

Rockwall Independent School District

Howard Dobbs Elementary

2023-2024 Improvement Plan



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Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Summary

- Scope and sequence
- Master schedule
- Intervention schedule
- PLCs (analyze CCA, CBA, STAAR, Istation, ESTAR/MSTAR, DRA/EDL)
- PBIS/CHAMPS
- MTSS process
- Extracurricular activities- basketball, marathon kids/ running club, cup stacking, choir, student council, folklorico, robotics, chess

School Processes & Programs Strengths

- Safety procedures
- Students have adapted to online testing and they use their work space
- Several opportunities for students to have something to do after school
- Strong student council presence
- Improved grade level programs
- Teacher volunteering to provide clubs for students
- Folklorico

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Poor attendance and tardies **Root Cause:** Due to COVID parents got used to absences being "excused" and they never got back to making attendance a priority.

Problem Statement 2: Small PTA and parental involvement **Root Cause:** Recruitment and planning

Problem Statement 3: Internet Reliability **Root Cause:** Access, slow hot spot

Problem Statement 4: Sped numbers are high and support needed is high **Root Cause:** Staffing

Perceptions

Perceptions Summary

Howard Dobbs Elementary is an established school that has been in operation in since the Fall of 1970. Many of the teachers and families have been involved with the school since its conception. It is not uncommon for students to be the third generation educated at Dobbs. The climate of the school has continued to be one that welcomes all students; this has not changed over the years with new leadership teams or changes in the demographic population.

Perceptions Strengths

- PTA Involvement
- Weekly Buzz
- Weekly Buzz for families
- Weekly Grade level newsletters
- Social Media Presence
- Communication via School, Counselor, and Grade level newsletters
- Community partnerships to support families and students
- Parent Volunteers
- Community Mentors
- Teachers and Staff implemented Positive Behavior Support systems
- Team approach to teaching supports classroom behavior in all areas of the building
- Dobbs receives positive feedback online (Rockwallian, etc.)
- Improved school culture
- After-school events to promote family involvement
- Improved web site

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents not checking/reading Weekly Buzz **Root Cause:** Perhaps they are overwhelmed with emails and all the things. They receive a campus and teacher newsletter

Problem Statement 2: Some parents don't have access to technology to keep up with updates. **Root Cause:** SeeSaw is no longer user friendly. Parents don't know what they can access in Skyward

Problem Statement 3: Small groups are isolated **Root Cause:** The building is big and beautiful. We are spread out so we don't always see each other.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals





Goal 1: Dobbs Elementary will ensure consistent instructional process to achieve and maintain high performance for all learners.

