U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) [] Charter [**X**] Title I [] Magnet [] Choice

Name of Principal: Mrs. Brona Comeaux-Hudson

Official School Name: Dover Elementary School

School Mailing Address:
700 Dover DR
Richardson, TX 75080-6709

County: Dallas State School Code Number*: 057-916-103

Telephone: (469) 593-4156 Fax: (469) 593-4201

Web site/URL: http://www.risd.org/Group/Schools/Schools.asp?OrgCode=103 E-mail: brona.hudson@risd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Carolyn Bukhair

District Name: Richardson Tel: (469) 593-0250

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Kim Quirk

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2004.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

41	Elementary schools (includes K-8)
8	Middle/Junior high schools
6	High schools
	K-12 schools
55	**TOTAL**

2. District Per Pupil Expenditure: 10695

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[X] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. 1 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	23	21	44	**6**	28	25	53
K	40	36	76	**7**			0
1	35	48	83	**8**			0
2	26	33	59	**9**			0
3	38	21	59	**10**			0
4	25	32	57	**11**			0
5	36	24	60	**12**			0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					491

6. Racial/ethnic composition of the school:

____	% American Indian or Alaska Native
3	% Asian
7	% Black or African American
85	% Hispanic or Latino
____	% Native Hawaiian or Other Pacific Islander
5	% White
____	% Two or more races
100	**% Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 16 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	45
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	34
(3)	Total of all transferred students [sum of rows (1) and (2)].	79
(4)	Total number of students in the school as of October 1.	491
(5)	Total transferred students in row (3) divided by total students in row (4).	0.161
(6)	Amount in row (5) multiplied by 100.	16.090

8. Limited English proficient students in the school: 67 %

Total number limited English proficient 327

Number of languages represented: 7

Specify languages:

Spanish, Vietnamese, Farsi, Kurdish, Mandarin, Russian, and Urdu

9. Students eligible for free/reduced-priced meals: 84 %

Total number students who qualify: 413

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 40

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism	1	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	9	Specific Learning Disability
1	Emotional Disturbance	33	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	29	0
Special resource teachers/specialists	2	1
Paraprofessionals	10	0
Support staff	9	0
Total number	52	1

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **14 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	98%	98%	97%	97%
Daily teacher attendance	95%	96%	96%	98%	95%
Teacher turnover rate	21%	13%	26%	29%	35%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teacher turnover rates can be attributed to family moves and personal decisions.
14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

Dover Elementary opened its doors in January, 1959 with a student population of 300. Currently, Dover has over 500 students in grades Pre-Kindergarten (PK) through sixth. Like many elementary schools with a high Limited English Speaking population, Dover provides bilingual services at every grade level. We have bilingual PK. Our campus has four sections each of Kindergarten, first and second grades. At each of these grade levels, three out of the four sections are bilingual. In third grade, two out of three sections are self-contained bilingual. There is one bilingual section out of the three fourth grade sections. Our fifth and sixth grade bilingual students are served through bilingual pull-out. Dover also serves English as a Second Language (ESL) students in kindergarten through sixth grade.

Dover Elementary is in the Richardson Independent School District, which is located in northern Dallas County of Texas. Like many older communities that form a ring around major urban areas, the district's community has undergone dramatic demographic changes over the past 50 years. It is now considered an older suburban/urban area. Dover Elementary is nestled in a community that at one time was filled with young, predominantly Anglo families who moved to the area because of the booming technology corridor. Over the years, the community began to change as children grew up and the homes were filled with an aging population. The nearby apartments, which had housed adult-only households, changed because of revisions to the housing laws. Apartments could no longer discriminate against families. With these changes came the new faces of the community - the Hispanic community. The new community became predominantly composed of low-socioeconomic Spanish-speaking families because the aged complexes were more affordable. Today, the Southwest corridor of Richardson has changed altogether, as is evident in the many ethnic businesses that continue to emerge to serve the needs of the community. The homes have been renovated and have a diverse community living in them with the majority of students continuing to be Hispanic.

With the many changes came unfamiliarity with how to address the expanded educational needs of students and their families. The achievement of the children steadily declined and Dover dropped to the bottom quartile of schools in Richardson. In 2004, however, a new regime of teachers and administrators were charged with the challenge for change. The new vision was that all children can learn through consistent and sustained effort. The words that circulated encouraged everyone not to give up. Consistent effort was modeled from the administrative level, to the teachers, to the students, and to the families. No child would be left behind and no teacher would be allowed to give up. Effort was not simply about being emotionally and intellectually present, it was defined and systemic. Professional development provided knowledge on how to align instructional planning, delivery, and assessment, within and between grade levels. Initially, the instructional program was clearly defined, with little flexibility, so that a strong framework could be established. As the years progressed, teachers have sharpened their skills and extended from the framework. Effort was sustained; consequently, the achievement of students continued to grow.

