

Krum Independent School District
Blanche Dodd Elementary
Improvement Plan
2020-2021

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Blanche Dodd Elementary served approximately 275 students in grades 2-5 for the 2019-2020 school year. We expect the total student population to grow over time as new homes are built in the Dodd attendance zone. 2019-2020 was the first school year for Dodd to transition from an intermediate campus serving only 4th and 5th grade students to an elementary campus serving 2nd-5th grade students. Many plans were put into place to make this a smooth transition for all students, parents, and staff members. We found that one of the biggest challenges we encountered was welcoming 75% of our student population to Dodd as new students.

The ethnic make up of the campus is predominantly white (70.91%) with the next largest ethnic group being Hispanic (20.73%). We serve a small percentage of African American students (2.55%) and Asian students (1.09%). Second language learners (2.18%) make up a portion of our student body; however, bilingual/dual language classes are no longer housed on the Dodd campus, thus requiring all Dodd students enrolled in the dual language program to attend Dyer Elementary where the program is currently provided. Dodd continues to serve their remaining 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 48% 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. A self-contained life-skills classroom is available for our students with the greatest level of academic need, and the addition of a transitional behavior program supports students with social deficits in a self contained setting as well as in the general education classroom.

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. A hybrid model was introduced during the 2018-2019 school year where students receiving resource support would participate in the general education instruction with in-class support and then move into the resource setting to extend the same lesson. This contributed to an increase in the percentage of special education students who passed STAAR reading and STAAR math. A self-contained life-skills classroom has also been available for our students with the greatest level of academic need. Throughout the 2018-2019 school year, several students demonstrated significant behavioral challenges. In 2019-2020, an additional special education classroom was opened to provide academic and behavioral support for these students. This program will continue to be available to any student in Krum ISD requiring this level of support.

The students in our 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 attendance rate stayed relatively stable going from 96.82% (2019) to 96.50% (2020). 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 48.73% Male 51.27%

Ethnicity - Hispanic/Latino 20.73%

Race - American Indian/Alaskan Native .36%, Asian 1.09%, Black/African American 2.55%, White 70.91%, Two or more 4.36%

Students by Program - 504 Designation 13.45%, Bilingual Program 0%, English as Second Language 2.18%, Free or Reduced Lunch 24.36%, Gifted and Talented 6.91%, Special Education 16.73%, Dyslexia 7.27%

Other Student Information: At Risk 48%, Homeless .36%, Immigrant 0%, Limited English Proficiency 2.18%

Demographics Strengths

More than 50% of the Dodd teachers have 11 or more years of teaching experience. Approximately 17% of the Blanche Dodd Elementary teaching staff has five or fewer years of experience.

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

The addition of a life skills class and a behavior support class 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.

In reviewing data over time, we see an upward trend in the percentage of students performing at the "meets grade level or above" indicator. Reading scores increased from 48% (2017) to 52% (2019). Math scores increased from 45% (2017) to 49% (2019). Academic growth also increased in reading from 64% (2017) to 72% (2019) and in math from 74% (2017) to 77% (2018). Math growth, however, dipped in 2019 to 70%.

Dodd has been identified for targeted support and improvement based on deficits in the following areas where students did not meet the accountability targets on the 2019 STAAR.

Reading Target - White 60%	Dodd 58%
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Math Target - Hispanic 40%	Dodd 32%
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Math Target - White 59%	Dodd 57%
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Math Target - EL 40%	Dodd 32%
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Math Target - Sped 23%	Dodd 22%
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Student Learning Strengths

Campus strengths on state assessments can be seen in the increase in the students' scores on STAAR tests in both math and reading from 4th grade (2018) to 5th grade (2019).

Math (same group of students)	2018 (4th grade)	2019 (5th grade)
Approaches Grade Level	58.43%	95.06%
Meets Grade Level	27.71%	67.28%
Masters Grade Level	12.65%	47.53%

Reading	2018	2019
Approaches Grade Level	79.88%	93.87%
Meets Grade Level	47.64%	63.19%
Masters Grade Level	22.56%	32.52%

Due to COVID 19 school closures, STAAR data was not available for the 2020 school year; however, results of February benchmark testing provided the following data for our students who scored at the Approaches level. The 2018 STAAR released test was used for benchmark purposes.

	5th grade	4th grade	3rd grade
Math	89.4%	50%	70.7%
Reading	82.4%	69.7%	75.4%
Science	79.8%		
Writing		53%	

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): White students are not meeting the state target for "Meets expectations and above" on the STAAR reading. **Root Cause:** Students are reading below the expected level for their grade; therefore, the instruction may not be provided to match the rigor of the STAAR test.

Problem Statement 2 (Prioritized): White, Hispanic, EL, and Sped students are not meeting the state target for "Meets expectations and above" on STAAR math. **Root Cause:** Math is not being taught to the rigor of the STAAR test.