Performance Objective 1: The percentage of students reaching Approaches, Meets, or Masters on STAAR in grades 3-6 Reading will increase from
 3rd grade -Increase 3rd reading meets STAAR performance from 62% to 67%; Masters 31% to 36%
 4th grade -Increase 4th reading meets STAAR performance from 43% to 48%; Masters 20% to 25%
 5th grade- Increase 5th reading meets STAAR performance from 65% to 70%; Masters 36% to 41%
 6th grade- Increase 6th reading meets STAAR performance from 58% to 63%; Masters 30% to 35%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Monitor student reading progress 3 times a year through mCLASS, MAP, CCA, DRA, & EDL. Collaborate the DRA process through training and/or providing consistent assessment. Strategy's Expected Result/Impact: Consistent, reliable data to monitor students' reading growth in grades PK-6th. Staff Responsible for Monitoring: coaches, administrators Title I: 2.4, 2.6 - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Use extended planning time (one in the fall and one in the spring per team) to analyze student performance data, plan for upcoming units to allow for essential standards to be taught with fidelity, and organize intervention and enrichment groups. Strategy's Expected Result/Impact: The curriculum will be implemented with fidelity and students' needs will be met thorough intervention and enrichment. TEKS will be adequately addressed. Staff Responsible for Monitoring: team leaders, coaches, administrators Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: substitutes for planning days 211- Title I funds \$2,000 - 211 - Title I Funds - \$2,000	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Use the PLC process to create, update, and monitor student progress including students that receive intervention Strategy's Expected Result/Impact: Implementation of interventions will be able to be monitored for fidelity to watch for student growth Staff Responsible for Monitoring: teachers, instructional coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Title One Instructional Coach - 211 - Title I Funds - \$80,140, PLC Training - 211 - Title I Funds - \$2,500, Title 1 Instructional Assistant - 211 - Title I Funds - \$23,593	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Provide PLC Training Strategy's Expected Result/Impact: Student growth will occur due to effective implementation of the PLC process Staff Responsible for Monitoring: administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: PLC Training - 211 - Title I Funds - \$2,700	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Hire an intervention specialists to conduct LLI lessons and progress monitoring with 3rd-6th students during Intervention time. Strategy's Expected Result/Impact: Students will demonstrate growth in reading comprehension Staff Responsible for Monitoring: teachers, instructional coaches, administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Reading Interventionist - 211 - Title I Funds	Formative			Summative
	Dec	Feb	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: Teachers will provide students with the literacy instruction needed in order for 85% of students to be reading on grade level. Strategy's Expected Result/Impact: Students will be reading on grade level based on DRA, EDL, and/or running records Staff Responsible for Monitoring: teachers, instructional coaches, administrators Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Decodable Books - 211 - Title I Funds - \$1,500, Guided Reading Books - 211 - Title I Funds - \$2,500, Materials for Guided Reading Library - 211 - Title I Funds - \$500	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: The principal will promote literacy on the campus by conducting a Lil' Jacket Book Club & Family Reading Alouds. Strategy's Expected Result/Impact: Students and Families will be encouraged to be readers. Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math Funding Sources: Bookelicious Principal's Clubhouse - 211 - Title I Funds - \$895	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Dobbs Elementary will ensure consistent instructional process to achieve and maintain high performance for all learners.

Performance Objective 2: The percentage of students reaching Approaches, Meets, or Masters in grades 3rd-6th Math STAAR will increase

3rd- Increase 3rd math meets STAAR performance from 47% to 52%; Masters 14% to 19%





4th- Increase 4th math meets STAAR performance from 59% to 64%; Masters 25% to 30%

5th- Increase 5th math meets STAAR performance from 77% to 82%; Masters 35% to 40%

6th- Increase 6th math meets STAAR performance from 55% to 60%; Masters 27% to 32%

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Monitor student math progress thorough MAP testing and CCA data. Strategy's Expected Result/Impact: Consistent, reliable data to monitor students' math growth in grades Pre K- 6th Staff Responsible for Monitoring: teachers, instructional coaches, administration ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Use extended planning time (one in the fall and one in the spring per term) to analyze student performance data, plan for upcoming units to allow for essential standards to be taught with fidelity, and organize intervention and enrichment groups. Strategy's Expected Result/Impact: The curriculum will be implemented with fidelity and students' needs will be met through intervention and enrichment. TEKS will be adequately addressed. Staff Responsible for Monitoring: teachers, coaches, administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Substitutes for planning days - 211 - Title I Funds - \$2,000	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
Strategy 3: Use the PLC process to create, update, and monitor student progress including students that receive intervention. Strategy's Expected Result/Impact: Implementation of interventions will be able to be monitored for fidelity to watch for student growth. Staff Responsible for Monitoring: teachers, instructional coaches, administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Hire an intervention specialists to conduct Do the Math lessons and progress monitoring with 3rd-6th students during Intervention time. Strategy's Expected Result/Impact: Students will demonstrate growth in the area of Math. Staff Responsible for Monitoring: teachers, instructional coaches, administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Math Interventionist - 211 - Title I Funds	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: Dobbs Elementary will ensure consistent instructional process to achieve and maintain high performance for all learners.