Teacher skills now allow them to move beyond lecturing to where they serve as facilitators of student learning. Dover classrooms are student-centered with students learning through a variety of experiences. Instruction is differentiated to meet the needs of each learner. Content is delivered through collaboration, with cross-curricular support, allowing for maximum exposure to content and ample opportunity to rehearse skills. This addresses students' individual needs through increased engagement leading to lifelong learning. These practices are a few examples of how we make our mission statement more than just words, but reality. Dover's mission statement forms a foundation for our vision. The simple sentence that comprises the mission statement has a powerful effect on the cultural and instructional framework of Dover:

Dover *Elementary School is committed to promoting lifelong learning through academic excellence by preserving the dignity and enriching potential of each child while appreciating the diversity and culture of the student.*

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The state of Texas requires all public schools to administer a criterion-referenced assessment called the Texas Assessment of Knowledge and Skills (TAKS). This test measures students' success in learning the Texas Essential Knowledge and Skills (TEKS), which is the statewide curriculum. Schools are ranked based on their students' assessment results on the TAKS. This ranking is divided into Exemplary (90% passing), Recognized (80% passing), Academically Acceptable (70% passing), and Academically Unacceptable (<70% passing). In addition to overall passing rates, test results are disaggregated by student groups, including African American, Hispanic, Asian, Economically Disadvantaged, Special Education, and Limited English Proficient. These results are also used to determine each campus's Adequate Yearly Progress (AYP) status as defined by No Child Left Behind (NCLB). Dover has earned AYP every year since the inception of NCLB.

Just five years ago in 2004-2005, Dover was only ranked Academically Acceptable but has made excellent gains in a short amount of time. In Spring 2009, Dover achieved the highest rating of Exemplary after 3 years as a Recognized campus. This achievement is especially impressive when looking at the student groups that make up Dover's student body. 84 % are economically disadvantaged, 67 % are Limited English Proficient and 75% are classified at-risk. Through rigorous instruction designed for each student, we were able to meet the needs of our challenging student body and raise their instructional capacity.

At the elementary level, the state assesses reading and math in third through sixth grade, writing in fourth grade and science in fifth grade. In Spring 2009, Dover's students in grades three through six achieved passing rates higher than the state and local district averages in all subjects tested. Grades third through sixth cumulatively performed very well on all of the TAKS tests. The students passed reading at 97% (state average 91%, district 95%), math at 100% (state average 82%, district 92%), writing at 98% (state average 93%, district 96%), science at 100% (state average 78%, district 89%). The various student groups showed similar results. We are proud to report that 100% of Dover's fifth grade students passed reading, math and science.

While Dover teachers and students work diligently to maintain their Exemplary status, they are focusing on increasing the students' commended rate, which is a special designation for students who achieve a 90% or higher passing rate. It is expected that students not only pass, but that they continue to improve their score each year. Conversations on campus now center on the best ways to help students achieve this coveted status. On the 2009 TAKS, Dover's commended rate was 59% on the math TAKS in third through sixth grade. 71% of fifth grade students achieved Commended performance on the 2009 Science TAKS. The Commended rate demonstrates a mastery of the curriculum at a very deep level.

In 2009, the Texas Education Agency awarded Dover Gold Performance Acknowledgments in attendance, and commended recognition in reading, math and science as well as comparable improvement in reading. These recognitions, as well as the Exemplary status, have been earned by Dover students and staff because of their commitment to the future, love of learning, strategic planning and hard work. Dover's motto of "A Legacy of Learning" is a reflection of this commitment and how embedded it is in the ongoing learning that is the culture of our school.

www.tea.state.tx.us

2. **Using Assessment Results:**

Data analysis is the backbone of Dover's success! We understand that by studying our data very carefully and adjusting our instruction according to the results, we are able to strengthen our students' academic accomplishments. We use data gained from the state-required TAKS test, the Dynamic Indicators of Basic

Early Literacy Skills (DIBELS) assessment and district-prepared benchmarks to drive our instruction. Each summer, the Instructional Leadership Team meets to evaluate the previous year's data to identify campus wide goals. At the beginning of each school year, these goals are communicated to our staff so that they can see the "big picture" of where our school needs to focus. Teachers, instructional support staff, and administrators take district-provided tests in order to fully understand the rigor required to excel and to start thinking about why students might choose certain answers. All answers, correct and incorrect, are analyzed. This process allows for teachers to understand their students thinking as well as reflect on their own teaching. We then have a systematic data-mining process that follows.

