

Washoe County School District
Edwin S. Dodson Elementary School
2025-2026 School Improvement Plan

Classification: 2 Star School

Title I, AB219

Mission Statement

The mission of Dodson Elementary School is to ensure that every student achieves high levels of academic and personal growth by providing a safe, positive, and challenging environment. We are committed to helping every child achieve career and college readiness for the 21st century.

Vision

Dodson is a thriving educational community which reflects a strongly held belief that all students can learn and achieve high levels of success. There are no excuses for lowered expectations. All students achieve at high levels regardless of race, economic status, special needs, or language acquisition. Parents are an integral part of the community who work with staff members as partners in the success of every child and in making decisions about how the school functions. Staff members understand that they are key decision makers and take collective responsibility for the academic and emotional growth of every student at Dodson. Students take responsibility for being safe, respectful, and responsible and are personally committed to their own learning. We have developed partnerships with key community stakeholders that mutually benefit the school as well as the partner.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (Add a link to the school's School Rating Report.)

http://nevadareportcard.nv.gov/DI/nv/washoe/edwin_s._dodson_elementary/2025

Table of Contents

Comprehensive Needs Assessment 4

 Student Success 4

 Adult Learning Culture 9

 Connectedness 11

Priority Problem Statements 14

Comprehensive Needs Assessment Data Documentation 16

Inquiry Areas 17

 Inquiry Area 1: Student Success 17

 Inquiry Area 2: Adult Learning Culture 20

 Inquiry Area 3: Connectedness 22

Community Outreach Activities 24

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Instruction:

All grade levels are using FOSS.

All grade levels trained on and implement Building Thinking Classrooms in Mathematics using vertical space strategies.

All grade levels lesson plan together and upload lesson plans to PlanBook and Teams.

All grade levels PLC together and upload note takers to Teams.

All grade levels following ELA, Math, and Science IPG.

Heggerty Phonics Lessons Modeled for new teachers.

K-2 teachers using Heggerty for phonemic awareness instruction.

Weekly formative assessment discussions.

One hour devoted to PLCs per week with 30 minutes focusing on iReady data analysis.

Peer coaching in Math and ELA.

Administrative team of principal, dean, and counselor meet weekly regarding chronic absenteeism.

20 Day Monitors team meetings.

PTHVP – 82% of full-time certified staff are trained and participate. Two additional staff members will be trained this year.

PNT Meetings once a month.

1:1 Devices (K-2: iPads & 3-5: laptops).

All staff GLAD trained.

GLAD strategies implemented in all grades.

Dean models GLAD strategies.

GLAD professional development provided. "Make and Take".

Student Self-Managers grades K-5 celebrated monthly.

Student of the Month focusing on the 5 SEL competencies and character traits celebrated monthly.

All staff trained in culturally responsive practices.

Student successes shouted out on AM announcements.

Consistent use and implementation monitoring of iReady MyPath, Diagnostic Data, Literacy, and Growth Monitoring.

Student Success Areas for Growth

SBAC ELA

- School:
 - 6 percentage point increase. 40% of students at or above grade level.
 - Hispanic Population: 9 percentage point increase. 33% of students at or above grade level.
 - White Population: 1 percentage point increase. 49% of students are at or above grade level.
 - IEPs: 10 percentage point increase. 15% of students are at or above grade level.
 - EL: 7 percentage point increase. 17% of students are at or above grade level.
- 3rd Grade:
 - 4 percentage point increase. 40% of students are at or above grade level.
 - Hispanic Population: 18 percentage point increase. 39% of students are at or above grade level.
- 4th Grade:
 - 21 percentage point increase. 49% of students are at or above grade level.
 - Hispanic Population: 6 percentage point increase. 29% of students are at or above grade level.
 - White Population: No 2023-24 Data. 46 percentage point increase from 2022-23. 71% of students at or above grade level.
- 5th Grade:
 - Hispanic Population: 3 percentage point increase. 31% of students are at or above grade level.

SBAC MATH

- School:
 - 6 percentage point increase. 36% of students are at or above grade level.
 - White Population: 19 percentage point increase. 59% of students are at or above grade level.
 - IEP: 17 percentage point increase. 27% of students are at or above grade level.
- 3rd Grade:
 - 10 percentage point increase. 51% of students are at or above grade level.
 - Hispanic Population: 1 percentage point increase. 33% of students are at or above grade level.
 - White Population: 17 percentage point increase. 67% of students are at or above grade level.
- 4th Grade:
 - 23 percentage point increase. 46% of students are at or above grade level.
 - Hispanic Population: 4 percentage point decrease. 18% of students are at or above grade level.
 - White Population: No 2023-2024 data. 54 percentage point increase from 2022-23. 71% of students at or above grade level.

