

**Krum Independent School District**  
**Blanche Dodd Intermediate**  
**2018-2019 Campus Improvement Plan**

# Table of Contents

Comprehensive Needs Assessment .....	3
Demographics .....	3
Student Academic Achievement .....	5
School Processes & Programs .....	7
Perceptions .....	9
Comprehensive Needs Assessment Data Documentation .....	11
Goals .....	13
Goal 1: By May 2019, at least 85% of all students in 4th grade and at least 85% of all students in 5th grade will score at the "approaches" level or higher on the STAAR reading and STAAR math tests. ....	13
Goal 2: By May 2019, at least 60% of students receiving special education services will score at the "approaches" level or higher on the STAAR reading assessment and at least 70% of students receiving special education services will score at the "approaches" level or higher on the STAAR math assessment. ....	19
Goal 3: By May 2019, at least 70% of students categorized as LEP will score at the "approaches" level or higher on the STAAR reading assessment and at least 80% of students categorized as LEP will score at the "approaches" level or higher on the STAAR math assessment. ....	20
Goal 4: By May 2019, each student's literacy level will increase by at least one year of growth as measured by the BOY and EOY DRA. ....	22
Goal 5: By May 2019, a positive learning environment will be provided for all students, parents, and staff members. ....	25
System Safeguard Strategies .....	32
Plan Notes .....	34
Campus Based Leadership Team .....	42
Campus Funding Summary .....	43

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Blanche Dodd Intermediate serves 312 students in grades 4 (1165) and 5 (147). The demographics are predominantly white with the next largest ethnic group being our Hispanic population. Even though the LEP population is below state average and our Bilingual program being a very small population of students, the Dual Language program provides a bilingual experience to a wider range of our overall student population.

The implementation of part time reading and math interventionists continues to help raise the percentage of students that previously failed STAAR in one or more areas to passing the following year. In the spring semester of 2017-2018, in addition to the two part-time teachers, we added a full-time reading/math interventionist to work with students. This significantly increased the number of students who could receive intervention prior to the first administration of 5th grade STAAR reading and STAAR math as well as 4th grade students preparing for their STAAR reading and STAAR math. We will keep this extra interventionist as a full time position for the coming school year. This continued support is critical to the success of our at-risk students.

Students who receive special education services are supported through a continuum of services. All staff participated in "Differentiation of Instruction" training with the Stetson Group during the 2017 fall semester in order to provide more targeted instruction within the classroom. Special education teachers push-in for in-class support and provide resource pull-out instruction. A self-contained life-skills classroom is also available for our students with the greatest level of academic need. 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 dropped slightly from the previous year going from 96.7% to 95.5% possibly due to the high number of students who reported being sick with the flu. Even so, the average daily attendance remained above the state average of 95%. The attendance clerk and campus administrator 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 field trip for those students maintaining perfect attendance for the entire school year.

See below for TSDS data:

Gender: Female 51.9% Male 48.1%

Ethnicity - Hispanic/Latino 27.9%

Race - American Indian/Alaskan Native 1%, Asian .3%, Black/African American 3.2%, White 65.7%, Two or more 1.9%

Students by Program - 504 Designation 17.6%, Bilingual Program 12.5%, English as Second Language 4.5%, Free or Reduced Lunch 37.8%, Gifted and Talented 7.4%, Special Education 10.9%

Other Student Information: At Risk 46.5%, Homeless .6%, Immigrant 0%, Limited English Proficiency 13.8%

### **Demographics Strengths**

Blanche Dodd Intermediate is below the state averages in: LEP population, economically disadvantaged population, mobility rate, STAAR failure rates in reading and math, and class size.

Our largest population of teachers has 11-20 years of teaching experience with 1-5 years teaching experience having the next largest percentage. 68.1% of the Blanche Dodd Intermediate teaching staff has five or more years of experience.

The addition of a full time reading/math interventionist will significantly increase the number of at-risk students that can be served throughout the year.

## Student Academic Achievement

### Student Academic Achievement Summary

According to the TAPR, Dodd Intermediate's student achievement on state testing (STAAR) was above the state average in reading and math for 4th and 5th grade combined scores (2017). When looking at the breakdown by grade level, 4th grade scores dropped in reading, math, and writing from the previous year (2016), and 4th grade averages in STAAR reading and STAAR math were below the state average in 2017. 4th grade writing scores were equal to the state average. 5th grade scores increased or stayed the same from the previous year (2016), and all 5th grade scores on STAAR reading and STAAR math exceeded the state average.