The teachers cut apart the test according to specific TEKS and objectives, then conduct an item analysis to locate where the gaps in instruction might be. As soon as possible, we meet as a team to discuss the data. This team includes the administrators, the instructional specialist, the math specialist, and the campus reading specialist assigned to the grade level, and the classroom teacher. Each specialist is asked to take the test as well, and to come up with instructional implications to share with the team.

Once the team has met, the specialists and the teachers come up with plans to target the areas of need. With this data, we develop our tutoring groups, our Saturday School groups, intervention groups, and the classroom small groups, as well as create the plans for instruction. We pull materials that will specifically re-teach or review the objectives of greatest concern. We also make sure that we are thinking of the students who passed and show the greatest potential of reaching Commended. Our data mining goal is that we meet the instructional needs of ALL students, not just those who are in danger of failing. This approach to data has held us accountable and has enriched instruction in all classrooms.

3. **Communicating Assessment Results:**

Dover communicates student performance, including assessment data, to students, parents and the community. Students are informed of their scores after an assessment so that they can be actively engaged in achieving their individually established goals. Thorough data mining results let the teacher and students know areas of strength as well as areas of weakness and help identify the level of student support needed. This can take place in small groups, after school tutoring and Saturday School. Interventions are put in place as data is disaggregated, and each student is tracked systematically for signs of improvement, or the need for further assistance.

Parents are consistently notified of student performance through emails, progress reports, report cards, and reports that include goal graphs, DIBELS results, Lexile reading levels, benchmarks grades, and TAKS simulation tests in each subject area. Conferences are held as needed. Various after school events are held throughout the year to give parents information about how they can foster and monitor learning at home. We recently held an after school science program in which parents were reminded of expectations and participated with their children in a science experiment.

Parents attending the PTA are informed of the state's, district's, and Dover's expectations. Results of assessments are announced, including how data gleaned from those assessments will be used to assist and support all students to be successful. Parents are provided with instructional materials and tutoring techniques in order to help their child at home. This extra support to parents can have a direct effect on student success.

The local neighborhood newsletter, "Cottonwood Heights," has highlighted Dover's achievements, published the TAKS data and celebrated our ratings. Anne W. Foster, Executive Director of Parents for Public Schools, celebrated Dover's awesome accomplishments on the radio and in the newspaper. The district supplies beautiful banners, and the school's information is also available on the RISD website.

4. **Sharing Success:**

The success of Dover has allowed for multiple opportunities to share what makes Dover special. These occasions allow us to share what has worked on campus with our challenging population, and to engage in dialogue about instructional practices with teachers from other campuses. Richardson ISD directors of multiple subject areas and content specialists visit campuses across the district to share planning ideas and instructional practices. Often, Dover's best practices are included as part of the sharing. Our teachers have been selected to share the best practices happening on our campus with others in district-provided staff development. Recently, one of Dover's second grade bilingual teachers was asked to present at a district K-2 bilingual training session on the effective strategies she uses to teach Spanish grammar.

The leadership team and teachers routinely attend district level meetings and staff developments where ideas, practices, data and successes are discussed and shared. Often, principals at similarly-populated campuses ask to send a teacher to observe one of Dover's teachers after these meetings. The exposure of what happens at Dover from these exchanges, as well as from instructional members presenting, has led teachers from other campuses to come observe our teachers and practices in action.

On campus, the Dover professional staff regularly present on staff development days. It is also common practice for the instructional staff to share ideas and strategies at weekly planning meetings and faculty meetings in order to maximize learning for all. Teachers are encouraged to reflect on what has been most effective in helping students grow and to impart their discoveries on a routine basis in instructional planning sessions.

In collaboration with Richardson high schools and local universities, Dover welcomes teacher interns and student teachers. This is a way Dover's highly qualified staff is able to pass on our best practices to a future generation of teachers.

Dover has and will continue to open its doors to other schools and districts.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The core curriculum in RISD is the Texas Essential Knowledge and Skills (TEKS). The Richardson ISD provides a scope and sequence, a pacing guide and lessons through an online curriculum planner, which helps all campuses stay on target. Students receive instruction in language arts and writing, math, science, social studies, health, and technology.

