sources:</b> 211 - ESEA Title I, Part A - 417.00</p>						
<p>  = Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue         </p>						

**Performance Objective 2 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> Extreme behaviors are a disruption to the learning environment in classrooms across the campus. <b>Root Cause 1:</b> There is a need for staff to have access to more interventions and strategies to support students social emotional regulation.

**Goal 2: LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.**

**Performance Objective 1:** Dove Elementary will increase the percent of students who met or mastered standard on STAAR Reading in grades 3-5 to 48%.

**Evaluation Data Source(s) 1:** Accountability Reports from TEA

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b> 1) Response to Intervention meetings will focus on the effectiveness of interventions and monitor the progress of struggling learners.</p>	Principal, Assistant principal, counselor, Learning Liaison, teachers	Increased student achievement; student progress with interventions; fewer students needing Tier 2/Tier 3 interventions				
<p><b>Comprehensive Support Strategy</b> 2) Target the needs of Economically Disadvantaged students during RtI and data meetings, and develop interventions to meet those needs.</p>	Principal, Assistant principal, counselor, Learning Liaison, teachers	Increased academic achievement from Economically Disadvantaged students.				
<p><b>Comprehensive Support Strategy</b> 3) Identify proficiency levels of English Language Learners and use language acquisition strategies to promote English language acquisition.</p>	Classroom teachers; Assistant principal, Learning Liaison	Increased academic achievement by English Language Learners.				
<p><b>Comprehensive Support Strategy</b> 4) Flexibly group students during PLT based on data so as to narrow the focus and interventions used.</p>	Learning Liaison, Classroom teachers	Increased student achievement				
<p><b>Comprehensive Support Strategy</b> 5) Dyslexia screening and assessment procedures will be followed according to district guidelines.</p>	Literacy Interventionists; Assistant Principal	eligible students qualify				
<p>6) All new staff, and those that haven't attended in the past, will participate in a dyslexia simulation.</p>	Campus Administration	Understanding of characteristics of dyslexia and an increase awareness/empathy of what a student with dyslexia experiences.				





**Goal 2:** LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

**Performance Objective 2:** Dove Elementary will increase the percent of students who met or mastered standard on STAAR Math in grades 3-5 to 48%.

**Evaluation Data Source(s) 2:** Accountability Reports from TEA

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b> 1) Response to Intervention meetings will focus on the effectiveness of interventions and monitor the progress of struggling learners.</p>	Principal, Assistant principal, counselor, Learning Liaison, teachers	Increased student achievement; student progress with interventions; fewer students needing Tier 2/Tier 3 interventions				
<p><b>Comprehensive Support Strategy</b> 2) Target the needs of Economically Disadvantaged students during RTI and data meetings, and develop interventions to meet those needs.</p>	Principal, Assistant principal, counselor, Learning Liaison, teachers	Increased academic achievement from Economically Disadvantaged students.				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> 211 - ESEA Title I, Part A - 5904.00</p>						
<p><b>Comprehensive Support Strategy</b> 3) Identify proficiency levels of English Language Learners and use language acquisition strategies to promote English language acquisition.</p>	Classroom teachers; Assistant principal, Learning Liaison	Increased academic achievement by English Language Learners.				
<p><b>Comprehensive Support Strategy</b> 4) Flexibly group students based on data so as to narrow the focus and interventions used.</p>	Learning Liaison, Classroom teachers	Increased student achievement				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>						

**Performance Objective 2 Problem Statements:**

<b>Curriculum, Instruction, and Assessment</b>
<p><b>Problem Statement 2:</b> 3rd and 4th graders fell below federal and state standards in the meets and masters category in STAAR math. <b>Root Cause 2:</b> We are not looking at our data the way we need to.</p>

**Goal 2:** LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

**Performance Objective 3:** Dove Elementary will ensure students in grades K-2 meet grade level criteria check-points in reading and math.

