

Krum Independent School District

Blanche Dodd Elementary

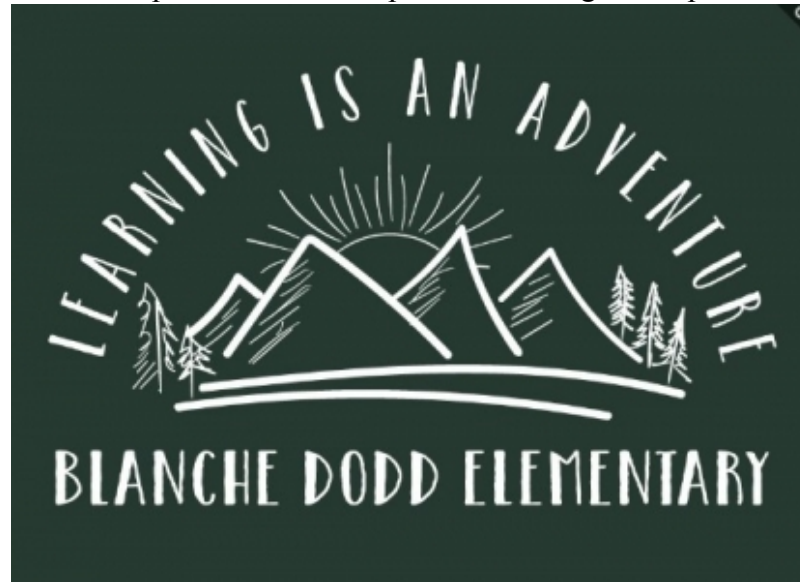
2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Mission Statement

Blanche Dodd Elementary Mission Statement

It is our mission to educate each child through the use of quality instruction and positive relationships. We will strive to encourage students and motivate them to discover their unlimited potential and have a positive impact on their community.

Vision

Blanche Dodd Elementary Vision Statements

We are a family of passionate professionals with varied talents and abilities who motivate and nurture future generations! We are here to motivate, inspire, love, and help students reach their full potential.

We will invest in our students by building quality relationships with them, their parents, and the community.

We will promote a positive and fun atmosphere with quality, innovative lessons, while striving to understand the individual needs of our students.

We desire to use our passion for education to inspire others to make a positive difference in the world.

We are the heart of the community! We are Krum Bobcats!

Value Statement

Campus Values

Appreciation, Genuine happy family, Honesty, Responsibility, Respect, Teamwork

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Blanche Dodd Elementary served approximately 312 students in grades 2-5 for the 2021-2022 school year. We expect the total student population to continue to grow over time as new homes are built in the Dodd attendance zone. As of 9/26/2022, 308 students had enrolled at Dodd.

The ethnic make up of the campus is predominantly a mix of white (62%) and Hispanic (28%). We serve a small percentage of African American students (4%), Asian students (1%), and Two-or-More races (6%). English language learners (10%) make up a portion of our student body. This percentage increased from 5% to 10% for the 2022-2023 school year. This student population will make up one of the Dodd accountability groups as measured through the STAAR assessment in 2023. Dodd serves their EB population by providing ESL instruction for English language learners.

The implementation of full time reading and math interventionists continues to provide support for students that previously failed STAAR in one or more areas. This continued support is critical to the success of our at-risk students which make up 48% of our student population. These intervention specialists also provide mandatory HB4545 tutoring for students that did not meet the passing standard on the STAAR test during their last school year.

Students who receive special education services (21% of the school population) are supported through a continuum of services. Special education teachers push-in for in-class support and provide resource pull-out instruction. Self-contained life-skills, STEP (School to Employment Program), and CABS (Cooperative Academic and Behavioral Support) classrooms are available for our students with the greatest levels of academic, social, and behavioral needs.

The students in the G/T program make up 7% of our student population and will continue to be provided with enrichment activities to extend learning as well as be exposed to the cultural arts through off campus field trips. The reconfiguration of the district GT program has allowed the elementary campuses to share a full time GT teacher. This has been of great benefit in scheduling classes throughout the week, allowing students to attend G/T classes 2-3 times per week.

Finally, the campus attendance rate has increased from 94.18% (21-22) to 97.51% (22-23) during a September snap shot. The PEIMS clerk and campus administrators will continue to work with the guardians of our students to ensure the attendance laws are understood and followed. Truancy will be monitored and the campus will follow the district outline which coordinates with the state attendance laws. Attendance incentives are provided throughout the year including mid-year and end-of-year awards given during an awards assembly as well as a perfect attendance recognition for those students maintaining perfect attendance for the entire school year.