Instruction is delivered by highly qualified teachers and aides. Each teacher and aide is specifically trained to work with our high risk population by attending professional developments provided at Dover and through the district. Dover teachers make intentional instructional decisions when they are planning for upcoming lessons. They work to make the curriculum dynamic and more comprehensible by focusing on visual aids, vocabulary, frontloading upcoming concepts, making real life connections, and using Spanish cognates. These instructional strategies bridge the commonalities between classroom instruction and the students' prior knowledge. They also provide adequate schematic attachments for students to retain new learning.

Data drives instructional practices within the Dover teaching community. Since state data is received only once per year, Dover relies on district and school assessments for timely and comprehensive data. Once students are provided instruction by highly qualified teachers, students are assessed in order to determine any areas of needed refinement. Dover teachers are equipped with trainings to examine data beyond the basic TEKS objective. Teachers are encouraged to consider what specific student work and/or answer choices on assessments may prove about student misconceptions. After sufficient analysis of data has occurred, specific student needs are immediately addressed through small group instruction.

Students are engaged with their content through the varied methods of instruction provided by their teachers. The students can be challenged with different levels of math software within each classroom. For example, a third grade student has access to multiple grade levels below or above with software from Riverdeep Interactive Learning with Destination Math and the Scott Foresman-provided Envision Math technological components. These software components are TEKS-based and correlate with classroom lessons. Students also work with teammates in class using a wide variety of manipulatives to model math concepts in a concrete setting. The students enjoy the kinesthetic, interactive learning that they receive during their math lessons.

At Dover, our students are eager to 'dig in' to science and learn about the world around them. With the aid of our Full Option Science System (FOSS) Kits, teachers are able to provide hands-on learning opportunities for all students in grades kindergarten through sixth. Not only do teachers deliver the basic lessons that FOSS provides, but they also extend their lessons to make sure they are focusing on the most important information and making valuable connections with the students. Students record their learning during every step of their science lessons in science notebooks provided to them by the school. They use their science notebooks for inquiry, data analysis, and reflection. The students are given many opportunities to share the work they have done in their notebooks, and even use their notebooks to study for upcoming assessments and generate ideas for further research. The hands-on FOSS kits, coupled with the consistent use of the science notebook, make science at Dover Elementary engaging and exciting for our students.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

Dover Elementary has been using the district-approved reading adoption from Houghton Mifflin since 2005. While this particular adoption has streamlined the reading curriculum across the district and throughout grade levels, depth needed to be added to the comprehension skills and more rigor needed to be applied in

terms of the time and frequency the children read. Given the fact that a large percent of our population is Limited English Proficient, it was realized that by scaffolding the HMR (Houghton Mifflin Reading) comprehensions skills, these high risk students could be reached by providing them a stronger foundation as new skills were introduced. Systematic and purposeful English as a Second Language (ESL) strategies were incorporated to anchor our comprehension lessons. The use of process grids and pictorials support big ideas and help connect them across the different genres of literature. In grade levels two through six, the rigor was raised by the types of questions posed to the students when it came to the story of the week and with the leveled readers that came with HMR. Each leveled reader has been systematically examined and questions created that target the comprehension skill of the week and spiral past skills so that the students get a constant review. Balance is provided between open-ended questions, multiple choice questions, and graphic organizers so the students are able to process the information in as many different ways as possible.

Fluency is another big focus at Dover Elementary. We believe students need to be fluent readers in order to comprehend the text they are reading. Each grade level from first through sixth has Oral Reading Fluency (ORF) goals and the students are progress-monitored frequently. The primary grades also focus on different early literacy skills that lend to reading fluency such as Letter Naming Fluency, Phoneme Segmentation, Nonsense Word Fluency and Sight Words. These strategies, combined with the dedication to comprehension, has resulted in Exemplary scores for Dover!

3. **Additional Curriculum Area:**

Dover Elementary prides itself on its strong science focus at all grade levels. All staff members at Dover are involved in the science curriculum in many diverse ways. From the classroom teachers that actually deliver the core instruction, to the art teacher integrating science concepts into art lessons, to the three-dimensional science-themed bulletin boards that line the hallways of Dover, our students are given numerous opportunities to make science connections on a daily basis.

