

Krum Independent School District
Blanche Dodd Elementary
2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Blanche Dodd Elementary served approximately 278 students in grades 2-5 for the 2020-2021 school year. We expect the total student population to grow over time as new homes are built in the Dodd attendance zone. The 2020-2021 school year offered many challenges as we learned to navigate remote learning for students who chose remote instruction based on COVID-19 concerns. At the beginning of the year, many students had selected remote instruction. By the end of the school year, only 9% of students continued remote instruction.

The ethnic make up of the campus is predominantly a mix of white (66.91%) and hispanic (23.38%). We serve a small percentage of African American students (2.52%), Asian students (1.08%), American Indian (1.08%), and Two-or-More races (5.04%). Second language learners (2.88%) make up a portion of our student body. Dodd serves their LEP 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 41% of our student population.

Students who receive special education services 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 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.

Finally, the campus attendance rate continues to stay above the district and state averages. 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:

Gender: Female 48.2% Male 51.8%

Ethnicity - Hispanic/Latino 23.38%

Race - American Indian/Alaskan Native 1.08%, Asian 1.08%, Black/African American 2.52%, White 66.91%, Two or more 5.04%

Students by Program - 504 Designation 10.43%, Bilingual Program 0%, English as Second Language 2.88%, Free or Reduced Lunch 31.30%, Gifted and

Talented 6.83%, Special Education 19.06%, Dyslexia 10.07%

Other Student Information: At Risk 41%, Homeless .72%, Immigrant 0%, Limited English Proficiency 2.88% Intervention Indicator (RTI) 23.38%

Demographics Strengths

The teaching experience of the Dodd staff is very balanced. 25.3% of the staff have 20+ years of experience. 25.3% of the staff have 11-20 years of experience. 24.5% of the staff have 6-10 years of experience. 24.9% 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 addition of 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 a C rating for the 2018-2019 school year. Strengths included overall STAAR Performance and Closing the Gaps. Areas of growth include Relative Performance of students identified as economically disadvantaged. Due to COVID 19 school closures, TEA has issued "Not Rated: Declared State of Disaster" labels for 2019-2020 and 2020-2021. Dodd was identified for targeted support and improvement based on 2018-2019 STAAR scores. The 2021 data indicates deficits in the following areas where students did not meet the accountability targets for Academic Achievement Status on the 2021 STAAR in reading and in math.

Reading Target - White 60%	Dodd 50%
Reading Target - Hispanic 37%	Dodd 36%
Reading Target - Continuously Enrolled 46%	Dodd 44%
Math Target - White 59%	Dodd 46%
Math Target - Continuously Enrolled 47%	Dodd 42%

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 34% of students scoring at the meets category and above in 2017 in the area of reading to 49% of students scoring at the meets category and above in 2021 in the same subject. We also note an upward trend in achievement for the students receiving special education services. This group of students has moved from 27% of students scoring at the meets category and above in 2017 in the area of reading to 29% of students scoring at the meets category and above in 2021 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 49% in 2019. A slight drop was noted in 2021 bringing the overall percentage to 46%. Hispanic students have increased their achievement from 36% in 2017 to 43% 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 28% in 2021.

Although we did not receive a growth measure for 2021 due to COVID-19 disruptions, it is worth noting that an upward trend can be seen from 2017 to 2019 in the academic growth indicators for reading in every subgroup. Growth in math achievement was seen from 2017 to 2018 in all sub populations, but in 2019 a decline was noted in overall student performance. We will document the growth we anticipate seeing on the 2022 STAAR math test.

In summary, STAAR performance (Student Success Status) has improved from 30% of indicators being met in 2018 to 71% of indicators being met in 2021, and the Academic Achievement Status of Dodd students has increased from 44% in 2018 to 64% in 2021.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): White students continue to fall below the targeted scores in both reading and math performance on STAAR tests. With a target score of 60% on the STAAR reading, white students have scored 58% as their highest achievement over the past five years. With a target score of 59% on the STAAR math, white students have scored 57% as their highest achievement over the past five years. **Root Cause:** Teachers are not utilizing the diverse experiences of their colleagues to improve instruction and target the specific needs of students.

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.

Student discipline is addressed as needed. There is consistent follow through for students exhibiting behavioral difficulties that have been referred to the office.

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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students have difficulty making positive changes to their behavior when needed. **Root Cause:** There is lack of consistency across classrooms in tracking student behavior that leads to inconsistent reporting and inconsistent follow through.

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

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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The communication between staff members and between the administration and staff members has caused a decline in the overall positive climate of the building. **Root Cause:** Personality differences and differing communication styles can cause feelings to be hurt and information shared/requested to be less effective.