The special education, economically disadvantaged, and ELL populations continue to perform lower than their peers in all subjects at both 4th and 5th grade. The combined scores of 4th and 5th grade reading and math are as follows:

	Special Ed	Econ Disadvantaged	ELL
Reading	46%	63%	58%
Math	59%	71%	67%

When differentiating between ELL students served in the bilingual (dual language) program versus those ELL students served through ESL services, the students participating in the dual language program outscore their ESL counterparts.

	Dual Language	ESL
Reading	73%	37%
Math	81%	47%

Based on the results of the PBMAS accountability system, Dodd was targeted as a Focus Campus for improvement in Special Education reading and math and ELL reading and math. In order to address these areas of need, the following strategies were implemented this year (2017-2018):

- Targeted WIN time (intervention time) where all teachers focused on intervention during this 45 minute period
- Differentiated Instruction training to increase the effectiveness of Tier I instruction
- Additional in-class support for special needs students without leaving the classroom for support
- Increase in the length of time for morning tutoring
- Initiated the use of a tutoring spreadsheet to allow staff on morning duty to direct the students to tutoring when needed
- Targeted tutoring before school (students invited for particular subjects)
- After school tutoring for all ELL students prior to STAAR testing

### Student Academic Achievement Strengths

Our campus strengths on state assessments can be seen in the increase in the students' scores from 4th grade to 5th grade on the first administration of STAAR testing.

Math (same group of students)	2017 (4th grade)	2018 (5th grade)	# of students who met standard	# of students who did not meet standard
Approaches Grade Level	68.46%	83.00%	119	24
Meets Grade Level	34.62%	49.28%		
Masters Grade Level	18.46%	22.46%		
Reading			107	36
Approaches Grade Level	62.88%	75.00%		
Meets Grade Level	38.64%	44.20%		
Masters Grade Level	12.12%	16.67%		

Benchmark data collected in February show an increase in 4th grade test scores from the 4th grade STAAR scores last year.

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Students are performing lower on the STAAR reading assessment than on the STAAR math assessment. **Root Cause:** Students are reading below the expected level for their grade.

**Problem Statement 2:** Students are performing lower on the STAAR reading assessment than on the STAAR math assessment. **Root Cause:** There is a lack of consistency in teaching the standards to the depth and complexity that is tested on STAAR.

## School Processes & Programs

### School Processes & Programs Summary

Each student's academic success is a top priority of Blanche Dodd Intermediate 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. This year, we added additional Chromebooks to our inventory. Each team of teachers now has access to a 30 Chromebook cart for use with their students.

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. Readers and Writers Workshops have been implemented in the reading and language arts classrooms to insure students are reading at their independent reading level as determined by DRA testing. Teachers will provide intensive Science instruction through Einstein Bootcamp. We use the TEKS Resource System Year at a Glance for a pacing guide/scope and sequence. Based on the Campus Needs Assessment, more opportunities for book studies or on site learning throughout the year is needed.

### School Processes & Programs Strengths

Blanche Dodd Intermediate 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, 9 week tests, DRA levels, and TELPAS), as well as multiple supports in place to ensure student success (tutoring, WIN time, SPED resource class, dual language, leveled libraries, dyslexia class).

- All of core teachers are ESL certified.
- Teachers at Dodd are 100% highly qualified.
- Part time reading and math interventionists work 20 hours per week. They work with students who have reached TIER III in the RTI process.
- A full time reading/math interventionist has been added to better support at-risk students.
- 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 with a paraprofessional, resource classes in Reading and Math, Co-Teaching in 4th and 5th grade, inclusion with a paraprofessional, and speech therapy.
- Readers and Writers Workshop methods have been implemented to increase understanding and application of the TEKS.
- Dodd provides dual language classrooms at both 4th and 5th grade.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** There is a lack of adequate planning time outside of the 45 minute conference period. **Root Cause:** The master schedule does not include common planning times for content areas nor does it include extended planning time for the entire grade level (ie. PLC time).

**Problem Statement 2:** 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 closed these gaps.



## Perceptions

### Perceptions Summary

It's been said that Blanche Dodd Intermediate has a poor reputation. Parents have noted that, in the past, the climate has been unfriendly and unwelcoming. That being said, we have worked diligently this year to change that perception. The staff developed the Dodd mission statement and values so all staff members can operate from the same point of reference. The Dodd office staff is efficient and friendly, and the office decor is warm and welcoming.