ACCESS

- School:
 - 100% overall growth in 1st grade.
 - 24 point increase in Overall Growth in Speaking.
 - Exited 1 dual certified student.
 - 4th and 5th grade Listening average was at the proficient level.
 - Five out of seven students that were projected to exit in 2024 exited.
 - Four students are projected to exit in 2026.
- 1st:
 - 100% of students made growth. 30 point increase.
 - 66% of students who made expected growth. 16 point increase.
 - 100% of students made growth in Listening. 30 point increase.
 - 100% of students made growth in Reading. Same from last year.
 - 100% of students made growth in Speaking. 80 point increase.

- 66% of students made growth in Writing.
- 2nd:
 - 72% of students made growth. 22 point increase.
 - 33% of students who made expected growth.
 - 27% of students made growth in Listening.
 - 63% of students made growth in Reading.
 - 45% of students made growth in Speaking.
 - 63% of students made growth in Writing. 13 point increase.
- 3rd:
 - 66% of students made growth. 6 point increase.
 - 0% of students who made expected growth.
 - 33 60% of students made growth in Listening.
 - 33 70% of students made growth in Reading.
 - 100% of students made growth in Speaking. 30 point increase.
 - 66% of students made growth in Writing. 6 point increase.
- 4th:
 - 100% of students made growth.
 - 55% of students who made expected growth.
 - 100% of students made growth in Listening. Three students maintained a 6.
 - 44% of students made growth in Reading. 17 point increase.
 - 88% of students made growth in Speaking. 33 point increase.
 - 66% of students made growth in Writing.
- 5th:
 - 100% of students made growth. 43 point increase.
 - 55% of students who made expected growth. 12 point increase.
 - 44% of students made growth in Listening. Three students maintained a 6.
 - 77% of students made growth in Reading. 20 point increase.
 - 100% of students made growth in Speaking. 43 point increase.
 - 88% of students made growth in Writing. 2 point increase

iReady EOY Data:

- Reading: Schoolwide increase in the number of students on or above grade level from 21% students to 54%.
 - Reading: Schoolwide 60% of students met their Typical Growth.
 - Math: Schoolwide increase in the number of students on or above grade level from 10% students to 52%.
 - Math: Schoolwide 57% of students met their Typical Growth.

Kindergarten:

- Reading: Moved students at or above grade level from 12% to 85%.
- Reading: Decreased students 1 grade level below from 77% to 15%.
- Reading: 72% of students met their Typical Growth.
- Math: Moved students at or above grade level from 4% to 69%.
- Math: Decreased students 1 grade level below from 81% to 31%.
- Math: 56% of students met their Typical Growth.

1st grade:

- Reading: Moved students at or above grade level from 9% to 48%.
- Reading: Decreased students 2 grade levels below from 14% to 6%.
- Reading: 39% of students met their Typical Growth.
- Math: Moved students at or above grade level from 0% to 34%.
- Math: Decreased students 2 grade levels below from 6% to 0%.
- Math: 50% of students met their Typical Growth.

2nd grade:

- Reading: Moved students at or above grade level from 29% to 55%.
- Reading: Decreased students 2-3 grade levels below from 26% to 3%.
- Reading: 58% of students met their Typical Growth.
- Math: Moved students at or above grade level from 23% to 39%.
- Math: Decreased students 2-3 grade levels below from 48% to 10%.
- Math: 61% of students met their Typical Growth.

3rd grade:

- Reading: Moved students at or above grade level from 37% to 66%.
- Reading: Decreased students 2-3 grade levels below from 32% to 12%.
- Reading: 71% of students met their Typical Growth.
- Math: Moved students at or above grade level from 14% to 63%.
- Decreased students 2-3 grade levels below from 29% to 0%.
- Math: 71% of students met their Typical Growth.

4th grade:

- Reading: Moved students at or above grade level from 29% to 64%.
- Reading: No change in students 2-3 grade levels below at 17%.
- Reading: 76% of students met their Typical Growth.
- Math: Moved students at or above grade level from 14% to 61%.
- Math: Decreased students 2-3 grade levels below from 29% to 15%.
- Math: 41% of students met their Typical Growth.