Performance Objective 3: Increase 5th science Meets STAAR performance from 48% to 53%; Masters 12% to 17%





Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Monitor student science progress through CCA and MAP data. Strategy's Expected Result/Impact: Consistent, reliable data to monitor students' science growth in 2nd-6th grades Staff Responsible for Monitoring: teachers, coaches, administrators ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Use extended planning time (one in the fall and one in the spring per term) to analyze student performance data, plan for upcoming units to allow for essential standards to be taught with fidelity, and organize intervention and enrichment groups. Strategy's Expected Result/Impact: The curriculum will be implemented with fidelity and students' needs will be met through intervention and enrichment. TEKS will be adequately addressed. Staff Responsible for Monitoring: teachers, instructional coaches, administrators ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Use the PLC process to create, update, and monitor student progress including students that receive intervention. Strategy's Expected Result/Impact: Implementation of interventions will be able to be monitored for fidelity to watch for student growth. Staff Responsible for Monitoring: teachers, instructional coaches, administrators ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: The Science Vertical team will identify the weakest essential standards and find ways to promote the vocabulary (through bulletin boards, displays, etc.) Strategy's Expected Result/Impact: Student understanding of Science Vocabulary Staff Responsible for Monitoring: Science Vertical Team, teachers, instructional coaches, administrators TEA Priorities: Improve low-performing schools Funding Sources: Materials for Displays - 211 - Title I Funds - \$500	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: The teacher will use the 5E model and hands-on science experiences for students to experience the content. Strategy's Expected Result/Impact: Increased Science Knowledge. Staff Responsible for Monitoring: Science Vertical Team, teachers, instructional coaches, administrators TEA Priorities: Improve low-performing schools Funding Sources: Science Field Trip - 211 - Title I Funds - \$1,000, Science Perot Experience - 211 - Title I Funds - \$500	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Dobbs Elementary will ensure consistent instructional process to achieve and maintain high performance for all learners.

Performance Objective 4: Professional Learning Communities will focus on dimensions one, two, and three and will be at the developing level as defined in the PLC Dimension Framework.

Strategy 1 Details	Reviews			
Strategy 1: Within grade level PLC teams, teachers will analyze multiple sources of data to monitor students progress including student data notebooks and develop learning goals to develop student achievement. Strategy's Expected Result/Impact: Analysis of AWARE data, PLC agendas, progress monitoring logs, Lesson Plans, Student Data Notebooks and Tutorial Logs Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators, and Title I Interventionists TEA Priorities: Improve low-performing schools Funding Sources: Supplies for Student Data Folders - 211 - Title I Funds - \$1,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Development of instructional vertical teams across curricular areas to meet at least once a term. Strategy's Expected Result/Impact: Meeting Agendas, Dobbs Campus Improvement Plan Staff Responsible for Monitoring: team Leaders, Instructional Coaches, Administrators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Grade level and campus PLC teams will be regularly scheduled throughout the school year. Strategy's Expected Result/Impact: PLC agendas, PLC notes, academic progress, decrease of MTSS referrals Staff Responsible for Monitoring: Team Leaders, Instructional Coaches, Administrators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Teams will work together to develop learning goals specific to grade level TEKS. Learning goals will be posted in classroom to increase student awareness. Strategy's Expected Result/Impact: Lesson Plans, Goals posted in classrooms, Instructional Rounds, Data Walks, Walk Throughs Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Dobbs Elementary will ensure a safe and civil environment that is responsive to the needs of our diverse community.

Performance Objective 1: The Dobbs Elementary PBIS Committee will develop and implement campus-wide procedures and expectations matrix.