School Processes & Programs

School Processes & Programs Summary

Each student's academic success is a top priority of Blanche Dodd Elementary School. We maintain a highly qualified staff with the highest percentage of teachers having 11-20 years of experience. All core teachers are ESL certified to meet the needs of our ELL students. A continuum of special education services is available to serve students that are identified as needing specialized instruction. Reading and Math interventionists are available on campus for small group intervention to work with students that are at-risk and/or TIER III. Teachers use data from Nine Week Assessments and Benchmark tests to spiral and scaffold daily instruction in their classrooms, including the use of hands-on activities to provide meaningful learning opportunities.

Technology is available in all classrooms and includes iPads, Smartboards, Apple TVs, and Chromebooks. Each team of teachers has had access to a 30 Chromebook cart for use with their students. For the 2020-2021 schoolyear, we plan to provide 1:1 Chromebooks for our 4th and 5th grade students. The 2nd and 3rd grade students will continue to have access to Chromebooks and other technology as they have in the past.

Teachers meet for the purpose of planning and reflection during district Blue Days. Data from each nine weeks assessment is reviewed through a Data Dig and adjustments made to lesson plans based on student mastery. Biweekly DDI meetings were held with each grade level to review and discuss student work compared to work exemplars. Adjustments were made to teaching strategies. Concepts were retaught and reassessed for student understanding.

A balanced approach to literacy is used in the reading and language arts classrooms to ensure students are reading at their independent reading level as determined by DRA and HMH testing. We use the TEKS Resource System Year at a Glance for a pacing guide/scope and sequence.

School Processes & Programs Strengths

Blanche Dodd Elementary strives to provide current technology and opportunities for enrichment for our faculty and students to achieve success in learning. We have multiple ways to identify struggling students (grades, test scores: STAAR, benchmarks, nine week tests, DRA and HMH reading levels, and TELPAS), as well as multiple supports in place to ensure student success (tutoring, WIN time, SPED resource classes and in-class support, leveled libraries, dyslexia classes).

- All core teachers are ESL certified.
- Teachers at Dodd are 100% highly qualified.
- Full time reading and math interventionists work with students who have reached TIER III in the RTI process.
- Dodd employs a full time campus dyslexia teacher.
- Teachers use data to guide, spiral, and scaffold instruction.
- Dodd provides a full continuum of Sped services which include a self-contained life skills program, a self-contained behavior support class, resource classes, in-class support, and speech therapy.
- A balanced literacy approach has been implemented to increase understanding and application of the TEKS.

- The RTI process is utilized consistently to identify struggling students and provide intervention supports.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): SPED, ELL, and Economically Disadvantaged students are performing significantly lower than their peers in academic areas. **Root Cause:** These students entered school with deficits in background knowledge , vocabulary development, and below grade level reading abilities. Our current instructional strategies have not yet closed these gaps.

Problem Statement 2 (Prioritized): 48% of Dodd students are categorized as at-risk. **Root Cause:** The majority of the students coded as at-risk are due to a failure to perform satisfactorily on a standardized assessment (ie. STAAR, readiness test).

Perceptions

Perceptions Summary

A campus needs assessment survey was distributed to parents and staff at the end of the 2019-2020 school year. Seventy-six (76) responses were received. The following data indicates areas of strength and areas for growth.

Areas of Focus	1	2	3	4	5
	Need Improvement				Strength
Communication	2.6%	2.6%	17.1%	31.6%	46.1%
Instructional Practices	1.3%	2.6%	14.5%	42.1%	39.5%
Parent Involvement	1.3%	9.2%	22.4%	26.3%	40.8%
Climate, Culture, Reputation	3.9%	5.3%	9.2%	31.6%	50.0%
Student Achievement	2.6%	1.3%	9.2%	42.1%	44.7%
Student Discipline	1.3%	4.0%	10.7%	36.0%	48.0%

The Dodd mission statement, beliefs, and values were created and defined in order for all staff members to operate from the same point of reference. The staff at Blanche Dodd Elementary provide a welcoming atmosphere for parents and students where we strive to provide clear communication and a variety of opportunities for parent involvement.

We believe that the education of each child is a joint effort between the school and the child's family. Parents are provided with opportunities to formulate suggestions, share experiences, and discuss decisions relating to the education of their children. These events and opportunities are communicated through multiple formats in a timely manner. The following opportunities have been afforded to each family.

- Parent input into classroom placement
- Meet the Teacher Night
- Parent Orientation Nights
- Family Literacy Night & Bookfair
- Math/Science Night

- Watch DOGS and other volunteer opportunities
- Parent surveys

We have a consistent social media presence on Facebook and utilize Remind to send messages. In addition, email is used for school wide information that is shared with parents. Daily folders provide behavior information to parents and weekly newsletters provide class news and information. The Blanche Dodd Bobcat News is a campus newsletter that is posted once a month and shared through websites, Facebook, and email.

Perceptions Strengths

According to the Needs Assessment Survey, four areas ranked as overall strengths for Dodd as measured by the percentage (80% or >) of responses received in the category of "four" or "five".