5th grade:

- Reading: Moved students at or above grade level from 10% to 24%.
- Reading: Decreased students 2-3 grade levels below from 64% to 57%.
- Reading: 48% of students met their Typical Growth.
- Math: Moved students at or above grade level from 5% to 48%.
- Math: Decreased students 2-3 grade levels below from 45% to 36%.
- Math: 64% of students met their Typical Growth.

17 percentage point increase in AGP. 56% of students made AGP.

Our school saw 56% of students meet AGP in 2024-25, which exceeds both the district average of 48% and the 47% average of similar schools.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	iReady only in English	
Foster/Homeless	Lack of consistent communication with families.	Communication home sent out via hard copy, digitally, and orally.
Free and Reduced Lunch	Limited funding at home.	Assistance for families that cannot pay for supplies, field trips, etc. Free Breakfast. Free Lunch.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Inconsistent progress towards goals.	Consistent differentiation throughout each grade level. Students receive push in instruction so they are not missing Tier I instruction.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): 60% of students met their Typical Growth in ELA. 57% of students met their Typical Growth in Math.

Critical Root Cause: 1. Inconsistent Use of i-Ready Instructional Tools Many students may not have consistently completed the recommended 30-49 minutes/week or reached the 70% pass rate on i-Ready lessons. Lack of accountability systems or monitoring may have led to underuse or ineffective use of the platform. 2. Insufficient Targeted Intervention Students who needed small-group or one-on-one support may not have received it regularly or in a timely manner. Interventions may not have been aligned with i-Ready diagnostic data or specific skill deficits. 3. Limited Data-Driven Instruction Teachers may not have consistently analyzed or responded to i-Ready data to adjust instruction. Instruction may have remained whole-group focused, missing opportunities to address individual learning gaps. 4. Low Student Engagement or Motivation Some students may not have been invested in the i-Ready lessons or assessments. They may have rushed through diagnostics or disengaged from online learning, leading to unreliable data or lack of skill mastery. 5. Learning Gaps from Prior Years Students may have entered the year with significant gaps due to pandemic-related disruptions or prior academic struggles, requiring more than one year's growth to catch up. 6. Attendance and Time-on-Task Issues Students with chronic absenteeism or poor attendance likely missed core instruction and intervention time. Even present students may have had low time-on-task during both in-class and online learning. 7. Professional Development Gaps Some teachers may not have been fully trained in using i-Ready reports or integrating lessons into daily instruction. Lack of collaboration or PLC time may have hindered the use of data to inform practice.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Admin. meets with all teachers at the beginning of the year for their goal setting meeting and provides them with their teacher rubric.
- Admin. walks through classrooms twice a day.
- Admin conducts informal walk throughs on standards 1, 2, and 3.
- Admin conducts yearly formal observations.
- Admin and Deans are in PLCs.
- All grade levels lesson plan and upload lesson plans.
- All grade levels PLC together and upload note takers.
- All grade levels following ELA, Math, and Science IPG.
- Weekly formative assessment discussion.
- Students' progress monitored on a consistent basis.
- GLAD refreshers followed by evidence of implementation of learning.
- All staff trained on Building Thinking Classrooms in Mathematics and implementing.
- Instructional coaches provide direct feedback regarding implementation of adult learning.

Adult Learning Culture Areas for Growth

Teacher clarity is extremely important to the academic success and growth of all of the students at Dodson. Dodson's goal is to have 75% of all classroom teachers consistently implementing the four components of Teacher Clarity which are clarity of organization, clarity of explanation, clarity of examples and guided practice, and clarity of assessment and student learning. Some teachers lack clarity in one or more of the following areas: clarity of organization, clarity of explanation, clarity of examples and guided practice, and clarity of assessment of student learning.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited English proficiency.	Learning goals and success criteria enhanced with picture support. Scaffolds. Sentence Frames. Learning goals and success criteria are cocreated with students.
Foster/Homeless	Inconsistent attendance.	Revisit goals and success criteria throughout the day.
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Learning targets and success criteria are may not aligned to goals and objectives.	Consistent differentiation throughout each grade level. Visuals are used in conjunction with learning goals and success criteria. Teachers are aware of students' IEP Goals, Objectives, and Accommodations.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers are not consistently writing Learning Goals and Success Criteria.