The central focus of all science instruction at Dover is the Nature of Science, which includes the scientific method. Each week, teachers transform their regular science activities into full investigations that require questioning and research, rather than just a demonstration by the teacher. The students have grown accustomed to this method of learning, and are often challenged to create their own investigations as extensions of their own learning. In this way, the science curriculum is always student-centered and it creates a fun, yet challenging, atmosphere that our students enjoy.

Outside of the classroom, students attend art, physical education, and music classes with teachers that have integrated timely core science concepts into their own lessons. The art teacher may use clay to discuss sediments, the music teacher may teach about sound energy during an instrument lesson, and in physical education, students may learn about friction as they are sliding bean bags across the floor. Science is never taught in isolation, and the special area teachers have many unique opportunities to provide real life applications of concepts being taught in class.

All science teachers at Dover are given opportunities to attend science professional developments offered by the district. These trainings give the teachers a chance to collaborate with other teachers throughout the district that are in the same grade level. Dover science teachers are also given the opportunity to plan with their grade level team each week. They also participate in vertical planning so all students are adequately prepared for the next grade level.

4. **Instructional Methods:**

The mission of our staff at Dover Elementary is to reach every learner. There are very high expectations for all students at Dover and for the staff as well. At Dover, instruction is not limited to the classroom teacher; all staff members are expected to take part in the academic development of our students. Each child is a valuable part of our population, and they are each catered to instructionally, so that they may reach the high

expectations we have for them. Teachers try to maximize every instructional moment, routinely engaging in instructionally-based hallway activities while waiting in line and moving throughout the school.

Effective instruction starts with focused, purposeful planning. Lesson plans are comprehensive, including an emphasis on real world connections, vocabulary, small group instruction and a special section where teachers plan for how to ensure each student gets an opportunity to facilitate their learning by listening, speaking, reading, and writing about what they are learning. Weekly planning sessions are held with the teachers, Instructional Leadership Team, and administrators. During these sessions, plans are enriched through discussions about best instructional practices, including scaffolding knowledge and differentiation. Creative opportunities to integrate students' processing of their learning through writing in all content areas are also explored during planning sessions.

Another strong instructional method that is employed consistently at Dover is the use of goal setting. Students set individual goals for their daily reading during intervention, which is a 30-45 minute intensive reading instruction time seperate from the regular reading block. Goal sheets are used when preparing for upcoming assessments. When completed, these goal sheets are shared with parents. Charting their progress on goal sheets helps keep students focused on a bigger picture, keeps them aware of their progress and gives them ownership of their learning.

Specific student needs are always considered. In the area of reading, for example, students are not just placed in groups based on one indicator. Students receive instruction after teachers consider all indicators: reading fluency, comprehension, initial sound fluency, and phonemic awareness. Since the needs of the reading groups vary, when all of these indicators are considered, special area teachers, the librarian, the technology teacher, and building aides are all employed to assist with small group reading instruction.

5. **Professional Development:**

Professional Development makes a critical contribution to school performance when used correctly and wisely. We understand that an outstanding professional development program must improve teacher effectiveness, improve student learning, narrow student achievement gaps, or it has not been successful.

The first step toward maximizing professional development is building an atmosphere where teachers and staff understand and believe the role professional development can play in student success. At Dover the atmosphere is clear. Improving teachers' skills and competencies will directly relate to outstanding educational results for our students. Teachers do not simply take any professional development offered by the district to receive their credit hours; they choose their staff development based on student data, their own needs assessment, input from the district and input from the building principal.

In order to recognize gaps in student performance, data is carefully analyzed several times throughout the year by administration and teachers to identify areas of weakness and areas of strength. Once the gaps in performance are identified, trainings are chosen to further develop staff skills and competencies.

At the beginning of each year, teachers are asked to reflect on their areas of personal strength and weakness in the classroom. They are also asked to list areas in which they would like more knowledge and expertise. A meeting with administration follows to discuss the professional development that will meet the criteria they have listed, along with what has been identified as the needs of their students. It is a combination of student needs and teacher growth that guides their professional development path for the year. In addition, administration has also looked at the strengths and weaknesses of the school as a whole. Based on these combined needs, additional training in certain areas for the staff is planned.

Once classes are taken, the teacher is expected to discuss the class with colleagues and administration. Good practices are quickly applied to daily work in the classroom to affect students. Teachers are provided help from administration, leadership team members, and peers if necessary. They have become accountable for

utilizing the knowledge they have learned. Dover's professional development program also consists of book studies, research, staff meetings, grade level planning, mentoring programs and new teacher academies. Each week, teachers meet to discuss and share staff development ideas and classes. Leadership teams and administration also attend staff development sessions so that they are familiar with what should be happening in the classrooms, and informed feedback on the craft can be given.