**Evaluation Data Source(s) 3:** EOY iStation Reading and Math; DRA2 Reading Levels

**Summative Evaluation 3:**

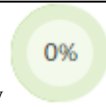
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b> 1) Response to Intervention meetings will focus on the effectiveness of interventions and monitor the progress of struggling learners.</p>	Principal, Assistant principal, counselor, Learning Liaison, teachers	Increased student achievement; student progress with interventions; fewer students needing Tier 2/Tier 3 interventions				
<p><b>Comprehensive Support Strategy</b> 2) Target the needs of Economically Disadvantaged students during RTI and data meetings, and develop interventions to meet those needs.</p>	Principal, Assistant principal, counselor, Learning Liaison, teachers	Increased academic achievement from Economically Disadvantaged students.				
<p><b>Comprehensive Support Strategy</b> 3) Identify proficiency levels of English Language Learners and use language acquisition strategies to promote English language acquisition.</p>	Classroom teachers; Assistant principal, Learning Liaison	Increased academic achievement by English Language Learners.				
<p><b>Comprehensive Support Strategy</b> 4) Flexibly group students based on data so as to narrow the focus and interventions used.</p>	Learning Liaison, Classroom teachers	Increased student achievement				
<p><b>Comprehensive Support Strategy</b> 5) Dyslexia screening and assessment procedures will be followed according to district guidelines.</p>	Literacy Interventionists; Assistant Principal					
<p>6) All new staff, and those that haven't attended in the past, will participate in a dyslexia simulation.</p>	Campus Administration	Understanding of characteristics of dyslexia and an increase awareness/empathy of what a student with dyslexia experiences.				
<p>7) Ready Rosie will be used to help families, schools, and communities deepen and scale their family engagement efforts through literacy videos and data tracking.</p>	Principal; assistant principal; counselor; Classroom teachers	Families use Ready Rosie to connect to learning at school and build literacy skills.				



= Accomplished



= Continue/Modify



= No Progress















= Discontinue

**Goal 2:** LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

**Performance Objective 4:** 100% of Dove teachers will use student voice as a mechanism for feedback.

**Evaluation Data Source(s) 4:** Completed surveys/ student voice data sheets/ participation in clubs

**Summative Evaluation 4:**











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Student Ambassadors will serve in an advisory capacity to campus staff when planning school-wide events.	Campus administration	Student Ambassadors' input and feedback on school events will lead to increased student engagement in activities.				
2) Groups of students in grades 2-5 will participate in the design and planning of IB units for their grade level.	Learning Liaison; classroom teachers	Student voice in the design will lead to an increase in student engagement.				
3) Provide additional opportunities for students to participate in extra curricular activities.	Classroom teachers; club sponsors	Increased participation in extracurricular activities.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

**Goal 2:** LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

**Performance Objective 5:** 100% of instructional staff will set a student learning objective and track progress of students' progress throughout the year.

**Evaluation Data Source(s) 5:** SLOs uploaded to Perform; evidence of progress tracking

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All instructional staff will be trained in identifying an area of need and writing a SLO.	Principal, Assistant Principal	teachers identify a student learning objective and track students' progress throughout the year				
2) Students in grades K-5 will set learning goals and track their progress throughout the year.	classroom teachers	student ownership in learning; student growth towards goals				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

# Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

**Performance Objective 1:** 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) 1:** EOY data collection; teacher created weekly lesson plans; written IB units

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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 Liaison, K-5 teachers	Inform instruction in the classroom.				
2) Campus-based professional learning will focus on identified target areas based on disaggregated local and state assessment data.	Learning Liaison;	Increased use of formative assessments; differentiated instruction based on formative assessments.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 <b>Funding Sources:</b> 211 - ESEA Title I, Part A - 300.00						
3) GT LEAD teacher will implement a schedule that balances inclusion time during grade level personal learning time (PLT) and pull-out time for identified GT LEAD students.	GT LEAD teacher	Increased number of enrich and extend activities in the classroom setting.				
4) IB Unit design revision will include differentiation activities based on student's needs and formative and summative assessments.	IB Coordinator (Learning Liaison); classroom teachers	Students will experience an education that meets their unique needs.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> 211 - ESEA Title I, Part A - 990.00						
5) Teachers will use differentiation strategies to create the appropriate level of work to meet students' learning needs.	Learning Liaison; classroom teachers	Students will experience an education that meets their unique needs.				