Priority Problem Statements

Problem Statement 1: White students continue to fall below the targeted scores in both reading and math performance on STAAR tests. With a target score of 60% on the STAAR reading, white students have scored 58% as their highest achievement over the past five years. With a target score of 59% on the STAAR math, white students have scored 57% as their highest achievement over the past five years.

Root Cause 1: Teachers are not utilizing the diverse experiences of their colleagues to improve instruction and target the specific needs of students.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: Students have difficulty making positive changes to their behavior when needed.

Root Cause 3: There is lack of consistency across classrooms in tracking student behavior that leads to inconsistent reporting and inconsistent follow through.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 2: The communication between staff members and between the administration and staff members has caused a decline in the overall positive climate of the building.

Root Cause 2: Personality differences and differing communication styles can cause feelings to be hurt and information shared/requested to be less effective.

Problem Statement 2 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data

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, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other 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 2022, 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: 2022 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, reading, and science (4th-5th grade only), and social studies (5th grade only).</p> <p>Strategy's Expected Result/Impact: Common assessment data will be disaggregated through Eduphoria and reviewed in PLC meetings</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: WIN (What I Need) time will be provided daily for at least 30 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 Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: DDI meetings will be held following each common assessment to review data and plan for reteaching.</p> <p>Strategy's Expected Result/Impact: DDI agenda Know/Show charts Reteaching strategies</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</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 should increase.</p> <p>The following curriculum supplements will be purchased to support reading, math, and science: 2nd grade -Heggerty Phonological and Phonemic Awareness 2nd-5th grade - Patterns of Power writing conventions 2nd-5th grade - STEMScopes Math 3rd-4th grade - Science Penguin 2nd-5th grade - Math Facts Pro (fluency practice)</p> <p>The following professional development will be provided: Math Academy - summer 2021 Reading Academy - 2021-2022 school year Differentiated Instruction - ongoing throughout the year</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Heggerty Phonics, Science Penguin, Math Fact Pro - 199 - Local Funds (campus budget), STEMScopes; Reading Academy; Patterns of Power - 199 - District Budget</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:





Student Learning

Problem Statement 1: White students continue to fall below the targeted scores in both reading and math performance on STAAR tests. With a target score of 60% on the STAAR reading, white students have scored 58% as their highest achievement over the past five years. With a target score of 59% on the STAAR math, white students have scored 57% as their highest achievement over the past five years. **Root Cause:** Teachers are not utilizing the diverse experiences of their colleagues to improve instruction and target the specific needs of students.

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 2022, 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: 2022 STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: 2021 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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: White students continue to fall below the targeted scores in both reading and math performance on STAAR tests. With a target score of 60% on the STAAR reading, white students have scored 58% as their highest achievement over the past five years. With a target score of 59% on the STAAR math, white students have scored 57% as their highest achievement over the past five years. Root Cause: Teachers are not utilizing the diverse experiences of their colleagues to improve instruction and target the specific needs of students.</p>





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 2022, all students will have demonstrated at least one year's worth of growth in their reading and math performance. Students who are performing below the expected level on the BOY assessments will make at least 1.5 year's worth of growth in their reading and math performance.

HB3 Goal

Evaluation Data Sources: BOY and EOY mCLASS
BOY and EOY HMH reading inventory

Strategy 1 Details	Reviews			
<p>Strategy 1: All 2nd -3rd grade teachers will complete the Texas Reading Academy as required through HB3. Strategy's Expected Result/Impact: Teachers will gain knowledge and skills to better support student reading. Staff Responsible for Monitoring: Asst. Superintendent Principal Assistant Principal Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: Reading Academy Registration - 199 - District Budget</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students in grades 2-3 will be provided with daily guided reading instruction. Students in grades 2-5 will utilize the HMH curriculum to increase reading skills. Students in grade 2 will utilize Heggerty Phonological and Phonemic Awareness daily. Strategy's Expected Result/Impact: Students are expected to make at least a year's growth in reading skills. Staff Responsible for Monitoring: Teachers Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will track their progress in reading and math by setting goals, reviewing their data, and determining next steps in their learning.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase in reading and math.</p> <p>Staff Responsible for Monitoring: Teachers Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Student folders - 199 - Local Funds (campus budget)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor all students who are performing below the expected level on BOY reading and/or math assessments through the use of the RTI process.</p> <p>Strategy's Expected Result/Impact: Students progress will be tracked and additional supports provided if needed.</p> <p>Staff Responsible for Monitoring: Counselor Principal Assistant Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: WIN time will be used to provide reading intervention for all students reading below the expected level using guided reading, MTA, SRA, and targeted comprehension skills.</p> <p>Strategy's Expected Result/Impact: Students will make 1.5 year's of growth in their reading level by May 2022.</p> <p>Staff Responsible for Monitoring: Principal Teachers Reading interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: White students continue to fall below the targeted scores in both reading and math performance on STAAR tests. With a target score of 60% on the STAAR reading, white students have scored 58% as their highest achievement over the past five years. With a target score of 59% on the STAAR math, white students have scored 57% as their highest achievement over the past five years. **Root Cause:** Teachers are not utilizing the diverse experiences of their colleagues to improve instruction and target the specific needs of students.