Strategy 1 Details	Reviews			
Strategy 1: The Dobbs Elementary PBIS Committee will update the campus-wide expectations for the following areas: Cafeteria, Hallways, School-wide, Cafeteria, Recess, Common Areas. Staff Responsible for Monitoring: teachers, instructional assistants, administrators Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Expectations Matrix Posters - 211 - Title I Funds - \$500	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students in grades 3-6 will have a Code of Conduct presentation in the Fall and Spring. Staff Responsible for Monitoring: teachers and administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students in grades Pk-6 will have practice academies for the various common areas to ensure an understanding of the expectations. As needed, these can be repeated throughout the school year. Staff Responsible for Monitoring: teachers and administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Students will earn Golden Tickets for demonstrating expectations in the common areas as listed on the expectations matrix. Students will cash in their tickets for tangible prizes. Staff Responsible for Monitoring: teachers, staff, administrators Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Student incentives - 211 - Title I Funds - \$1,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Students will be celebrated each term in the areas of Character Awards (be responsible, be safe, be respectful) as well as a principal's award. Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Ribbons/Certificates/Spirit Sticks to Recognize Students - 211 - Title I Funds - \$500	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Each Grade level and Team will select an area in which students will be recognized during 9 week Lil' Jacket assemblies. The students will be rewarded with a Spirit Stick or Ribbon. Funding Sources: Ribbons or Spirit Sticks - 211 - Title I Funds - \$1,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: We will host a "Lil' Jacket Assembly" each term to recognize students. Staff Responsible for Monitoring: teachers, administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: Dobbs Elementary will ensure a safe and civil environment that is responsive to the needs of our diverse community.

Performance Objective 2: A campus committee will meet regularly to plan for activities that will highlight all students at Dobbs Elementary.

Strategy 1 Details	Reviews			
Strategy 1: The Dobbs committee will organize and coordinate activities that highlight the various cultures and groups of Dobbs Elementary. Staff Responsible for Monitoring: teachers and administrators ESF Levers: Lever 3: Positive School Culture Funding Sources: Display Supplies - 211 - Title I Funds - \$500	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: As a campus, we will share literature that reflects the various cultures throughout the school year. These will be shared through read-alouds, recorded read-alouds on K-BUZZ, and guest readers. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: We will host a Dobbs Family Event that incorporates a parent education component, such as Booktacular, Dobbs Family Picnic, and GOLD Day. Staff Responsible for Monitoring: staff and administrators ESF Levers: Lever 3: Positive School Culture Funding Sources: Family Night Supplies - 211 - Title I Funds - \$5,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: We will have Dobbs Folklorico Group. This group will consist of students in K-6th grade. All students are welcome to try out. Students will practice weekly and perform at various school and community events. Staff Responsible for Monitoring: Folklorico Sponsors, administrators ESF Levers: Lever 3: Positive School Culture Funding Sources: Folklorico Extra Duty Pay - 211 - Title I Funds	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: The 6th Grade Advanced Art students will go on a field trip to museums that highlight cultures from different areas. Staff Responsible for Monitoring: art teacher and administrators ESF Levers: Lever 3: Positive School Culture Funding Sources: Field Trip - 211 - Title I Funds - \$1,000	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: The 6th Grade Choir students will go on a field trip to a performance of a professional music group. ESF Levers: Lever 3: Positive School Culture Funding Sources: Field Trip - 211 - Title I Funds - \$1,000	Formative			Summative
	Dec	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: Dobbs Elementary will ensure a safe and civil environment that is responsive to the needs of our diverse community.

Performance Objective 3: A counseling program will be established for students to be supported in an inclusive, supportive environment.