Areas of Focus	1	2	3	4	5	% of 4's and 5's
	Need Improvement				Strength	
Instructional Practices	1.3%	2.6%	14.5%	42.1%	39.5%	81.6%
Climate, Culture, Reputation	3.9%	5.3%	9.2%	31.6%	50.0%	81.6%
Student Achievement	2.6%	1.3%	9.2%	42.1%	44.7%	86.8%
Student Discipline	1.3%	4.0%	10.7%	36.0%	48.0%	84%

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need for positive, consistent, clear communication with staff and parents. **Root Cause:** Communication is sometimes initiated for purposes of student improvement without first providing the needed positive communication and establishing positive relationships.

Problem Statement 2 (Prioritized): There is a perception that parent involvement is limited. **Root Cause:** What defines parent involvement? Once we have a definition, we can then determine a specific root cause.

Priority Problem Statements

Problem Statement 1: SPED, ELL, and Economically Disadvantaged students are performing significantly lower than their peers in academic areas.

Root Cause 1: These students entered school with deficits in background knowledge , vocabulary development, and below grade level reading abilities. Our current instructional strategies have not yet closed these gaps.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: White students are not meeting the state target for "Meets expectations and above" on the STAAR reading.

Root Cause 2: Students are reading below the expected level for their grade; therefore, the instruction may not be provided to match the rigor of the STAAR test.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: White, Hispanic, EL, and Sped students are not meeting the state target for "Meets expectations and above" on STAAR math.

Root Cause 3: Math is not being taught to the rigor of the STAAR test.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 48% of Dodd students are categorized as at-risk.

Root Cause 4: The majority of the students coded as at-risk are due to a failure to perform satisfactorily on a standardized assessment (ie. STAAR, readiness test).

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a need for positive, consistent, clear communication with staff and parents.

Root Cause 5: Communication is sometimes initiated for purposes of student improvement without first providing the needed positive communication and establishing positive relationships.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: There is a perception that parent involvement is limited.

Root Cause 6: What defines parent involvement? Once we have a definition, we can then determine a specific root cause.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Targeted support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Dyslexia 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
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

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
- Study of best practices

Goals

Goal 1: By providing quality instruction to all students, the percentage of students identified as "at risk" will be reduced from 48% to 38% as evidenced by a higher percentage of students passing STAAR tests and a higher percentage of students performing satisfactorily on readiness assessments. The "at risk" percentage will be figured the following school year (Oct. 2021).

Performance Objective 1: By May 2021, at least 85% of all students in 3rd, 4th, and 5th grade will score at the "approaches" level or higher on the STAAR reading, math, writing, and science tests.

Evaluation Data Sources: 2021 STAAR reports

Summative Evaluation: None

Strategy 1: Focus resources for training and materials in the areas of reading, writing, math, and special education, to support the areas of concern according to state data.

Strategy's Expected Result/Impact: By focusing resources in areas of growth, student achievement in these areas is expected to increase.

Staff Responsible for Monitoring: Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:
School Processes & Programs 1

Funding Sources:
None

Formative

Nov

Jan

Mar





Summative

June

Strategy 2: Provide professional development for Data Driven Instruction using the framework by Paul Brambrick-Santoyo.	
<p>Strategy's Expected Result/Impact: Staff members will better understand the purpose and process of DDI allowing them to better implement the process to enhance and improve teaching skills.</p> <p>DDI training documents (ie. slides, handouts, agenda)</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal DDI campus team (Vardell, Barrow, Freer)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Targeted Support Strategy</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: Student Learning 1, 2 School Processes & Programs 1, 2</p> <p>Funding Sources: None</p>	Summative
	June
Strategy 3: DDI planning meetings will be implemented weekly to discuss TEKS, planning, fine-tuning of teaching techniques, and student progress and needs.	
<p>Strategy's Expected Result/Impact: DDI meetings will allow teachers the time to develop lesson plans and compare student work with exemplars. DDI calendar DDI agendas</p> <p>Staff Responsible for Monitoring: Teachers Principal Asst. Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Targeted Support Strategy</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: Student Learning 1, 2 School Processes & Programs 1, 2</p> <p>Funding Sources: None</p>	Summative
	June

Strategy 4: Math and reading intervention/enrichment will be provided during "WIN" time daily for all students.		
Strategy's Expected Result/Impact: Students will be identified for intervention, reteaching, and enrichment opportunities to be provided daily by classroom teachers, support staff, and content specialists. Time periods of 45-60 minutes will be provided. Staff Responsible for Monitoring: Principal Classroom Teachers Special Ed Teachers Content Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None		Formative
		Nov
		Jan
		Mar
Problem Statements: Student Learning 1, 2 School Processes & Programs 1, 2 Funding Sources: None		Summative
		June
Strategy 5: STAAR data and benchmark testing results will be analyzed and disaggregated using Eduphoria prior to planning and delivering instruction to determine strengths and weaknesses of students and staff development needs for teachers. Disaggregated data will be posted on the PLC data wall.		
Strategy's Expected Result/Impact: By knowing areas of strengths and weakness, instruction can be targeted to address areas of need. Staff Responsible for Monitoring: Principal Asst. Principal Classroom Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: Build a foundation of reading and math, Improve low-performing schools ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Targeted Support Strategy		Formative
		Nov
		Jan
		Mar
Problem Statements: Student Learning 1, 2 School Processes & Programs 1, 2 Funding Sources: None		Summative
		June