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: New staff members will understand the processes used at Dodd and have a colleague to ask if they questions.</p> <p>Staff Responsible for Monitoring: Mentor teachers: DeDe Campbell, Kristin Blocker, Tiffany Nichols Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Mentor teacher stipend - 199 - District Budget</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly calendars will be provided to staff members by Friday 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> <p>Problem Statements: Perceptions 1</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>				





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: The communication between staff members and between the administration and staff members has caused a decline in the overall positive climate of the building. Root Cause: Personality differences and differing communication styles can cause feelings to be hurt and information shared/requested to be less effective.</p>

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
 Student planners

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 2: Effective, Well-Supported Teachers</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: Parent sign in sheets
Events calendar

Strategy 1 Details	Reviews			
<p>Strategy 1: 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 - August Grandparents' Week - September Math/Science Family Night- October Parent/Teacher Conferences - October Red Ribbon Week - October Book Character Parade - October Book fair - November Turkey Trot - November Mid year awards presentation - December Family Literacy Night - March Shamrock Shuffle - March Field Day - May 5th grade celebration day - May Career Day - May NEHS Induction Ceremony - May Choir programs UIL volunteers Field trip volunteers Workroom volunteers</p> <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 Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Family Math & Science Night-Perot Museum - 199 - Local Funds (campus budget) - \$600, Family Literacy Night - 199 - Local Funds (campus budget) - \$500</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>				

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

Performance Objective 4: 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

NEHS

UIL teams

Piano Club

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 5: 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
- Paw Pride 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 publicized each six weeks. House winners will be announced and prizes given weekly.</p> <p>Strategy's Expected Result/Impact: Students will receive recognition for outstanding performance.</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Brag tags and certificates - 199 - Local Funds (campus budget) - \$300, House prizes - 461 - Principals Fund - \$500</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>				





Performance Objective 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Students have difficulty making positive changes to their behavior when needed. Root Cause: There is lack of consistency across classrooms in tracking student behavior that leads to inconsistent reporting and inconsistent follow through.</p>

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 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
 Paw Pride award winners

Strategy 1 Details	Reviews			
<p>Strategy 1: School clubs/activities will be provided for students. Cool Cats Piano Club (3rd-5th) Minecraft Writing Club (3rd-5th) Choir (3rd-5th) Drama Club (3rd-5th) UIL competition (2nd-5th) NEHS (4th-5th)</p> <p>Strategy's Expected Result/Impact: Students will have the opportunity to participate in activities related to their interests and expand their experiences. Staff Responsible for Monitoring: Principal Teacher sponsors Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture Funding Sources: A variety of resources will be needed (ie. field trips, t-shirts, materials) - 461 - Principals Fund - \$1,000</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>				

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

Performance Objective 7: We will create an atmosphere where teachers feel appreciated and valued.

Evaluation Data Sources: Staff survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly appreciation activities will be provided for all staff members. Birthday celebrations will take place monthly. Staff social gatherings will take place at least once per semester. Strategy's Expected Result/Impact: Maintain a positive attitude throughout the school year. Staff Responsible for Monitoring: Principal Asst. Principal Counselor Sunshine Committee 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: Team Leaders Campus Leadership Team Interview Committees Open door policy Staff Surveys House Leaders 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. Staff Responsible for Monitoring: Principal Asst. Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Danielle Campbell	Teacher interventionist	Title I	.20

Campus Funding Summary

199 - Local Funds (campus budget)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Heggerty Phonics, Science Penguin, Math Fact Pro		\$0.00
1	3	3	Student folders		\$0.00
2	3	1	Family Math & Science Night-Perot Museum		\$600.00
2	3	1	Family Literacy Night		\$500.00
2	5	1	Brag tags and certificates		\$300.00
Sub-Total					\$1,400.00
461 - Principals Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1	House prizes		\$500.00
2	6	1	A variety of resources will be needed (ie. field trips, t-shirts, materials)		\$1,000.00
Sub-Total					\$1,500.00
199 - District Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	STEMScopes; Reading Academy; Patterns of Power		\$0.00
1	3	1	Reading Academy Registration		\$0.00
2	1	1	Mentor teacher stipend		\$0.00
Sub-Total					\$0.00
Grand Total					\$2,900.00