See below for TSDS data (as of 9/26/22):

Gender: Female 47.08% Male 52.92%

Ethnicity - Hispanic/Latino 27.60%

Race - American Indian/Alaskan Native .32%, Asian .97%, Black/African American 3.90%, White 61.69%, Two or more 5.52%

Students by Program - 504 Designation 6.17%, Emergent Bilingual 10.39%, Free or Reduced Lunch 44.81%, Gifted and Talented 6.82%, Special Education 20.78%, Dyslexia 7.14%

Other Student Information: At Risk 48.38%, Homeless .65%, Immigrant .65%, Intervention Indicator (RTI) 21.43%

Demographics Strengths

The teaching experience of the Dodd staff is fairly balanced. Teachers bring a variety of experiences to the campus and work to mentor the newest teachers to the profession. 15.2% of the staff have 20+ years of experience. 22.8% of the staff have 11-20 years of experience. 31.6% of the staff have 6-10 years of experience. 30.4% of the staff have 0-5 years of experience.

The continuation of a full time reading and a full time math interventionist has increased the level of support for at-risk students.

The reconfiguration of the district's GT program has allowed the elementary campuses to share one GT teacher, therefore providing students with 2-3 classes weekly.

The development of the specialized classes such as life skills, STEP, and CABS has provided more opportunities for students to be successful in the general education setting by having the needed special ed support/instruction.

Student Learning

Student Learning Summary

According to the Texas Academic Performance Reporting, Blanche Dodd Elementary received an A rating for the 2021-2022 school year. This is a significant improvement from a C rating in 2018-2019. Schools did not receive campus ratings in 2019-2020 or 2020-2021 due to the global pandemic and state of emergency created.

Strengths included Academic Growth (92-A) and Closing the Gaps (90-A). Areas of growth include the relative performance of economically disadvantaged students (75-C). The 2022 data indicates deficits in the following areas where students did not meet the accountability targets for Academic Achievement Status on the 2022 STAAR in reading and in math. The overall performance on the 2022 STAAR proved to be a significant improvement from previous years meeting 90% of the accountability targets.

Reading Target - Current Special Education 19% Dodd 15%

Math Target - White 59% Dodd 57%

Student Learning Strengths

A historical review of campus data indicates an upward trend in achievement for economically disadvantaged students. This group of students has moved from 33% of students scoring at the meets category and above in 2018 in the area of reading to 55% of students scoring at the meets category and above in 2022 in the same subject. This group of students has also moved from 37% of students scoring at the meets category and above in 2018 in the area of math to 45% of students scoring at the meets category and above in 2022 in the same subject.

Math achievement has improved over the past five years in most accountability groups. The overall percentage of students scoring at the meets category and above has grown from 45% in 2017 to 54% in 2022. Hispanic students have increased their achievement from 36% in 2017 to 40% in 2021. Students coded as economically disadvantaged have increased their scores from 30% in 2017 to 45% in 2021. Students receiving special education services have increased their math scores from 17% in 2017 to 25% in 2021.

The growth that students demonstrated was definitely a strength. Students exceeded all targets in math and reading growth by no less than 8 points and in some areas as much as 22 points.

In summary, STAAR performance has improved from 30% of indicators being met in 2018 to 90% of indicators being met in 2022.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The relative performance of the economically disadvantaged students remains below the target with an overall scaled score of 75 (C). **Root Cause:** Economically disadvantaged students typically enter school with fewer experiences to draw upon when entering school. The family dynamics often make it difficult for these students to receive support at home as they learn.

School Processes & Programs

School Processes & Programs Summary

The campus excels in identifying and meeting the needs of struggling students. The RTI committee meets every six to seven weeks to review all student progress and make adjustments to their program/support. Intervention is provided in the areas of reading and math through the work of the reading and math intervention specialist and the dyslexia therapist.

A campus reinforcement system is used to promote positive behavior, school pride, and academic performance. House tickets are consistently given to all students from any staff member for meeting expectations.

The PLC process is utilized to review set instructional goals, critically look at instructional practices, and to monitor students' mastery of the TEKS. Teachers work together to identify the most highly tested standards, develop common assessments to monitor these standards, and reteach any identified standards where students have not mastered the skill. PLC teams meet monthly during "bonus time".