We believe that outstanding professional development is coming from within the classrooms at Dover. The teachers at Dover are doing great things each day. We also believe that teachers learn best from each other. Teachers who have mastered key areas provide training during weekly staff meetings for their colleagues. Arrangements are made for teachers to observe best practices taking place in other classes.

New Teacher Academies are site-based staff development planned periodically throughout the school year. These academies are designed to support the growth of our newest and most inexperienced staff members. The instructional facilitator and the principal plan the staff development based on a needs assessment completed by the teachers, observations by the principal and the data-based needs of the students.

6. **School Leadership:**

School leadership at Dover is based on the belief that all students can and will learn. This belief is the cornerstone of the culture of Dover and guides decisions made on campus. The Instructional Leadership Team (ILT) is made up of the principal, assistant principal, instructional facilitator, math specialist, and three campus reading specialists. On a daily basis, the ILT collaborates with the staff at Dover to provide instructional leadership. There are several systems in place which serve as the framework for the instructional collaboration on campus. These include weekly planning sessions and scheduled data mining meetings. Data mining sessions occur by grade level after every district benchmark providing the data that assists the school leadership in making future decisions, such as staff development, planning and material purchases. Information gleaned from conversations that occur during planning sessions is also used to plan mini-trainings designed to fill in and supplement teachers' capability with instructional practices. The ILT serves as mentors and coaches to teachers. Through coaching and mentoring, teachers are provided with an ongoing level of support.

While instructional leadership is collaborative, the principal is ultimately responsible for the decisions of the ILT and the shared collaboration of staff. The principal also ensures that there is a continuous focus on providing a safe, clean learning environment, data-driven instruction, and a commitment to a high level of student growth. The principal is also responsible for ensuring that Dover adheres to district and state policies. Dover has had a bilingual principal for six years.

Dover Elementary was under the leadership of Fernando Medina from 2004-2009. Brona Hudson, the current principal, served as his assistant principal for two years before advancing to principal at the start of the 2009-2010 school year. Since the 2009-2010 school year marks the start of the third year Mrs. Hudson has served at Dover, there was a smooth transition in leadership and a continuation of the best practices that have made Dover successful.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: most recent 2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
70% or greater	100	92	72	84	84
90% or greater	35	43	28	21	31
Number of students tested	51	49	60	67	70
Percent of total students tested	96	92	94	96	99
Number of students alternatively assessed	2	4	4	3	1
Percent of students alternatively assessed	2	8	6	4	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
70% or greater	100	91	76	86	86
90% or greater	28	40	27	18	29
Number of students tested	43	43	51	54	56
2. African American Students					
70% or greater				83	
90% or greater				14	
Number of students tested				14	
3. Hispanic or Latino Students					
70% or greater	98	93	72	83	83
90% or greater	34	38	25	20	28
Number of students tested	48	42	48	50	52
4. Special Education Students					
70% or greater					
90% or greater					
Number of students tested					
5. Limited English Proficient Students					
70% or greater	100	93	72	84	85
90% or greater	35	43	26	15	36
Number of students tested	46	40	47	46	22
6. Largest Other Subgroup					
70% or greater					
90% or greater					
Number of students tested					

Notes: Alternate assessments are: TAKS-Modified – a modified version of the TAKS test available to Special Education Students two grade levels or more below their current grade. SDAA – a Special Education test that was replaced by the TAKS-M in 2008. TAKS LAT- a Linguistically Accommodated Test (LAT) available to recent immigrants who are in ESL (English as a Second Language) or bilingual education

Subject: Reading | Grade: 3 | Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: most recent 2009 | Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
70% or greater	96	84	80	83	82
90% or greater	35	22	23	19	17
Number of students tested	53	51	60	69	72
Percent of total students tested	96	96	92	97	97
Number of students alternatively assessed	2	2	5	3	2
Percent of students alternatively assessed	4	4	8	3	3
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
70% or greater	98	83	82	83	77
90% or greater	20	22	26	14	15
Number of students tested	46	46	50	56	54
2. African American Students					
70% or greater				100	
90% or greater				23	
Number of students tested				13	
3. Hispanic or Latino Students					
70% or greater	96	84	82	78	80
90% or greater	21	20	25	19	11
Number of students tested	47	45	48	53	51
4. Special Education Students					
70% or greater					
90% or greater					
Number of students tested					
5. Limited English Proficient Students					
70% or greater	96	81	83	78	78
90% or greater	23	19	23	15	11
Number of students tested	48	42	46	54	37
6. Largest Other Subgroup					
70% or greater					
90% or greater					
Number of students tested					