6) Instructional design and delivery focuses on differentiated learning and student engagement with an emphasis on IB PYP implementation.	learning liaison; classroom teachers	aligned instructional practices				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 <b>Funding Sources:</b> 211 - ESEA Title I, Part A - 700.00					
= Accomplished              = Continue/Modify              = No Progress              = Discontinue						

**Performance Objective 1 Problem Statements:**

<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Student data for 3rd grade for 3 years shows a significant drop for the 17-18 school year. <b>Root Cause 1:</b> Continued induction support is needed for teachers new to grade levels and when moving from departmentalized to self-contained classrooms.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> 3rd and 4th graders fell below federal and state standards in the meets and masters category in STAAR reading. <b>Root Cause 1:</b> Teachers' lesson planning reflects clear objective, multiple paths of instruction geared toward clearly defined goals and formative assessments.

**Goal 3:** LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

**Performance Objective 2:** Dove Elementary will implement a reading/writing workshop model in grades K-5 with fidelity in order to increase student's literacy achievement.

**Evaluation Data Source(s) 2:** Reading/Writing workshop observations; EOY DRA2 assessment data

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 1) Teachers will attend a campus-based Reading/Writing Workshop training(s).	Learning Liaison; Leadership Team	Increased fidelity of Reading Workshop				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> 211 - ESEA Title I, Part A - 0.00					
2) Instructional walkthroughs and observations will provide feedback towards improving the quality of implementation for individual teachers.	Learning Liaison; Principal; Assistant Principal	Targeted feedback supports teacher growth and improvement in instruction				
3) GCISD Instructional coaches and campus Learning Liaison will provide modeling and feedback for all K-5 new hires and other teachers as needed.	Learning Liaison	Increased fidelity of implementation of Reading Workshop				
<b>Comprehensive Support Strategy</b> 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 liaison	Students' increased literacy achievement.				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1, 4 <b>Funding Sources:</b> 211 - ESEA Title I, Part A - 1647.00					
5) Teachers will participate in Lab Sites, which is professional learning structured around real-time feedback and student response during Reading/Writing Workshop.	Learning Liaison; classroom teachers	Increased fidelity of Reading/Writing Workshop implementation				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> 211 - ESEA Title I, Part A - 11000.00					
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue						



**Performance Objective 2 Problem Statements:**

**Staff Quality, Recruitment, and Retention**

**Problem Statement 1:** Student data for 3rd grade for 3 years shows a significant drop for the 17-18 school year. **Root Cause 1:** Continued induction support is needed for teachers new to grade levels and when moving from departmentalized to self-contained classrooms.

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** 3rd and 4th graders fell below federal and state standards in the meets and masters category in STAAR reading. **Root Cause 1:** Teachers' lesson planning reflects clear objective, multiple paths of instruction geared toward clearly defined goals and formative assessments.

**Problem Statement 4:** 3rd and 4th graders fell below federal state standards in the meets and masters category in STAAR reading, so there is a need to support reading fluency and comprehension at all grade levels. **Root Cause 4:** Teachers' lesson planning reflects clear objective, multiple paths of instruction geared toward clearly define goals and formative assessments.

**Goal 3:** LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

**Performance Objective 3:** Dove Elementary will show growth in closing performance gaps grades 3-5 to 66 points in reading.

**Evaluation Data Source(s) 3:** TEA Domain III Closing the Gaps Status Table

**Summative Evaluation 3:**

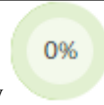
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) During data days scheduled for 3x during the year, teachers will disaggregate local and state assessment data in order to refine instructional focus.	Principal, assistant principal, Learning Liaison, K-5 teachers	Inform instruction in the classroom.				
2) Campus-based professional learning will focus on identified target areas based on disaggregated local and state assessment data.	Learning Liaison;	Increased use of formative assessments; differentiated instruction based on formative assessments.				
3) Teachers will use differentiation strategies to create the appropriate level of work to meet students' learning needs.	Learning Liaison; classroom teachers	Students will experience an education that meets their unique needs.				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> 211 - ESEA Title I, Part A - 10595.94</p>						
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 liaison	Students' increased literacy achievement.				
<b>Comprehensive Support Strategy</b> 5) Selected teachers in grades 3-5 will attend Lead4ward training focused on analyzing TEKS and tested curriculum.	Principal, Assistant Principal, Learning Liaison	Data-informed decision making about instruction.				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2 - Student Academic Achievement 1</p> <p><b>Funding Sources:</b> 211 - ESEA Title I, Part A - 1645.00</p>						
<b>Comprehensive Support Strategy</b> 6) 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.		Improved achievement on STAAR.				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 4</p> <p><b>Funding Sources:</b> 211 - ESEA Title I, Part A - 0.00</p>						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