In an effort to provide timely, open communication, the following techniques are used:

Team leader meeting - once a month

Faculty meeting - once a month

Weekly calendar delivered to staff

Weekly newsletters from teachers to parents

Monthly campus newsletter from principal to parents

School Processes & Programs Strengths

Campus process strengths include a systematic approach to the RTI process. Students are monitored every 6-7 weeks, and any student needing new or different assistance can be referred to the RTI committee for review at any time.

Consistent universal expectations have been established for all students through the use of PAWS (Pride, Attitude, Wise Choices, Safety). A consistent use of House tickets allows all staff members to reward appropriate behavior.

The PLC process is used monthly to discuss instructional practices and improve student achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to a staff survey given in March 2022, 77.7% of the staff feel that discipline is handled in a fair, consistent, and timely manner, leaving 22.3% of staff feeling that discipline is lacking. **Root Cause:** Communication between teachers and administrators does not always happen in a timely manner. Teachers may not understand the consequences issued and feel that students return to class when "nothing has been done".

Perceptions

Perceptions Summary

The Dodd Elementary staff members have worked to create and communicate the campus mission, vision, values, and goals. It is our mission to educate each child through the use of quality instruction and positive relationships. We will strive to motivate each student to discover their unlimited potential and have a positive impact on their community.

Blanche Dodd Elementary Vision Statements:

We are a family of passionate professionals with varied talents and abilities who motivate and nurture future generations! We are here to motivate, inspire, love, and help students reach their full potential.

We will invest in our students by building quality relationships with them, their parents, and the community.

We will promote a positive and fun atmosphere with quality, innovative lessons, while striving to understand the individual needs of our students.

We desire to use our passion for education to inspire others to make a positive difference in the world.

We are the heart of the community! We are Krum Bobcats!

The campus values were created to communicate how we do business. We will uphold and adhere to these values.

Genuine happy family

Honesty

Teamwork

Responsibility

Respect

Appreciation

Parent involvement is encouraged throughout the year. Parents have the opportunity to volunteer in their child's classroom, attend field trips, participate in the Watch DOGS mentoring program, and attend a variety of family events provided throughout the year.

Perceptions Strengths

The culture and climate at Dodd fosters a family atmosphere that supports our staff both personally and professionally by providing an open-door environment where staff members are comfortable discussing any topic or concern.

The Dodd house system provides a competitive team spirit. It is the place where students learn about and practice the six pillars of character throughout the year. There is a positive vibe that others feel as they are welcomed into the building and into their house. Points are continuously earned, and students are rewarded individually and collectively for their achievements.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the staff survey provided in March 2022, 85.2% of the Dodd staff feel that the morale on campus is high. This leaves 14.8% of the staff that feel that the morale on campus is low. **Root Cause:** Staff dissatisfaction with campus discipline procedures and a feeling that staff are not treated equally has led to a decline in the staff morale.

Priority Problem Statements

Problem Statement 1: The relative performance of the economically disadvantaged students remains below the target with an overall scaled score of 75 (C).

Root Cause 1: Economically disadvantaged students typically enter school with fewer experiences to draw upon when entering school. The family dynamics often make it difficult for these students to receive support at home as they learn.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: According to a staff survey given in March 2022, 77.7% of the staff feel that discipline is handled in a fair, consistent, and timely manner, leaving 22.3% of staff feeling that discipline is lacking.

Root Cause 2: Communication between teachers and administrators does not always happen in a timely manner. Teachers may not understand the consequences issued and feel that students return to class when "nothing has been done".

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: According to the staff survey provided in March 2022, 85.2% of the Dodd staff feel that the morale on campus is high. This leaves 14.8% of the staff that feel that the morale on campus is low.

Root Cause 3: Staff dissatisfaction with campus discipline procedures and a feeling that staff are not treated equally has led to a decline in the staff morale.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: By providing quality instruction, all students will be prepared for the next grade level having mastered the essential standards of their current grade level.

Performance Objective 1: By May 2023, at least 80% of all students in 3rd-5th grade will score at the "approaches" level or higher on the STAAR reading, math, and science tests (Closing the Gaps-Student Success Status on STAAR Performance).