Critical Root Cause: 1. Lack of Clarity or Understanding Some teachers may not fully understand the difference between learning goals, objectives, and success criteria. Teachers might struggle with how to write clear, student-friendly goals that are aligned to standards. 2. Insufficient Professional Development There may have been limited or inconsistent training on how to develop and integrate learning goals and success criteria into daily instruction. Teachers may not have had opportunities to see strong models or engage in guided practice. 3. Competing Demands and Time Constraints Teachers often feel overwhelmed by lesson planning, grading, meetings, and classroom management, leaving little time for intentional goal writing. Writing high-quality learning goals and success criteria may be viewed as "another task" rather than a core instructional practice. 4. Lack of Accountability or Follow-Up Administrators or instructional coaches may not be consistently monitoring or providing feedback on the use of learning goals and success criteria. Without clear expectations or consequences, follow-through may vary. 5. Perception That It's Not Impactful Some teachers may not see the value in posting or discussing goals/success criteria, especially if students aren't referencing them actively. If students do not engage with them meaningfully, teachers may drop the practice over time. 6. Inconsistent School-Wide Expectations If the use of learning goals and success criteria isn't embedded in the school's instructional framework or walkthroughs, practices will vary by classroom. A lack of shared language and expectations across grade levels or teams can lead to inconsistency. 7. Limited Collaboration Time Teachers may not have structured PLC time to develop and refine goals and success criteria together, which can lead to uneven implementation.

Connectedness

Connectedness Areas of Strength

- Consistently thinking of ways to improve PNT meetings.
- Weekly Dojo communication.
- Weekly ConnectEd phone calls.
- Monthly Dodson Dozen newsletter.
- Monthly reader board updates.
- Monthly PNT meeting.
- Student friendly language Schoolwide Expectation Posters with visual supports hung around the school at student eye level which created a welcoming and safe environment and reduced behaviors.
- PTHVP – 82% of full-time certified staff trained and participates. Two additional staff members will be trained this year.
- Admin team and counselor pulled attendance data from BIG and mailed monthly attendance letters with follow-up phone calls and home visits.
- A focus on engaging instruction.
- A focus on social emotional learning.

Connectedness Areas for Growth

Students must be present and engaged at school to learn. 67% of students who received a 10 or 15 day Attendance Letter were Hispanic. 100% of students who ended the year on the Chronic Absentee List are Hispanic.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	- language barriers make it difficult for families to understand attendance policies or the impact of missed instruction - cultural norms or immigration-related concerns may lead to extended travel or inconsistent attendance	- use multilingual communication tools (phone calls, Dojo, emails) to share attendance expectations and school events with families - build relationships using bilingual staff or community liaisons to connect with families and address attendance barriers
Foster/Homeless	- Students may lack basic needs which directly impacts school attendance - Students may experience trauma, depression, or anxiety contributing to disengagement or avoidance behaviors	- Establish check in routines and adult mentors to create consistent connections and a sense of belonging - Offer flexible scheduling, homework supports, and counseling services to reduce the impact of absenteeism on academic progress
Free and Reduced Lunch	- Families may prioritize work or caregiving duties over school attendance, especially in single-parent or multi-job households. - Students may feel disengaged or under-supported academically which reduces motivation to attend	- Work with Boys and Girls Club to get scholarships to ensure children have a safe place before and after school - Create attendance incentive systems that are equitable, not putative, and recognize incremental improvement.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Some students may avoid school due to academic frustration, sensory overload, or social challenges	Ensure families understand how missed services impact progress and proactively schedule make-up time for SDI.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Dodson's list of Hispanic students that are on the chronically absent list is a concern.

Critical Root Cause: 1. Language Barriers with Families Communication about attendance policies, the importance of daily attendance, or intervention efforts may not be effectively delivered in the family's home language. Families may not understand how absences accumulate or the definition of "chronic absenteeism." 2. Lack of Trust or Engagement with School System Some families may feel disconnected from the school due to past experiences, cultural differences, or lack of inclusive engagement. Fear related to immigration status or institutional mistrust can prevent open communication. 3. Socioeconomic Challenges Hispanic families are disproportionately impacted by poverty, housing instability, food insecurity, and lack of access to transportation--all of which contribute to inconsistent attendance. Older students may need to work to support their families or take care of siblings. 4.