Strategy 6: Each grade level will create a year at a glance curriculum guide to address all tested TEKS.			
Strategy's Expected Result/Impact: By knowing the highly tested TEKS and the areas of growth needed, a more focused and intentional approach will be taken to ensure students have time to master TEKS prior to assessment. Staff Responsible for Monitoring: Principal Asst. Principal Classroom teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: None ESF Levers: None Targeted Support Strategy			Formative
			Nov
			Jan
			Mar
Problem Statements: Student Learning 1, 2 School Processes & Programs 1, 2 Funding Sources: None			Summative
			June

<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			
Student Learning			
Problem Statement 1: White students are not meeting the state target for "Meets expectations and above" on the STAAR reading. Root Cause: Students are reading below the expected level for their grade; therefore, the instruction may not be provided to match the rigor of the STAAR test.			
Problem Statement 2: White, Hispanic, EL, and Sped students are not meeting the state target for "Meets expectations and above" on STAAR math. Root Cause: Math is not being taught to the rigor of the STAAR test.			
School Processes & Programs			
Problem Statement 1: SPED, ELL, and Economically Disadvantaged students are performing significantly lower than their peers in academic areas. Root Cause: These students entered school with deficits in background knowledge , vocabulary development, and below grade level reading abilities. Our current instructional strategies have not yet closed these gaps.			
Problem Statement 2: 48% of Dodd students are categorized as at-risk. Root Cause: The majority of the students coded as at-risk are due to a failure to perform satisfactorily on a standardized assessment (ie. STAAR, readiness test).			

Performance Objective 2: By May 2021, 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.

Evaluation Data Sources: 2021 STAAR reports

Summative Evaluation: None

Strategy 1: Math teachers and Reading teachers will meet monthly as a vertical team to discuss the deficits seen 2nd-5th grade.	
<p>Strategy's Expected Result/Impact: All sub populations demonstrated a deficit in math skills on 2019 STAAR, and white students demonstrated a deficit in reading skills. Vertical teams will work to address the deficits and design strategies to increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal Math and Reading teachers Math Specialist Reading Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Targeted Support Strategy</p>	Formative
	Nov
	Jan
	Mar
<p>Problem Statements: Student Learning 1, 2 School Processes & Programs 1, 2</p> <p>Funding Sources: None</p>	Summative
	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>	
Student Learning	
Problem Statement 1: White students are not meeting the state target for "Meets expectations and above" on the STAAR reading. Root Cause: Students are reading below the expected level for their grade; therefore, the instruction may not be provided to match the rigor of the STAAR test.	
Problem Statement 2: White, Hispanic, EL, and Sped students are not meeting the state target for "Meets expectations and above" on STAAR math. Root Cause: Math is not being taught to the rigor of the STAAR test.	
School Processes & Programs	
Problem Statement 1: SPED, ELL, and Economically Disadvantaged students are performing significantly lower than their peers in academic areas. Root Cause: These students entered school with deficits in background knowledge, vocabulary development, and below grade level reading abilities. Our current instructional strategies have not yet closed these gaps.	
Problem Statement 2: 48% of Dodd students are categorized as at-risk. Root Cause: The majority of the students coded as at-risk are due to a failure to perform satisfactorily on a standardized assessment (ie. STAAR, readiness test).	

Performance Objective 3: By May 2021, all students reading on level or above as measured by the BOY DRA will make at least one year of growth as measured by the EOY DRA.

Evaluation Data Sources: fluency/comprehension levels (BOY, MOY, EOY)
Individual student tracking sheets

Summative Evaluation: None

Strategy 1: Register and ensure participation for all 2nd-3rd grade teachers for the Reading Academy as required through HB3.

Provide additional professional development centered around balanced literacy. (ie. off campus training, webinars, book study)

Strategy's Expected Result/Impact: Teachers will gain knowledge and skills to better support student reading.		Formative
Staff Responsible for Monitoring: Principal Teachers		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		Summative
Targeted Support Strategy		June
Problem Statements: Student Learning 1 School Processes & Programs 1, 2		
Funding Sources: None		

Strategy 2: Guided reading instruction will be provided in all 2nd-3rd grade classrooms on a daily basis.

Strategy's Expected Result/Impact: All students will make at least one year of growth in their reading levels as measured by the BOY DRA and the EOY DRA. Those students performing below the expected level on the BOY DRA will make a year and a half of growth in their reading level by the EOY DRA.