Evaluation Data Sources: 2023 STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Common assessments (quick checks) will be created to monitor mastery of the highly tested SEs (Student Expectations) in math (3rd-5th), reading (3rd-5th), and science (4th-5th), and social studies (5th).</p> <p>Strategy's Expected Result/Impact: Common assessment data will be disaggregated through Eduphoria and reviewed during PLC meetings.</p> <p>Staff Responsible for Monitoring: Principal, teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: WIN (What I Need) time will be provided at least four times per week for 50 minutes for the purpose of reteaching and intervention so that students can master the essential SEs (Student Expectations).</p> <p>Strategy's Expected Result/Impact: WIN time groups WIN time schedule WIN time attendance Student progress monitoring</p> <p>Staff Responsible for Monitoring: Intervention teachers Classroom teachers Principal Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: PLC meetings will be held following each common assessment to review data and plan for reteaching.</p> <p>Strategy's Expected Result/Impact: PLC agenda Reteaching strategies</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Focus resources for training and materials in the areas of reading, math, and science to support best practices within teaching strategies.</p> <p>Strategy's Expected Result/Impact: By focusing training and materials in the areas of need, student achievement will increase.</p> <p>The following curriculum supplements will be purchased to support reading, math, and science: 2nd grade -Secret Stories - Multi-sensory phonics instruction 2nd-5th grade - Reflex Math (fluency practice) 2nd-5th STEMscopes math manipulatives</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: By providing quality instruction, all students will be prepared for the next grade level having mastered the essential standards of their current grade level.

Performance Objective 2: By May 2023, 3rd-5th grade students in all STAAR sub-populations will meet or exceed the federal target of "Meets Expectation and above" in the areas of STAAR reading and STAAR math (Closing the Gaps-Academic Achievement Status).

Evaluation Data Sources: 2023 STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: 2022 STAAR data, benchmark assessments, and common assessments will be disaggregated according to the sub-populations.</p> <p>Strategy's Expected Result/Impact: Sub-populations will be monitored to ensure the group is performing at the target level. List of identified students</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will use the vetted curriculum provided by Krum ISD for all initial instruction.</p> <p>Strategy's Expected Result/Impact: Lesson plans indicate the use of the materials Consistent materials provided across the district</p>	Formative			Summative
	Nov	Jan	Mar	June

Increase in student mastery

Staff Responsible for Monitoring: Principal

Assistant Principal

Teachers

Title I:


2.4, 2.6


- **TEA Priorities:**


Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 1: By providing quality instruction, all students will be prepared for the next grade level having mastered the essential standards of their current grade level.

Performance Objective 3: By May 2023, at least 80% of 4th-5th grade students will be reading on the expected level as measured by HMH reading inventory.

Evaluation Data Sources: HMH reading inventory for each student
Campus data compilation

Strategy 1 Details	Reviews			
<p>Strategy 1: 4th - 5th grade students will be assessed three times during the school year (BOY, MOY, EOY) for progress monitoring using the HMH reading inventory to determine intervention needs.</p> <p>Strategy's Expected Result/Impact: Student reading levels Intervention lists</p> <p>Staff Responsible for Monitoring: Principal Intervention teachers ELAR teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Students in 4th-5th grade will be provided with reading intervention at least four times per week if they did not meet the passing standard on STAAR reading from the previous year and/or if they are reading below the expected level.</p> <p>Strategy's Expected Result/Impact: Intervention list Reading levels STAAR results</p> <p>Staff Responsible for Monitoring: Principal Intervention teachers ELAR teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: By providing quality instruction, all students will be prepared for the next grade level having mastered the essential standards of their current grade level.

Performance Objective 4: By May 2023, at least 75% of 3rd grade students will be reading on the expected level as measured by HMH reading inventory.

Evaluation Data Sources: HMH reading inventory for each student
Campus data compilation

Strategy 1 Details	Reviews			
<p>Strategy 1: 3rd grade students will be assessed three times during the school year (BOY, MOY, EOY) for progress monitoring using the HMH reading inventory to determine intervention needs.</p> <p>Strategy's Expected Result/Impact: Student reading levels Intervention lists</p> <p>Staff Responsible for Monitoring: Principal Intervention teachers ELAR teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students in 3rd grade will be provided with reading intervention at least four times per week if they are reading below the expected level.</p> <p>Strategy's Expected Result/Impact: Intervention list</p>	Formative			Summative
	Nov	Jan	Mar	June

Reading levels

Staff Responsible for Monitoring: Principal

Intervention teachers

ELAR teachers

Title I:


2.4, 2.5, 2.6


- **TEA Priorities:**


Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: By providing quality instruction, all students will be prepared for the next grade level having mastered the essential standards of their current grade level.

Performance Objective 5: By May 2023, at least 65% of 2nd grade students will be reading on the expected level as measured by HMH reading inventory.