Health and Access to Services Limited access to healthcare may result in untreated illnesses or mental health issues that keep students home. Families may also lack transportation to clinics or insurance to cover preventive care. 5. Cultural and Family Obligations Extended family responsibilities, religious or cultural observances, and family travel to visit relatives (sometimes abroad) can lead to longer absences. Families may prioritize these events without realizing the long-term impact on attendance records. 6. School Climate and Cultural Responsiveness If students do not feel represented, safe, or valued in the classroom, they may disengage or be reluctant to attend. A lack of culturally relevant curriculum or support staff can negatively affect students' connection to school. 7. Inconsistent Follow-Up and Support Systems Schools may lack bilingual attendance outreach, home visits, or culturally competent support services. Interventions may not be personalized or communicated in ways that resonate with families' values or needs. 8. Transportation Barriers Families in certain neighborhoods may lack reliable access to transportation or live outside the school bus radius.

Priority Problem Statements

Problem Statement 1: 60% of students met their Typical Growth in ELA. 57% of students met their Typical Growth in Math.

Critical Root Cause 1: 1. Inconsistent Use of i-Ready Instructional Tools Many students may not have consistently completed the recommended 30-49 minutes/week or reached the 70% pass rate on i-Ready lessons. Lack of accountability systems or monitoring may have led to underuse or ineffective use of the platform. 2. Insufficient Targeted Intervention Students who needed small-group or one-on-one support may not have received it regularly or in a timely manner. Interventions may not have been aligned with i-Ready diagnostic data or specific skill deficits. 3. Limited Data-Driven Instruction Teachers may not have consistently analyzed or responded to i-Ready data to adjust instruction. Instruction may have remained whole-group focused, missing opportunities to address individual learning gaps. 4. Low Student Engagement or Motivation Some students may not have been invested in the i-Ready lessons or assessments. They may have rushed through diagnostics or disengaged from online learning, leading to unreliable data or lack of skill mastery. 5. Learning Gaps from Prior Years Students may have entered the year with significant gaps due to pandemic-related disruptions or prior academic struggles, requiring more than one year's growth to catch up. 6. Attendance and Time-on-Task Issues Students with chronic absenteeism or poor attendance likely missed core instruction and intervention time. Even present students may have had low time-on-task during both in-class and online learning. 7. Professional Development Gaps Some teachers may not have been fully trained in using i-Ready reports or integrating lessons into daily instruction. Lack of collaboration or PLC time may have hindered the use of data to inform practice.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers are not consistently writing Learning Goals and Success Criteria.

Critical Root Cause 2: 1. Lack of Clarity or Understanding Some teachers may not fully understand the difference between learning goals, objectives, and success criteria. Teachers might struggle with how to write clear, student-friendly goals that are aligned to standards. 2. Insufficient Professional Development There may have been limited or inconsistent training on how to develop and integrate learning goals and success criteria into daily instruction. Teachers may not have had opportunities to see strong models or engage in guided practice. 3. Competing Demands and Time Constraints Teachers often feel overwhelmed by lesson planning, grading, meetings, and classroom management, leaving little time for intentional goal writing. Writing high-quality learning goals and success criteria may be viewed as "another task" rather than a core instructional practice. 4. Lack of Accountability or Follow-Up Administrators or instructional coaches may not be consistently monitoring or providing feedback on the use of learning goals and success criteria. Without clear expectations or consequences, follow-through may vary. 5. Perception That It's Not Impactful Some teachers may not see the value in posting or discussing goals/success criteria, especially if students aren't referencing them actively. If students do not engage with them meaningfully, teachers may drop the practice over time. 6. Inconsistent School-Wide Expectations If the use of learning goals and success criteria isn't embedded in the school's instructional framework or walkthroughs, practices will vary by classroom. A lack of shared language and expectations across grade levels or teams can lead to inconsistency. 7. Limited Collaboration Time Teachers may not have structured PLC time to develop and refine goals and success criteria together, which can lead to uneven implementation.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Dodson's list of Hispanic students that are on the chronically absent list is a concern.

Critical Root Cause 3: 1. Language Barriers with Families Communication about attendance policies, the importance of daily attendance, or intervention efforts may not be effectively delivered in the family's home language. Families may not understand how absences accumulate or the definition of "chronic absenteeism." 2. Lack of Trust or Engagement with School System Some families may feel disconnected from the school due to past experiences, cultural differences, or lack of inclusive engagement. Fear related to immigration status or institutional mistrust can prevent open communication. 3. Socioeconomic Challenges Hispanic families are disproportionately impacted by poverty, housing instability, food insecurity, and lack of access to transportation--all of which contribute to inconsistent attendance. Older students may need to work to support their families or take care of siblings. 4. Health and Access to Services Limited access to healthcare may result in untreated illnesses or mental health issues that keep students home. Families may also lack transportation to clinics or insurance to cover preventive care. 5. Cultural and Family Obligations Extended family responsibilities, religious or cultural observances, and family travel to visit relatives (sometimes abroad) can lead to longer absences. Families may prioritize these events without realizing the long-term impact on attendance records. 6. School Climate and Cultural Responsiveness If students do not feel represented, safe, or valued in the classroom, they may disengage or be reluctant to attend. A lack of culturally relevant curriculum or support staff can negatively affect students' connection to school. 7. Inconsistent Follow-Up and Support Systems Schools may lack bilingual attendance outreach,