### Performance Objective 3 Problem Statements:

#### Curriculum, Instruction, and Assessment

**Problem Statement 1:** 3rd and 4th graders fell below federal and state standards in the meets and masters category in STAAR reading. **Root Cause 1:** Teachers' lesson planning reflects clear objective, multiple paths of instruction geared toward clearly defined goals and formative assessments.

**Problem Statement 2:** 3rd and 4th graders fell below federal and state standards in the meets and masters category in STAAR math. **Root Cause 2:** We are not looking at our data the way we need to.

**Problem Statement 4:** 3rd and 4th graders fell below federal state standards in the meets and masters category in STAAR reading, so there is a need to support reading fluency and comprehension at all grade levels. **Root Cause 4:** Teachers' lesson planning reflects clear objective, multiple paths of instruction geared toward clearly define goals and formative assessments.

#### 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 3:** LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

**Performance Objective 4:** Dove Elementary will show growth in closing performance gaps grades 3-5 to 71 points in math.

**Evaluation Data Source(s) 4:** TEA Domain III Closing the Gaps Status Table

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 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 Liaison, K-5 teachers	Inform instruction in the classroom.				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> 211 - ESEA Title I, Part A - 700.00					
2) Campus-based professional learning will focus on identified target areas based on disaggregated local and state assessment data.	Learning Liaison;	Increased use of formative assessments; differentiated instruction based on formative assessments.				
<b>Comprehensive Support Strategy</b> 3) Teachers will use differentiation strategies to create the appropriate level of work to meet students' learning needs.	Learning Liaison; classroom teachers	Students will experience an education that meets their unique needs.				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 3 <b>Funding Sources:</b> 211 - ESEA Title I, Part A - 4686.20					
<b>Comprehensive Support Strategy</b> 4) 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.		Improved achievement on STAAR.				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 3 <b>Funding Sources:</b> 211 - ESEA Title I, Part A - 0.00					
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue						

**Performance Objective 4 Problem Statements:**

**Curriculum, Instruction, and Assessment**

**Problem Statement 2:** 3rd and 4th graders fell below federal and state standards in the meets and masters category in STAAR math. **Root Cause 2:** We are not looking at our data the way we need to.

**Problem Statement 3:** 3rd and 4th graders fell below federal and state standards in the meets and masters category in STAAR math. **Root Cause 3:** We are not looking at our data the way we need to in order to select appropriate intervention strategies, concrete manipulative materials, professional development, or create acceleration groups.

**Goal 4: LEAD 2021 Communications Strategy: We will create a plan that customizes communication methods and messages for students, parents, teachers, administration, and community to communicate and support the GCISD mission and strategic objectives.**

**Performance Objective 1:** Dove Elementary will increase family and community engagement and participation by 5% in school events and student learning.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The Dove Campus Website and Dove Staff Websites will be updated on an ongoing basis to provide accurate and timely information to parents and the community.	Campus subsite director	Campus website information is current and up to date				
2) A Campus Website Liaison will be appointed to attend website training, design and maintain the Dove campus website, and share information with staff on district and campus expectations.	Subsite director	Staff is able to keep the website updated				
3) IB Showcase to highlight student learning through the IB PYP.	Campus leadership; Learning Liaison, Student Ambassadors; Classroom teachers	Increased awareness of the positive impact of IB.				
4) Provide information and IB PYP learning highlights in the parent newsletter, campus website, and on social media.	Campus leadership; classroom teachers; campus subsite coordinator	Increased awareness of the positive impact of IB.				
5) Schoolwide assemblies will increase student awareness of IB PYP learning that takes place throughout the campus and will unite the campus around a common mission statement.	Campus principal; campus leadership team; classroom teachers	Students are able to articulate the mission of Dove Elementary.				
6) Disseminate campus and district information via a staff newsletter and school family newsletter.	Campus principal	Increased participation.				