Evaluation Data Sources: HMH reading inventory for each student
Campus data compilation

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in 2nd grade will be provided with reading intervention at least four times per week if they are reading below the expected level.</p> <p>Strategy's Expected Result/Impact: Intervention list Reading levels</p> <p>Staff Responsible for Monitoring: Principal Intervention teachers ELAR teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 2nd grade students will be assessed three times during the school year (BOY, MOY, EOY) for progress monitoring using the HMH reading inventory and the mClass reading assessment to determine intervention needs.</p> <p>Strategy's Expected Result/Impact: HMH reading inventory for each student</p>	Formative			Summative
	Nov	Jan	Mar	June

mClass data for each student
Campus data compilation
Staff Responsible for Monitoring: Principal
Intervention teachers
ELAR teachers

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction





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 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Dodd Elementary will build and maintain a positive school culture and climate for all stakeholders.

Performance Objective 1: 100% of staff members will feel supported in their job performance duties.





Evaluation Data Sources: Mentor assignments
 Mentor meeting schedule
 Mentor meeting agenda
 End of year staff survey

Strategy 1 Details	Reviews			
<p>Strategy 1: New staff members will be assigned a mentor to provide critical information, answer questions, and provide moral support.</p> <p>Strategy's Expected Result/Impact: Mentor meeting agenda Staff will be informed of campus information and will feel supported</p> <p>Staff Responsible for Monitoring: Mentor teachers: DeDe Campbell, Kristy Murray, Tiffany Nichols, Sue Ellen Vardell Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly calendars will be provided to staff members by Friday morning of each week providing information about the coming week and upcoming events.</p> <p>Strategy's Expected Result/Impact: All staff members will be aware of upcoming events and be able to prepare and communicate the information with their students and parents.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Dodd Elementary will build and maintain a positive school culture and climate for all stakeholders.

Performance Objective 2: Classroom teachers will provide consistent communication with parents concerning their child's academic, behavioral, and social-emotional growth.

Evaluation Data Sources: Phone logs
 email
 Parent Conference agendas/schedules
 Communication logs
 Parent Square

Strategy 1 Details	Reviews			
<p>Strategy 1: Calendars will be utilized to communicate student behavior to parents on a weekly basis. Academic progress reports will be utilized to communicate academic progress to parents every three weeks.</p> <p>Strategy's Expected Result/Impact: Parents will be aware of their child's academic and social progress.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Dodd Elementary will build and maintain a positive school culture and climate for all stakeholders.

Performance Objective 3: Opportunities will be provided for parent/community collaboration and involvement.

Evaluation Data Sources: 100% participation in parent conferences face-to-face, Zoom, or phone
50% or higher participation in all family activities (ie. Meet the teacher night, Family literacy night, Family math/science night)

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will have the opportunity to participate in the following activities throughout the year:</p> <ul style="list-style-type: none"> Parent input into classroom placement - May PTO meetings - monthly Watch DOGS - monthly Meet the teacher night - August House Sorting Ceremony - August Parent Orientation Nights/Title I Meeting/Family Hot Dog Dinner- September Grandparents' Week/Cookies and Conversations - September Parent/Teacher Conferences - October Red Ribbon Week - October Book Character Parade - October Math/Science Family Night- November Book fair - November Turkey Trot - November Family Literacy Night - March Shamrock Shuffle - March Field Day - May 5th grade celebration day - May Career Day - May NEHS Induction Ceremony - May Awards presentations Choir programs Piano club programs UIL volunteers Field trip volunteers Workroom volunteers <p>Strategy's Expected Result/Impact: 100% participation in parent conferences face-to-face, Zoom, or phone 50% or higher participation in all family activities (ie. Meet the teacher night, Family literacy night, Family math/science night)</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Counselor Teachers</p> <p>Title I:</p>	Formative			Summative
	Nov	Jan	Mar	June

4.1, 4.2


- ESF Levers:


Lever 3: Positive School Culture

Funding Sources: Family Math Night-Perot Museum - 199 - District Budget - \$600, Family Hot Dog Dinner - 461 - Principals Fund - \$600, Family Literacy Night - 199 - District Budget - \$600, Watch DOGS - 199 - District Budget - \$250, Grandparent Week - Cookies & Conversation - 461 - Principals Fund - \$250, House meetings and assemblies - 461 - Principals Fund - \$500, Red Ribbon Week - 199 - District Budget - \$200, Family Fun Runs - 199 - District Budget - \$100, Field Day - 461 - Principals Fund - \$300, 5th grade celebration day - 461 - Principals Fund - \$150

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Dodd Elementary will build and maintain a positive school culture and climate for all stakeholders.