Evaluation Data Sources: counselor schedule

Strategy 1 Details	Reviews			
Strategy 1: The counselor will develop and present counseling lessons to all students. Staff Responsible for Monitoring: counselor and administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The counselor will conduct "Lunch Bunch" sessions with students throughout the school year. Staff Responsible for Monitoring: counselor and administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The counselor will have a "Lunch Bunch" and meet with all students that are new to Dobbs Elementary. She will also follow-up with the families to see if they are needing any additional support. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: A mentoring program (including community members, Utley PALS, and RHS PALS) will be used to meet the needs of students. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Restorative Circles will be implemented Weekly in each classroom. Teachers will be trained on Restorative Circles and provided with resources in order to carry them out. A time for Restorative Circles will be identified in the Master Schedule. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: A student council will be formed to support Dobbs Elementary. The student council will consist of 5th and 6th grade students. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Supplies - 211 - Title I Funds - \$500	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Goal 2: Dobbs Elementary will ensure a safe and civil environment that is responsive to the needs of our diverse community.

Performance Objective 4: Dobbs will participate in all required safety drills and provide an updated emergency procedures document.

Strategy 1 Details	Reviews			
Strategy 1: Emergency Operations Procedures Document will be reviewed with all staff members. Emergency maps and folders will be posted/provided in each classroom.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All staff members will be provided with the Emergency Procedures card to be placed with their badges so they have them at all times.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Staff and students will go through Emergency Drills and Weekly Door Audits as required by the Rockwall ISD and TEA.	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 2: Dobbs Elementary will ensure a safe and civil environment that is responsive to the needs of our diverse community.





Performance Objective 5: Teachers and staff will implement the use of CHAMPS in all of their classrooms.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will receive an overview training of CHAMPS at the beginning of the school year. Staff Responsible for Monitoring: teachers, instructional coaches, administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Instructional Coaches will support teachers in the implementation of CHAMPS. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers and staff will implement the use of CHAMPS. Staff Responsible for Monitoring: teachers, staff, instructional coaches, administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Materials to create posters - 211 - Title I Funds - \$500	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Dobbs Elementary will ensure a safe and civil environment that is responsive to the needs of our diverse community.

Performance Objective 6: By June 2024, we will identify and monitor high-risk areas as measured by Skyward.

Strategy 1 Details	Reviews			
Strategy 1: Follow campus Expectations Matrix including campus-wide implementation of Positive Behavior Intervention Systems (PBIS). Strategy's Expected Result/Impact: Skyward discipline referrals, PBIS Incentive Program Staff Responsible for Monitoring: All STAFF, PBIS Campus Team	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Staff participation in annual staff training on bullying/sexual harassment. Strategy's Expected Result/Impact: Completion of trainings through Safe Schools. Staff Responsible for Monitoring: principal and designee	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Review Referral process Strategy's Expected Result/Impact: Number of referrals Staff Responsible for Monitoring: Principal or designee	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Create, implement, and follow CHAMPS structures as an intervention strategy for classroom/campus. Strategy's Expected Result/Impact: Discipline referrals Staff Responsible for Monitoring: All teachers & staff	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Explain referral process/contacts Strategy's Expected Result/Impact: Campus referrals Staff Responsible for Monitoring: All teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Use behavior intervention strategies as necessary/appropriate, through MTSS for behavior. Strategy's Expected Result/Impact: Campus referrals Staff Responsible for Monitoring: Administrative staff or counselor	Formative			Summative
	Dec	Feb	Apr	June





Strategy 7 Details	Reviews			
Strategy 7: Conference with parents/students Strategy's Expected Result/Impact: campus referrals Staff Responsible for Monitoring: teachers or other staff	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Small group and individual counseling by referrals Strategy's Expected Result/Impact: Decrease in discipline referrals Staff Responsible for Monitoring: counselor, district support counselor, LPC	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Recruit, support, and retain teachers: Dobbs Elementary will systemically recruit, support, and retain teachers.

Performance Objective 1: Highly qualified teachers will teach the students at Howard Dobbs Elementary.