Notes: Alternate assessments are: TAKS-Modified – a modified version of the TAKS test available to Special Education Students two grade levels or more below their current grade. SDAA – a Special Education test that was replaced by the TAKS-M in 2008. TAKS LAT- a Linguistically Accommodated Test (LAT) available to recent immigrants who are in ESL (English as a Second Language) or bilingual education

Subject: Mathematics | Grade: 4 | Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: most recent 2009 | Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
70% or greater	100	97	89	91	77
90% or greater	56	55	25	39	12
Number of students tested	54	58	60	59	46
Percent of total students tested	93	94	98	98	92
Number of students alternatively assessed	4	4	1	1	4
Percent of students alternatively assessed	7	6	2	2	8
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
70% or greater	100	98	89	91	76
90% or greater	56	60	39	41	29
Number of students tested	44	47	41	51	56
2. African American Students					
70% or greater			82		
90% or greater			27		
Number of students tested			11		
3. Hispanic or Latino Students					
70% or greater	100	97	91	95	74
90% or greater	52	54	42	34	28
Number of students tested	47	46	36	47	53
4. Special Education Students					
70% or greater					
90% or greater					
Number of students tested					
5. Limited English Proficient Students					
70% or greater	100	95	67	90	76
90% or greater	37	55	17	31	11
Number of students tested	27	38	12	13	19
6. Largest Other Subgroup					
70% or greater					
90% or greater					
Number of students tested					

Notes: Alternate assessments are: TAKS-Modified – a modified version of the TAKS test available to Special Education Students two grade levels or more below their current grade. SDAA – a Special Education test that was replaced by the TAKS-M in 2008. TAKS LAT- a Linguistically Accommodated Test (LAT) available to recent immigrants who are in ESL (English as a Second Language) or bilingual education

Subject: Reading | Grade: 4 | Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: most recent 2009 | Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
70% or greater	96	90	84	83	55
90% or greater	27	24	15	25	21
Number of students tested	52	58	48	58	46
Percent of total students tested	95	95	96	97	87
Number of students alternatively assessed	3	3	2	2	7
Percent of students alternatively assessed	5	5	4	3	13
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
70% or greater	96	95	81	88	48
90% or greater	25	21	13	14	17
Number of students tested	49	47	40	50	31
2. African American Students					
70% or greater			100	71	33
90% or greater			36	23	12
Number of students tested			11	13	34
3. Hispanic or Latino Students					
70% or greater	96	89	77	82	52
90% or greater	22	17	25	19	12
Number of students tested	47	46	48	53	51
4. Special Education Students					
70% or greater					
90% or greater					
Number of students tested					
5. Limited English Proficient Students					
70% or greater	92	89	63	60	
90% or greater	12	11	0	0	
Number of students tested	25	38	10	11	
6. Largest Other Subgroup					
70% or greater					
90% or greater					
Number of students tested					

Notes: Alternate assessments are: TAKS-Modified – a modified version of the TAKS test available to Special Education Students two grade levels or more below their current grade. SDAA – a Special Education test that was replaced by the TAKS-M in 2008. TAKS LAT- a Linguistically Accommodated Test (LAT) available to recent immigrants who are in ESL (English as a Second Language) or bilingual education

Subject: Mathematics Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: most recent 2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
70% or greater	100	96	94	80	80
90% or greater	79	55	48	36	40
Number of students tested	53	49	56	55	57
Percent of total students tested	89	93	98	95	90
Number of students alternatively assessed	6	4	1	3	6
Percent of students alternatively assessed	11	7	2	5	10
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
70% or greater	100	95	95	76	80
90% or greater	81	55	44	33	43
Number of students tested	42	49	45	42	49
2. African American Students					
70% or greater					
90% or greater					
Number of students tested					
3. Hispanic or Latino Students					
70% or greater	100	95	95	75	80
90% or greater	81	47	47	35	36
Number of students tested	42	38	43	43	45
4. Special Education Students					
70% or greater					
90% or greater					
Number of students tested					
5. Limited English Proficient Students					
70% or greater	100	82		50	75
90% or greater	55	45		10	48
Number of students tested	11	11		10	22
6. Largest Other Subgroup					
70% or greater					
90% or greater					
Number of students tested					