home visits, or culturally competent support services. Interventions may not be personalized or communicated in ways that resonate with families' values or needs. 8. Transportation Barriers Families in certain neighborhoods may lack reliable access to transportation or live outside the school bus radius.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- Other
 - iReady

Adult Learning Culture

- Administrator evaluation
- Lesson Plans
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Behavior
- Home Visits

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Based on the end of the year iReady Diagnostic Data, by the end of the 2025-26 school year, 80% of students will meet or exceed their typical growth target in i-Ready Reading and Math as measured by the end-of-year Diagnostic assessment.

Progress will be tracked through MyPath data, i-Ready Diagnostic reports, and monthly progress monitoring data.

Aligns with District Goal

Formative Measures: Data-Driven Small Groups: Use i-Ready data to group students by skill needs and provide targeted instruction during intervention or enrichment blocks.

Goal Setting with Students: Confer with students quarterly to review their growth targets, progress and how it relates to the SBAC Assessment, and set actionable goals.

Consistent Use of i-Ready Lessons: Ensure students complete 30-49 minutes/week of i-Ready online instruction in both Reading and Math, with a minimum 70% pass rate.

Progress Monitoring: Review lesson pass rates and time-on-task weekly to adjust instructional support and provide timely interventions.

Teacher Professional Development: Offer regular training on interpreting i-Ready reports and integrating instructional resources into daily lessons.

Parent Communication: Share student progress and tips for home support during conferences and in regular newsletters.

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLCs and iReady				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Effective implementation of iReady MyPath. Analysis of MyPath data including minutes and percentage of lessons passed during PLCs. Development of next steps based on MyPath data in PLC setting by administrative team and grade level teams. Analysis of diagnostic data by administrative team. Analysis of diagnostic data in PLC setting by administrative team and grade level teams.	Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator	SY 2025-26			
Position Responsible: Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator						
Evidence Level Level 2: Moderate: PLC's Level 3: Promising: i-Ready						
Problem Statements/Critical Root Cause: Student Success 1						
Improvement Strategy 2 Details				Status Checks		
Improvement Strategy 2: iReady: Math and ELA Interventions				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Based off student data from MyPath and Diagnostic, teachers will align their intervention time to meet the needs of their students utilizing the iReady components for reading and math in combination with other research based materials (i.e. LETRS, UFLI, Science of Reading, Reveal Math).	Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator	SY 2025-2026			
Position Responsible: Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator						
Resources Needed: 1:1 devices, iReady data, iReady interventions, LETRS, UFLI, Reveal Math,						
Evidence Level Level 3: Promising: i-Ready						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: 60% of students met their Typical Growth in ELA. 57% of students met their Typical Growth in Math. **Critical Root Cause:** 1. Inconsistent Use of i-Ready Instructional Tools Many students may not have consistently completed the recommended 30-49 minutes/week or reached the 70% pass rate on i-Ready lessons. Lack of accountability systems or monitoring may have led to underuse or ineffective use of the platform. 2. Insufficient Targeted Intervention Students who needed small-group or one-on-one support may not have received it regularly or in a timely manner. Interventions may not have been aligned with i-Ready diagnostic data or specific skill deficits. 3. Limited Data-Driven Instruction Teachers may not have consistently analyzed or responded to i-Ready data to adjust instruction. Instruction may have remained whole-group focused, missing opportunities to address individual learning gaps. 4. Low Student Engagement or Motivation Some students may not have been invested in the i-Ready lessons or assessments. They may have rushed through diagnostics or disengaged from online learning, leading to unreliable data or lack of skill mastery. 5. Learning Gaps from Prior Years Students may have entered the year with significant gaps due to pandemic-related disruptions or prior academic struggles, requiring more than one year's growth to catch up. 6. Attendance and Time-on-Task Issues Students with chronic absenteeism or poor attendance likely missed core instruction and intervention time. Even present students may have had low time-on-task during both in-class and online learning. 7. Professional Development Gaps Some teachers may not have been fully trained in using i-Ready reports or integrating lessons into daily instruction. Lack of collaboration or PLC time may have hindered the use of data to inform practice.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Based on classroom walkthrough data, 100% of classroom teachers will implement learning goals and success criteria 85% of the time for Math, ELA, and Science.