7) Host family information nights periodically throughout the school year.	Principal, Assistant Principal; counselor, learning liaison	Parents are informed on various topics and have a greater connection to the school				
8) Dove Elementary will host a Kinder Camp to involve incoming Kindergarten families and share about our school before school starts.	principal; assistant principal; counselor; learning liaison; office staff; Kindergarten teachers	Incoming Kinder families have pertinent information about school prior to school starting				
9) Ready Rosie will be used to help families, schools, and communities deepen and scale their family engagement efforts through literacy videos and data tracking.	Principal; assistant principal; counselor; Classroom teachers	Families use Ready Rosie to connect to learning at school and build literacy skills.				

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

**Goal 5: LEAD 2021 Finance Strategy: We will practice thoughtful management of district resources and expand opportunities by establishing partnerships, as well as, develop a budget that focuses on student academics and activities while also considering the funding limitations to ensure fiscal responsibility.**

**Performance Objective 1:** Campus budget expenditures will align with the needs associated with becoming an Authorized IB World School.

**Evaluation Data Source(s) 1:** Budget reports

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Required expenses for trainings, consultation fees, and resources will meet the criteria for Authorization.	Campus principal, IB Coordinator; Administrative Assistant	Allocated money will support campus initiatives.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue						






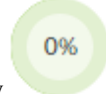



**Goal 6: LEAD 2021 Technology Strategy: We will integrate technology, including student mobile wireless computing devices, into every aspect of the student academic experience to support the GCISD mission and strategic objectives.**

**Performance Objective 1:** Dove Elementary staff will infuse learning experiences with technology into the curriculum using the SAMR model.

**Evaluation Data Source(s) 1:** End of year technology survey

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Instructional staff will attend 1:1 technology PLCs every 6 weeks.	Learning Liaison	Learning experiences incorporate technology at all levels of the SAMR model				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Response to Intervention meetings will focus on the effectiveness of interventions and monitor the progress of struggling learners.
2	1	2	Target the needs of Economically Disadvantaged students during RtI and data meetings, and develop interventions to meet those needs.
2	1	3	Identify proficiency levels of English Language Learners and use language acquisition strategies to promote English language acquisition.
2	1	4	Flexibly group students during PLT based on data so as to narrow the focus and interventions used.
2	1	5	Dyslexia screening and assessment procedures will be followed according to district guidelines.
2	2	1	Response to Intervention meetings will focus on the effectiveness of interventions and monitor the progress of struggling learners.
2	2	2	Target the needs of Economically Disadvantaged students during RtI and data meetings, and develop interventions to meet those needs.
2	2	3	Identify proficiency levels of English Language Learners and use language acquisition strategies to promote English language acquisition.
2	2	4	Flexibly group students based on data so as to narrow the focus and interventions used.
2	3	1	Response to Intervention meetings will focus on the effectiveness of interventions and monitor the progress of struggling learners.
2	3	2	Target the needs of Economically Disadvantaged students during RtI and data meetings, and develop interventions to meet those needs.
2	3	3	Identify proficiency levels of English Language Learners and use language acquisition strategies to promote English language acquisition.
2	3	4	Flexibly group students based on data so as to narrow the focus and interventions used.
2	3	5	Dyslexia screening and assessment procedures will be followed according to district guidelines.
3	2	1	Teachers will attend a campus-based Reading/Writing Workshop training(s).
3	2	4	Teachers will use a guided reading model to support literacy instruction and skill development at each student's individual reading level.
3	3	5	Selected teachers in grades 3-5 will attend Lead4ward training focused on analyzing TEKS and tested curriculum.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
3	3	6	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.
3	4	1	During data days scheduled for 3x during the year, teachers will disaggregate local and state assessment data in order to refine instructional focus.
3	4	3	Teachers will use differentiation strategies to create the appropriate level of work to meet students' learning needs.
3	4	4	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.