Notes: Alternate assessments are: TAKS-Modified – a modified version of the TAKS test available to Special Education Students two grade levels or more below their current grade
SDAA – a Special Education test that was replaced by the TAKS-M in 2008
TAKS LAT- a Linguistically Accommodated Test (LAT) available to recent immigrants who are in ESL (English as a Second Language) or bilingual education

Subject: Reading Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: most recent 2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
70% or greater	100	91	81	79	77
90% or greater	44	25	24	15	21
Number of students tested	64	58	54	53	66
Percent of total students tested	94	100	100	90	91
Number of students alternatively assessed	4	0	0	6	6
Percent of students alternatively assessed	6	0	0	10	9
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
70% or greater	100	88	80	71	71
90% or greater	49	23	21	10	20
Number of students tested	50	48	43	40	46
2. African American Students					
70% or greater					86
90% or greater					8
Number of students tested					12
3. Hispanic or Latino Students					
70% or greater	100	89	89	73	71
90% or greater	38	25	15	12	19
Number of students tested	50	36	40	41	43
4. Special Education Students					
70% or greater					
90% or greater					
Number of students tested					
5. Limited English Proficient Students					
70% or greater	100	82			50
90% or greater	22	9			0
Number of students tested	12	11			22
6. Largest Other Subgroup					
70% or greater					
90% or greater					
Number of students tested					

Notes: Alternate assessments are: TAKS-Modified – a modified version of the TAKS test available to Special Education Students two grade levels or more below their current grade
SDAA – a Special Education test that was replaced by the TAKS-M in 2008
TAKS LAT- a Linguistically Accommodated Test (LAT) available to recent immigrants who are in ESL (English as a Second Language) or bilingual education

Subject: Mathematics Grade: 6 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: most recent 2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
70% or greater	100	95	92	93	92
90% or greater	62	59	48	48	49
Number of students tested	53	56	41	62	41
Percent of total students tested	95	98	84	97	84
Number of students alternatively assessed	3	1	8	2	8
Percent of students alternatively assessed	5	2	16	3	16
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
70% or greater	100	97	100	93	91
90% or greater	56	58	43	46	48
Number of students tested	44	45	30	52	27
2. African American Students					
70% or greater					82
90% or greater					21
Number of students tested					14
3. Hispanic or Latino Students					
70% or greater	100	96	93	91	95
90% or greater	60	58	45	49	67
Number of students tested	42	45	31	51	21
4. Special Education Students					
70% or greater					
90% or greater					
Number of students tested					
5. Limited English Proficient Students					
70% or greater	100	92	82	75	
90% or greater	58	33	27	9	
Number of students tested	12	12	11	11	
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: Alternate assessments are: TAKS-Modified – a modified version of the TAKS test available to Special Education Students two grade levels or more below their current grade
SDAA – a Special Education test that was replaced by the TAKS-M in 2008
TAKS LAT- a Linguistically Accommodated Test (LAT) available to recent immigrants who are in ESL (English as a Second Language) or bilingual education

Subject: Reading Grade: 6 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: most recent 2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
70% or greater	98	98	86	98	81
90% or greater	46	56	33	46	50
Number of students tested	52	58	42	59	41
Percent of total students tested	93	98	86	94	87
Number of students alternatively assessed	4	1	7	4	6
Percent of students alternatively assessed	7	2	14	6	13
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
70% or greater	98	97	85	98	78
90% or greater	41	50	29	44	48
Number of students tested	44	46	31	50	27
2. African American Students					
70% or greater					73
90% or greater					40
Number of students tested					15
3. Hispanic or Latino Students					
70% or greater	98	98	85	98	85
90% or greater	45	50	29	40	57
Number of students tested	40	43	31	48	21
4. Special Education Students					
70% or greater					
90% or greater					
Number of students tested					
5. Limited English Proficient Students					
70% or greater	91	90	55		
90% or greater	18	20	0		
Number of students tested	11	10	10		
6. Largest Other Subgroup					
70% or greater					
90% or greater					
Number of students tested					

Notes: Alternate assessments are: TAKS-Modified – a modified version of the TAKS test available to Special Education Students two grade levels or more below their current grade
SDAA – a Special Education test that was replaced by the TAKS-M in 2008
TAKS LAT- a Linguistically Accommodated Test (LAT) available to recent immigrants who are in ESL (English as a Second Language) or bilingual education