Learning goals will be posted and accessible for all students during learning. Students and teachers will be able to explain the learning goals and specific academic vocabulary. Students will be able to verbalize what they are learning (learning goals) and how they will know they have mastered the goal (success criteria).

- Aligns with District Goal**
- Formative Measures:** Informal walkthrough data
Formal evaluations

Improvement Strategy 1 Details				Status Checks														
Improvement Strategy 1: PLCs and Planning <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Teachers will develop learning goals and success criteria collaboratively during PLCs or planning time for math, ELA, and science.</td><td>Classroom Teachers Deans Administrator</td><td>SY 2025-26</td></tr><tr><td>2</td><td>Deans and administrator model effective implementation of learning goals and success criteria for math, ELA, and science through daily walkthroughs, presence in PLCs, and mentoring.</td><td>Classroom Teachers Deans Administrator</td><td>SY 2025-26</td></tr></table> Position Responsible: Classroom Teachers Educational Support Personnel (ESPs) Deans Administrator Resources Needed: Teacher Clarity and Success Criteria books. Evidence Level Level 2: Moderate: PLC's Problem Statements/Critical Root Cause: Adult Learning Culture 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Teachers will develop learning goals and success criteria collaboratively during PLCs or planning time for math, ELA, and science.	Classroom Teachers Deans Administrator	SY 2025-26	2	Deans and administrator model effective implementation of learning goals and success criteria for math, ELA, and science through daily walkthroughs, presence in PLCs, and mentoring.	Classroom Teachers Deans Administrator	SY 2025-26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline											
				1	Teachers will develop learning goals and success criteria collaboratively during PLCs or planning time for math, ELA, and science.	Classroom Teachers Deans Administrator	SY 2025-26											
				2	Deans and administrator model effective implementation of learning goals and success criteria for math, ELA, and science through daily walkthroughs, presence in PLCs, and mentoring.	Classroom Teachers Deans Administrator	SY 2025-26											
				Nov	Feb	May												
No review	No review	No review																

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Teachers are not consistently writing Learning Goals and Success Criteria. **Critical Root Cause:** 1. Lack of Clarity or Understanding Some teachers may not fully understand the difference between learning goals, objectives, and success criteria. Teachers might struggle with how to write clear, student-friendly goals that are aligned to standards. 2. Insufficient Professional Development There may have been limited or inconsistent training on how to develop and integrate learning goals and success criteria into daily instruction. Teachers may not have had opportunities to see strong models or engage in guided practice. 3. Competing Demands and Time Constraints Teachers often feel overwhelmed by lesson planning, grading, meetings, and classroom management, leaving little time for intentional goal writing. Writing high-quality learning goals and success criteria may be viewed as "another task" rather than a core instructional practice. 4. Lack of Accountability or Follow-Up Administrators or instructional coaches may not be consistently monitoring or providing feedback on the use of learning goals and success criteria. Without clear expectations or consequences, follow-through may vary. 5. Perception That It's Not Impactful Some teachers may not see the value in posting or discussing goals/success criteria, especially if students aren't referencing them actively. If students do not engage with them meaningfully, teachers may drop the practice over time. 6. Inconsistent School-Wide Expectations If the use of learning goals and success criteria isn't embedded in the school's instructional framework or walkthroughs, practices will vary by classroom. A lack of shared language and expectations across grade levels or teams can lead to inconsistency. 7. Limited Collaboration Time Teachers may not have structured PLC time to develop and refine goals and success criteria together, which can lead to uneven implementation.

Inquiry Area 3: Connectedness

SMART Goal 1: Attendance. By the end of the 2025-2026 school year, Dodson will reduce the number of Hispanic students on our chronic absentee list by 20% while maintaining less than 5% total chronic absenteeism schoolwide.