Lesson plans
Observation
Running records
Student tracking records

Staff Responsible for Monitoring: Reading Teachers
Reading Specialist
Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Recruit, support, retain teachers and principals,
Improve low-performing schools

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

Problem Statements:

Student Learning 1
School Processes & Programs 1, 2

Funding Sources:

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Students will track their progress in reading by setting goals, reviewing their data, and determining next steps.				
<div><div>Strategy's Expected Result/Impact: Student growth will be seen from BOY DRA to EOY DRA. Student data binders Progress reports</div><div>Staff Responsible for Monitoring: Teachers Students Principal</div><div><div><div>Title I Schoolwide Elements: 2.4, 2.5, 2.6</div><div>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</div><div>ESF Levers: Lever 5: Effective Instruction</div><div>Targeted Support Strategy</div></div><div><div>Problem Statements: Student Learning 1 School Processes & Programs 1, 2</div><div>Funding Sources: Student binders/materials 199 - Local Funds (campus budget) 199-11-6399.00-102-111000 \$500</div></div></div></div>				Formative
				Nov
				Jan
				Mar
				Summative
				June
Strategy 4: A balanced literacy approach will be provided in all 4th-5th grade reading classrooms through the use of HMH materials on a daily basis.				
<div><div>Strategy's Expected Result/Impact: All students will make at least one year of growth in their reading levels as measured on the BOY DRA and the EOY DRA. Those students performing below the expected level on the BOY DRA will make a year and a half of growth in their reading level by the EOY DRA.</div><div>Staff Responsible for Monitoring: Reading teachers Reading specialist Principal</div><div><div><div>Title I Schoolwide Elements: 2.4, 2.5, 2.6</div><div>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</div><div>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</div><div>Targeted Support Strategy</div></div><div><div>Problem Statements: Student Learning 1 School Processes & Programs 1, 2</div><div>Funding Sources: None</div></div></div></div>				Formative
				Nov
				Jan
				Mar
				Summative
				June
<div><div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div><div>→</div><div>Continue/Modify</div></div></div><div><div><div>✗</div><div>Discontinue</div></div></div></div></div></div>				
Student Learning				
Problem Statement 1: White students are not meeting the state target for "Meets expectations and above" on the STAAR reading. Root Cause: Students are reading below the expected level for their grade; therefore, the instruction may not be provided to match the rigor of the STAAR test.				

School Processes & Programs

Problem Statement 1: SPED, ELL, and Economically Disadvantaged students are performing significantly lower than their peers in academic areas. **Root Cause:** These students entered school with deficits in background knowledge , vocabulary development, and below grade level reading abilities. Our current instructional strategies have not yet closed these gaps.

Problem Statement 2: 48% of Dodd students are categorized as at-risk. **Root Cause:** The majority of the students coded as at-risk are due to a failure to perform satisfactorily on a standardized assessment (ie. STAAR, readiness test).

Performance Objective 4: By May 2021, all students reading below grade level as measured by the BOY DRA will make at least one and a half years of growth as measured by the EOY DRA.

Evaluation Data Sources: BOY DRA
EOY DRA

Summative Evaluation: None

Strategy 1: Monitor all students who are performing below the expected level on BOY fluency/comprehension assessments through the use of the RTI process.

Strategy's Expected Result/Impact: By monitoring students through the RTI process, additional support and services can be provided if needed.
RTI schedule
RTI agenda
RTI documents in Eduphoria
fluency/comprehension assessments
Progress reports

Staff Responsible for Monitoring: Teachers
Principal
Counselor

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math,
Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Targeted Support Strategy

Problem Statements:

Student Learning 1
School Processes & Programs 1, 2

Funding Sources:

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: "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.

Strategy's Expected Result/Impact: Students will make 1.5 year of growth in their reading level by May 2021.

Student rosters during WIN time.

Running records

Student reading level tracking documents

BOY DRA, MOY DRA, EOY DRA

Staff Responsible for Monitoring: Classroom teachers

Reading Specialist

Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math,
Improve low-performing schools

ESF Levers: Lever 4: High-Quality Curriculum, Lever 5:
Effective Instruction

Targeted Support Strategy

Problem Statements:

Student Learning 1

School Processes & Programs 1, 2

Funding Sources:

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: Parent training will be provided to assist parents in working with their children to improve reading skills:
Parent Meeting/training will be held in September after completion of BOY reading inventory.
Parent contract to be provided to encourage parents to partner with their child and teacher to support their child's reading.
Parent conferences held in October and February to discuss progress.

Strategy's Expected Result/Impact: In order to make the needed growth, parents and teachers will work together to support their student.

Staff Responsible for Monitoring: Classroom teachers

Reading specialist

Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2

TEA Priorities: None

ESF Levers: None

Targeted Support Strategy

Problem Statements:

Student Learning 1

School Processes & Programs 1, 2

Perceptions 1, 2

Funding Sources:

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: All students reading below the expected level will take home leveled readers daily in order to provide independent reading.

Strategy's Expected Result/Impact: Students will make 1.5 year of growth in their reading level by May 2021. Student rosters during WIN time.		Formative
Staff Responsible for Monitoring: Classroom teachers Principal		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6 TEA Priorities: Build a foundation of reading and math, Improve low-performing schools ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Targeted Support Strategy		Jan
Problem Statements: Student Learning 1 School Processes & Programs 1, 2		Mar
Funding Sources: None		Summative
		June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Student Learning

Problem Statement 1: White students are not meeting the state target for "Meets expectations and above" on the STAAR reading. **Root Cause:** Students are reading below the expected level for their grade; therefore, the instruction may not be provided to match the rigor of the STAAR test.