Performance Objective 4: Communication will be provided to parents/community that is frequent, timely, and includes pertinent information.

Evaluation Data Sources: monthly principal's newsletter
weekly classroom newsletters
Facebook updates
teacher emails
parent square

Goal 2: Dodd Elementary will build and maintain a positive school culture and climate for all stakeholders.

Performance Objective 5: Partner with the community to provide mentorship and after school clubs such as:

Run Club
Bobcat Choir
Watch DOGS
KHS mentors
Mine Craft Writing Club
Art Club
Drama Club
NEHS
UIL teams
Piano Club
Athletes for Literacy





Evaluation Data Sources: Club rosters
Club schedules

Goal 2: Dodd Elementary will build and maintain a positive school culture and climate for all stakeholders.

Performance Objective 6: Students will be provided with opportunities for encouragement and recognition for academic and behavioral success.

Evaluation Data Sources: List of Award winners (academic and citizenship):

- Academic Honor Rolls
- Character Awards
- ES3 Awards
- Participation in the student's House





Strategy 1 Details	Reviews			
<p>Strategy 1: Semester awards assemblies will be held in December and in May. Character awards will be announced and given during the house assembly each six weeks. House winners will be announced and prizes given weekly. Positive postcards will be sent at least one time per semester for each student.</p> <p>Strategy's Expected Result/Impact: Students will receive recognition for outstanding performance. List of award winners Facebook and website postings List of house winners Monitoring list of students receiving postcards</p> <p>Staff Responsible for Monitoring: Teachers Principal Assistant Principal Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Postcards - 199 - District Budget - \$100, Awards/Certificates - 199 - District Budget - \$750</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Dodd Elementary will build and maintain a positive school culture and climate for all stakeholders.

Performance Objective 7: Students will be provided with opportunities to increase the development of their social/emotional and character development.

Evaluation Data Sources: House meeting agendas/lessons
 Guidance lessons/schedule
 List of character award winners





Strategy 1 Details	Reviews			
<p>Strategy 1: The following school clubs/activities will be provided for students: Cool Cats Piano Club (3rd-5th) Minecraft Writing Club (2nd-5th) Choir (4th-5th) Drama Club (3rd-5th) UIL competition (2nd-5th) NEHS (4th-5th) House System (all staff and students)</p> <p>Strategy's Expected Result/Impact: Students will have the opportunity to participate in activities related to their interests and expand their experiences.</p> <p>Staff Responsible for Monitoring: Principal Teacher sponsors</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: UIL materials - 199 - District Budget - \$600, NEHS dues - 199 - District Budget - \$90, House System Materials - 461 - Principals Fund - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: Dodd Elementary will build and maintain a positive school culture and climate for all stakeholders.

Performance Objective 8: We will create an atmosphere where teachers feel appreciated and valued.

Evaluation Data Sources: Staff survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Birthday celebrations will take place monthly-Sonic drink delivered to teacher. Staff social gatherings will take place at least once per semester (ie. Back to school party - August, Staff Christmas party - December, Staff Spring Activity-April)</p> <p>Strategy's Expected Result/Impact: Maintain a family atmosphere and collegiality throughout the school year.</p> <p>Staff Responsible for Monitoring: Principal Team Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for staff members to give input into campus decisions: Campus Leadership Team/Team Leaders Interview Committees Open door policy Staff Surveys House Leaders</p> <p>Strategy's Expected Result/Impact: When given the opportunity to provide input, staff will know that their opinions and suggestions are an integral part of campus success.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Team Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

2022-2023 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Patricia Bolz	Principal
Administrator	Lisa Mayfield	Asst. Principal
Classroom Teacher	Danielle Campbell	Math Team Lead
Classroom Teacher	Suellen Vardell	ELAR Team Lead
Non-classroom Professional	Amy Roesler	Counselor
Classroom Teacher	Tiffany Nichols	Science Team Lead
Classroom Teacher	Elisa Lawson	Special Areas Team Lead
Classroom Teacher	Jonathan Boyer	Special Education Team Lead
Classroom Teacher	Mary Dorsey	4th grade Team Lead
Classroom Teacher	Christan Depauw	3rd grade Team Lead
Classroom Teacher	Melanie Miller	2nd grade Team Lead; Social Studies Team Lead
District-level Professional	Nancy Shipley	Elementary Asst. Superintendent
Community Representative	Brooke Fouts	