Aligns with District Goal

Formative Measures: Chronic Absenteeism Data in BIG

Weekly attendance in IC

Monthly attendance in IC

Quarterly attendance in IC

Improvement Strategy 1 Details				Status Checks														
Improvement Strategy 1: Family Engagement <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Dodson's principal, deans, and counselor conduct outreach to families through attendance letters, phone calls, and home visits to determine root causes and possible solutions.</td><td>Classroom Teachers Counselor Clinic Aide Deans Administrator</td><td>SY 2025-26</td></tr><tr><td>2</td><td>Dodson's counselor will facilitate wrap-around services available in the community to families in need.</td><td>Counselor</td><td>SY 2025-26</td></tr></table> Position Responsible: Classroom Teachers Counselor FACE Admin Secretary Clinic Aide Deans Administrator Evidence Level Level 1: Strong: Family Engagement Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Dodson's principal, deans, and counselor conduct outreach to families through attendance letters, phone calls, and home visits to determine root causes and possible solutions.	Classroom Teachers Counselor Clinic Aide Deans Administrator	SY 2025-26	2	Dodson's counselor will facilitate wrap-around services available in the community to families in need.	Counselor	SY 2025-26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline											
				1	Dodson's principal, deans, and counselor conduct outreach to families through attendance letters, phone calls, and home visits to determine root causes and possible solutions.	Classroom Teachers Counselor Clinic Aide Deans Administrator	SY 2025-26											
				2	Dodson's counselor will facilitate wrap-around services available in the community to families in need.	Counselor	SY 2025-26											
Nov	Feb	May																
No review	No review	No review																

Improvement Strategy 2 Details				Status Checks		
Improvement Strategy 2: PBIS: Incentivizing Attendance				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Dodson will continue implementing a comprehensive attendance tracking system and conduct regular parent and student outreach campaigns.	Administrator Deans Counselor Classroom Teachers Clinic Aide	SY 2025-26			
2	Admin team and counselor meet weekly to review the attendance data from BIG and develop action plans for next steps.	Administrator Deans Counselor	SY 2025-26			
3	Dodson will track attendance data by classroom or grade span through publicly displaying the data and incentivizing improvements in attendance and highest levels of attendance.	Administrator Deans Counselor Classroom Teachers Clinic Aide	SY 2025-26			
Resources Needed: BIG data, funding for incentives						
Evidence Level Level 1: Strong: PBIS						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Dodson's list of Hispanic students that are on the chronically absent list is a concern. Critical Root Cause: 1. Language Barriers with Families Communication about attendance policies, the importance of daily attendance, or intervention efforts may not be effectively delivered in the family's home language. Families may not understand how absences accumulate or the definition of "chronic absenteeism." 2. Lack of Trust or Engagement with School System Some families may feel disconnected from the school due to past experiences, cultural differences, or lack of inclusive engagement. Fear related to immigration status or institutional mistrust can prevent open communication. 3. Socioeconomic Challenges Hispanic families are disproportionately impacted by poverty, housing instability, food insecurity, and lack of access to transportation--all of which contribute to inconsistent attendance. Older students may need to work to support their families or take care of siblings. 4. Health and Access to Services Limited access to healthcare may result in untreated illnesses or mental health issues that keep students home. Families may also lack transportation to clinics or insurance to cover preventive care. 5. Cultural and Family Obligations Extended family responsibilities, religious or cultural observances, and family travel to visit relatives (sometimes abroad) can lead to longer absences. Families may prioritize these events without realizing the long-term impact on attendance records. 6. School Climate and Cultural Responsiveness If students do not feel represented, safe, or valued in the classroom, they may disengage or be reluctant to attend. A lack of culturally relevant curriculum or support staff can negatively affect students' connection to school. 7. Inconsistent Follow-Up and Support Systems Schools may lack bilingual attendance outreach, home visits, or culturally competent support services. Interventions may not be personalized or communicated in ways that resonate with families' values or needs. 8. Transportation Barriers Families in certain neighborhoods may lack reliable access to transportation or live outside the school bus radius.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Ice Cream Social	8/7/25	
VIP and Pancakes	8/19/25	
STEM Night	9/16/25	
Fun Run	9/20/25	
Character Parade	10/31/25	
Fall Carnival	11/7/25	
Movie Night	12/9/25	
SBAC Bootcamp	1/6/26-4/6/26	
Bingo Night	2/11/26	
Roller Kingdom	3/3/26	
Multicultural Day	4/7/26	
Humane Society Pet Drive	5/11/26-5/26/26	
Volunteer Thank You Event	5/26/26	
Family Picnic	6/1/26	
School Dance	6/2/26	
Self-Manager Lunches	8/11/25-6/5/26- last Fri. of each month	