Evaluation Data Sources: job fair resumes





Strategy 1 Details	Reviews			
Strategy 1: A team will attend Rockwall ISD Job Fairs to recruit new teachers and staff.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Beginning teachers will be monitored through the BEST program increasing teacher training and retention.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Meet with new to Rockwall/Dobbs teachers monthly after school to help them navigate through the curriculum with the rigor needed for student success. Staff Responsible for Monitoring: leadership team, instructional coaches	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Educators will meet weekly for a weekly data meeting to answer the 4 essential questions of a PLC. 1. What do we want our students to know and be able to do? 2. How will we know if each student has learned it? 3. How will we respond when some students do not learn? 4. How will we extend the learning for students who have demonstrated proficiency? Strategy's Expected Result/Impact: Completed PLC agenda, teachers will understand and work to meet the needs of their students. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, TEA Priorities: Improve low-performing schools	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Educators will meet every week with Instructional Coaches to align content area instructional practices across the campus, model instructional practices, data disaggregation, and provide feedback to educators in the delivery of instruction to learners. Strategy's Expected Result/Impact: Best practices aligned across campus, coaching calendar Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Educators TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Create a welcoming environment throughout the building. Strategy's Expected Result/Impact: Provide an up to date look and cleaner environment, staff members located throughout the building in the morning to greet learners and provide music to promote a positive school culture. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Provide staff with a positive culture. Strategy's Expected Result/Impact: Implement monthly motivators to recognize teachers and build up overall morale. Staff Responsible for Monitoring: Principal, Assistant Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 4: Howard Dobbs Elementary will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity and Other School Based Activities.

Performance Objective 1: Dobbs Elementary will have a Specials program that supports and encourages students in the areas of health, physical education, art, and music.

Evaluation Data Sources: Specials Schedule & Master Schedule

Strategy 1 Details	Reviews			
Strategy 1: Students will attend PE three times a week to facilitate healthy habits or, if schedule does not allow, two times a week along with structured recess for a minimum 100 minutes a week.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The enrichment team will coordinate a program to showcase the arts (P.E., Music, Art, SAGE) of each grade level. Funding Sources: Program Supplies - 211 - Title I Funds - \$800	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: All required health screenings will be completed and results communicated, as necessary, with parents. Staff Responsible for Monitoring: Nurse, staff, administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Students will participate in the 21 Day Challenge to enhance healthy food choices.	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Katrina Bullard	Instructional Coach	Title I	100

Campus Funding Summary

211 - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	substitutes for planning days 211- Title I funds \$2,000		\$2,000.00
1	1	3	PLC Training		\$2,500.00
1	1	3	Title One Instructional Coach		\$80,140.00
1	1	3	Title 1 Instructional Assistant		\$23,593.00
1	1	4	PLC Training		\$2,700.00
1	1	5	Reading Interventionist		\$0.00
1	1	6	Materials for Guided Reading Library		\$500.00
1	1	6	Guided Reading Books		\$2,500.00
1	1	6	Decodable Books		\$1,500.00
1	1	7	Bookelicious Principal's Clubhouse		\$895.00
1	2	2	Substitutes for planning days		\$2,000.00
1	2	4	Math Interventionist		\$0.00
1	3	4	Materials for Displays		\$500.00
1	3	5	Science Field Trip		\$1,000.00
1	3	5	Science Perot Experience		\$500.00
1	4	1	Supplies for Student Data Folders		\$1,000.00
2	1	1	Expectations Matrix Posters		\$500.00
2	1	4	Student incentives		\$1,000.00
2	1	5	Ribbons/Certificates/Spirit Sticks to Recognize Students		\$500.00
2	1	6	Ribbons or Spirit Sticks		\$1,000.00
2	2	1	Display Supplies		\$500.00
2	2	3	Family Night Supplies		\$5,000.00
2	2	4	Folklorico Extra Duty Pay		\$0.00
2	2	5	Field Trip		\$1,000.00
2	2	6	Field Trip		\$1,000.00
2	3	6	Supplies		\$500.00
2	5	3	Materials to create posters		\$500.00

211 - Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Program Supplies		\$800.00
Sub-Total					\$133,628.00