School Processes & Programs

Problem Statement 1: SPED, ELL, and Economically Disadvantaged students are performing significantly lower than their peers in academic areas. **Root Cause:** These students entered school with deficits in background knowledge , vocabulary development, and below grade level reading abilities. Our current instructional strategies have not yet closed these gaps.

Problem Statement 2: 48% of Dodd students are categorized as at-risk. **Root Cause:** The majority of the students coded as at-risk are due to a failure to perform satisfactorily on a standardized assessment (ie. STAAR, readiness test).

Perceptions

Problem Statement 1: There is a need for positive, consistent, clear communication with staff and parents. **Root Cause:** Communication is sometimes initiated for purposes of student improvement without first providing the needed positive communication and establishing positive relationships.

Problem Statement 2: There is a perception that parent involvement is limited. **Root Cause:** What defines parent involvement? Once we have a definition, we can then determine a specific root cause.

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

Performance Objective 1: Classroom teachers will provide consistent communication with parents concerning their child's academic, behavioral, and social-emotional growth.

Evaluation Data Sources: Phone logs
Parent Conference agendas/schedules
Communication logs
Student planners

Summative Evaluation: None

Strategy 1: Teachers will place welcome phone calls to parents and students prior to the start of school to welcome them to their classroom.

Strategy's Expected Result/Impact: Provide a positive contact as the first contact of the year.

Formative

Staff Responsible for Monitoring: Classroom teachers
Principal

Nov

Jan

Mar

Title I Schoolwide Elements: None

Problem Statements:

TEA Priorities: None

Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Funding Sources:

None

Summative

June

Strategy 2: Teachers will send a positive postcard home each semester to each student in their homeroom class.

Strategy's Expected Result/Impact: Continued positive contact with parents/students.

Formative

Staff Responsible for Monitoring: Classroom teachers
Principal

Nov

Jan

Mar

Title I Schoolwide Elements: None

Problem Statements:

TEA Priorities: None

Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Funding Sources:

School postcards 199 - Local Funds (campus budget)
199-11-6399.00-102-111000 \$200

Summative

June

Strategy 3: Daily planners, communication folders, or electronic means will be used to indicate academic and behavior progress.				
Strategy's Expected Result/Impact: Parents will be informed of their child's daily progress.			Formative	
Staff Responsible for Monitoring: Classroom teachers			Nov	
Title I Schoolwide Elements: None		Problem Statements:		
TEA Priorities: None		Perceptions 1		
ESF Levers: Lever 3: Positive School Culture		Funding Sources:		
		Student planners 4th & 5th grade 461 - Principals Fund \$400		
			Summative	
			June	
Strategy 4: Weekly folders will be sent home on Fridays in order to distribute paper copies of school information and student work.				
Strategy's Expected Result/Impact: Parents will be informed of their child's weekly progress.			Formative	
Staff Responsible for Monitoring: Classroom teachers			Nov	
Title I Schoolwide Elements: None		Problem Statements:		
TEA Priorities: None		Perceptions 1		
ESF Levers: Lever 3: Positive School Culture		Funding Sources:		
		None		
			Summative	
			June	
Strategy 5: Each grade level team will provide a weekly newsletter to parents to keep abreast of what is happening in the classroom. The newsletter will include a calendar of assignments that are due for the week.				
Strategy's Expected Result/Impact: Parents will be aware of their child's assignments due for the week.			Formative	
Staff Responsible for Monitoring: Classroom teachers			Nov	
Title I Schoolwide Elements: None		Problem Statements:		
TEA Priorities: None		Perceptions 1		
ESF Levers: Lever 3: Positive School Culture		Funding Sources:		
		None		
			Summative	
			June	

Strategy 6: Inform the community and parents of activities occurring on campus via Twitter, Facebook, monthly campus newsletters, Remind or School Messenger App, and school website.				
Strategy's Expected Result/Impact: Parents and community will be informed of important school information.				Formative
Staff Responsible for Monitoring: Principal Public Relations Officer				Nov
Title I Schoolwide Elements: None		Problem Statements:		Jan
TEA Priorities: None		Perceptions 1		Mar
ESF Levers: Lever 3: Positive School Culture		Funding Sources:		Summative
None				June
Strategy 7: Websites and gradebook will be maintained and updated weekly to provide up-to-date academic information.				
Strategy's Expected Result/Impact: Parents will have access to the most current academic information as possible.				Formative
Staff Responsible for Monitoring: Classroom teachers				Nov
Title I Schoolwide Elements: None		Problem Statements:		Jan
TEA Priorities: None		Perceptions 1		Mar
ESF Levers: Lever 3: Positive School Culture		Funding Sources:		Summative
None				June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				
Perceptions				
Problem Statement 1: There is a need for positive, consistent, clear communication with staff and parents. Root Cause: Communication is sometimes initiated for purposes of student improvement without first providing the needed positive communication and establishing positive relationships.				

Performance Objective 2: Opportunities will be provided for parent/community collaboration and involvement.

Evaluation Data Sources: Parent surveys
Sign in sheets for events

Summative Evaluation: None

Strategy 1: The following events/opportunities will be provided for parents and students:

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 - September
Grandparents' Day - September
Reading support training for parents of below level readers - September
Parent/Teacher Conferences - October
Red Ribbon Week - October
Character Parade - October
Family Literacy Night & Bookfair - November
Turkey Trot - November
Santa's Workshop - December
Mid year awards presentation - December
Math/Science Family Night & Science Fair - February
Shamrock Shuffle - March
Field Day - May
5th grade celebration day - May
Career Day - May
NEHS Induction Ceremony - May
EOY Parent Survey - May
Choir programs
UIL volunteers
Field trip volunteers
Workroom volunteers

Strategy's Expected Result/Impact: 100% participation = face-to-face, Zoom, or phone 100% participation in parent conferences 100% participation in parent training 100% participation in parent orientation 50% or higher participation in all family night activities (ie. Meet the teacher night, Family literacy night, Family math/science night)		Formative
		Nov
		Jan
		Mar
Staff Responsible for Monitoring: Principal Asst. Principal Counselor Teachers		Summative
		June
Title I Schoolwide Elements: 3.1, 3.2	Problem Statements:	
TEA Priorities: None	Perceptions 2	
ESF Levers: None	Funding Sources:	
	Watch DOGS supplies and materials 199 - Local Funds (campus budget) 199-61-6399.00-102-199000 \$500	
	Perot Museum Science Night - contracted service 199 - Local Funds (campus budget) 199-61-6299.00-102-199000 \$600	
	UIL supplies and materials 199 - Local Funds (campus budget) 199-36-6399.00-102-199-000 \$600	
	Family Literacy Night supplies, possible author 199 - Local Funds (campus budget) 199-61-6299.00-102-199000 \$600	

Strategy 2: Partner with the community to provide mentorship and after school clubs such as: Run Club Bobcat Choir Watch DOGS KHS mentors Appleseed Readers Mine Craft Writing Club NEHS UIL teams STEAM Club			
Strategy's Expected Result/Impact: Students will have the opportunity to participate in enrichment activities in areas of interest.			Formative
Staff Responsible for Monitoring: Principal			Nov
Title I Schoolwide Elements: None		Problem Statements: None	Jan
TEA Priorities: None		Funding Sources:	Mar
ESF Levers: Lever 3: Positive School Culture		NEHS supplies, dues 199 - Local Funds (campus budget) 199-36-6495.00-102-199000 \$90	Summative
			June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			
Perceptions			
Problem Statement 2: There is a perception that parent involvement is limited. Root Cause: What defines parent involvement? Once we have a definition, we can then determine a specific root cause.			

Performance Objective 3: 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

Summative Evaluation: None

Strategy 1: An awards assembly will be held each semester to recognize academic and behavioral success.

December

May

Strategy's Expected Result/Impact: Through encouragement and recognition, students will be motivated to improve their academic and behavioral skills.

Staff Responsible for Monitoring: Teachers
Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: Lever 3: Positive School Culture

Awards certificates and "brag tags" 199 - Local Funds (campus budget) 199-11-6499.ST-102-111INC \$750

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4: 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

Summative Evaluation: None

Strategy 1: The Dodd House System will be used to provide students the opportunity to interact with students of different ages. A follow up activity to the monthly guidance lesson will be completed during the monthly House meeting. House competitions will take place to encourage participation.

Strategy's Expected Result/Impact: Students will feel a sense of pride and loyalty to the members of their house and their school.

Staff Responsible for Monitoring: House Leaders

Principal

Counselor

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: Lever 3: Positive School Culture

House prizes and materials 461 - Principals Fund \$300

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Guidance lessons will be provided monthly surrounding the Six Pillars of Character.

Strategy's Expected Result/Impact: Students will understand and practice the six pillars of good character resulting in a positive learning environment.

Staff Responsible for Monitoring: Counselor

Classroom teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: Lever 3: Positive School Culture

Materials and resources 199 - Local Funds (campus budget)
199-31-6399.00-102-199000 \$500

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5: We will create an atmosphere where teachers feel appreciated and valued.

Evaluation Data Sources: Staff survey

Staff attendance records

Summative Evaluation: None

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.

Formative

Staff Responsible for Monitoring: Principal

Asst. Principal

Counselor

Sunshine Committee

Nov

Jan

Mar

Title I Schoolwide Elements: None

Problem Statements: None

Summative

TEA Priorities: None

Funding Sources:

June

ESF Levers: Lever 3: Positive School Culture

Supplies and materials 461 - Principals Fund \$1,000

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	
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: Lever 3: Positive School Culture	None
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>	

Goal 3: Teachers will be prepared to offer quality online remote instruction if the need arises.

Performance Objective 1: All staff members will be provided with staff development learning to use Google Classroom and other remote teaching tools.

Evaluation Data Sources: Staff roster
Implementation of Google Classroom

Summative Evaluation: None

Strategy 1: Provide Google training - August/September			
Strategy's Expected Result/Impact: Staff members will become familiar with and be able to use Google Classroom for in-class instruction as well as remote learning. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5 TEA Priorities: Improve low-performing schools ESF Levers: Lever 5: Effective Instruction		Formative	
		Nov	
		Jan	
		Mar	
		Summative	
		June	
Strategy 2: All classrooms will utilize Google Classroom to post assignments			
Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Classroom teachers Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: Lever 5: Effective Instruction		Formative	
		Nov	
		Jan	
		Mar	
		Summative	
		June	

Strategy 3: Provide staff development surrounding remote learning best practices.			
Strategy's Expected Result/Impact: Teachers will feel more comfortable with remote teaching and be able to transition easily to remote learning if the need arises. Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 2.5 TEA Priorities: None ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			Formative
			Nov
			Jan
			Mar
			Summative
Problem Statements: None		Funding Sources: None	
None			
June			
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>			

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Focus resources for training and materials in the areas of reading, writing, math, and special education, to support the areas of concern according to state data.
1	1	2	Provide professional development for Data Driven Instruction using the framework by Paul Brambrick-Santoyo.
1	1	3	DDI planning meetings will be implemented weekly to discuss TEKS, planning, fine-tuning of teaching techniques, and student progress and needs.
1	1	5	STAAR data and benchmark testing results will be analyzed and disaggregated using Eduphoria prior to planning and delivering instruction to determine strengths and weaknesses of students and staff development needs for teachers. Disaggregated data will be posted on the PLC data wall.
1	1	6	Each grade level will create a year at a glance curriculum guide to address all tested TEKS.
1	2	1	Math teachers and Reading teachers will meet monthly as a vertical team to discuss the deficits seen 2nd-5th grade.
1	3	1	Register and ensure participation for all 2nd-3rd grade teachers for the Reading Academy as required through HB3. Provide additional professional development centered around balanced literacy. (ie. off campus training, webinars, book study)
1	3	2	Guided reading instruction will be provided in all 2nd-3rd grade classrooms on a daily basis.
1	3	3	Students will track their progress in reading by setting goals, reviewing their data, and determining next steps.
1	3	4	A balanced literacy approach will be provided in all 4th-5th grade reading classrooms through the use of HMH materials on a daily basis.
1	4	1	Monitor all students who are performing below the expected level on BOY fluency/comprehension assessments through the use of the RTI process.
1	4	2	"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.
1	4	3	Parent training will be provided to assist parents in working with their children to improve reading skills: Parent Meeting/training will be held in September after completion of BOY reading inventory. Parent contract to be provided to encourage parents to partner with their child and teacher to support their child's reading. Parent conferences held in October and February to discuss progress.

Goal	Objective	Strategy	Description
1	4	4	All students reading below the expected level will take home leveled readers daily in order to provide independent reading.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Patricia Bolz	Principal
Classroom Teacher	Elisa Lawson	Elected - Title I
Classroom Teacher	Danielle Campbell	Math Intervention - Math lead
Classroom Teacher	Kelli Brown	Elected - Science lead
Classroom Teacher	Mishi Juarez	Elected - SpEd
Administrator	Lisa Mayfield	Assistant Principal
Classroom Teacher	Sue Ellen Vardell	Teacher - ELAR lead
Non-classroom Professional	Tracy Reynolds	Counselor
Community Representative	Stephanie Bird	Community Representative
District-level Professional	Nancy Shipley	Assistant Superintendent
Parent	Brooke Fouts	Parent
Classroom Teacher	Kristi Murray	Elected - Reading Intervention

Campus Funding Summary

199 - Local Funds (campus budget)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Student binders/materials	199-11-6399.00-102-111000	\$500.00
2	1	2	School postcards	199-11-6399.00-102-111000	\$200.00
2	2	1	Watch DOGS supplies and materials	199-61-6399.00-102-199000	\$500.00
2	2	1	Perot Museum Science Night - contracted service	199-61-6299.00-102-199000	\$600.00
2	2	1	UIL supplies and materials	199-36-6399.00-102-199-000	\$600.00
2	2	1	Family Literacy Night supplies, possible author	199-61-6299.00-102-199000	\$600.00
2	2	2	NEHS supplies, dues	199-36-6495.00-102-199000	\$90.00
2	3	1	Awards certificates and "brag tags"	199-11-6499.ST-102-111INC	\$750.00
2	4	2	Materials and resources	199-31-6399.00-102-199000	\$500.00
Sub-Total					\$4,340.00
461 - Principals Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Student planners 4th & 5th grade		\$400.00
2	4	1	House prizes and materials		\$300.00
2	5	1	Supplies and materials		\$1,000.00
Sub-Total					\$1,700.00
Grand Total					\$6,040.00

Addendums