Blanche Dodd Intermediate provides many opportunities for family and community involvement throughout the year. 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
- Grandparents' Day
- Family Literacy Night & Bookfair
- Turkey Trot
- Mid year and End of year awards assemblies
- Math/Science Night
- Career Day
- Family Night for our ELL students
- Shamrock Shuffle
- Watch DOGS and other volunteer opportunities
- Field day
- 5th grade celebration day
- Parent survey

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

### Perceptions Strengths

Dodd has a positive, friendly environment. The staff and administration are approachable and open to input.

We have a higher parent communication rating and more likes on Facebook than in previous years. Teachers and school officials are using many forms of communication such as social media, electronic communication, phone calls, and mail to reach families and community members.

Multiple opportunities for parent involvement are provided throughout the year.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** There is a need for more consistency of communication with parents and the community. Parents can often be confused by how to best follow their student's progress and communicate with teachers. **Root Cause:** There is inconsistency throughout the building regarding the type of communication used and how often.

**Problem Statement 2:** There is a need for cohesive student and staff involvement to create a richer, more connected community. **Root Cause:** A perception of staff, student, and parent cliques exists within the community.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- 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 for each group
- 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,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

### **Support Systems and Other Data**

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

# Goals

Revised/Approved: June 07, 2018

**Goal 1: By May 2019, at least 85% of all students in 4th grade and at least 85% of all students in 5th grade will score at the "approaches" level or higher on the STAAR reading and STAAR math tests.**

**Performance Objective 1:** By May 2019, at least 85% of all 4th and 5th grade students will score at the "approaches" level or higher on STAAR reading and STAAR math.

**Evaluation Data Source(s) 1:** STAAR test reports

**Summative Evaluation 1:**



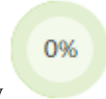

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>1) STAAR data, benchmark data and nine-week assessments are analyzed and disaggregated using Eduphoria or district created Data Digs prior to planning and delivering instruction to determine strengths and weaknesses as well as areas to engage the emerging student and areas for staff development</p>	2.4	Teachers Lead Teachers Principals	Item Analysis data Eduphoria Reports				
Problem Statements: Student Academic Achievement 1, 2							
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>2) Nine-Week Assessments and Benchmark tests will be given to evaluate student progress in each tested area for each grade.</p>	2.4	Asst. Superintendent Lead Teachers Teachers Principal	Test data desegregation in Eduphoria for 4th and 5th grades				

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Tutorials and intervention classes will be provided to close the gaps in academic performance and increase student success.</p> <p>Morning tutoring will be held 4 times per week for 25 minute sessions for targeted students.</p> <p>Small group reading and math intervention will be provided to targeted students at least 4 times per week for 30-45 minute sessions.</p> <p>Summer School will be held for accelerated instruction (SSI) and attendance. Enrollment will be based on STAAR scores and attendance records.</p>	2.4, 2.5, 2.6	All Teachers Interventionists Principal	<p>Intervention rosters</p> <p>Schedule of intervention classes</p> <p>Attendance for morning and after school tutorials</p> <p>Attendance for Summer School</p>				
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Utilize Lead Teachers to hold Academic PLCs once each 9 weeks for the purpose of reviewing the depth and complexity of the TEKS, planning rigorous lessons, and engaging in professional growth.</p> <p>Planning will include determining content and language objectives as well as ELPS for each lesson. It will also include a review of student data and adjustment of intervention groups/strategies.</p>	2.4, 2.6	Lead Teachers Principal	<p>Sign in sheets</p> <p>Meeting Agendas</p> <p>Intervention groups</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) Supplement teacher classroom supplies and provide resources to be used during instruction</p>	2.4	Principal	<p>Thinking Maps Binders</p> <p>Planner Wall Models</p> <p>PO #</p>				
<p>Funding Sources: 199-local funds (campus budget) - 8000.00</p>							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) Teach students to think critically using Thinking Maps.</p> <p>Provide time in the Innovation Lab for each class on a monthly schedule.</p>	2.4, 2.5, 2.6	Teachers Principal Librarian	Lesson Plans Improved Scores DBQ Innovation Lab (library)				
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>7) Small group classroom instruction to provide remediation, grade level, and extension instruction and activities to all students.</p>	2.4, 2.5, 2.6	Teachers Principals	Students meeting standards on STAAR WIN Schedule				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>8) Through the use of vocabulary walls students will have a common academic vocabulary in the content areas for each grade level</p>		Teachers Lead Teachers Principals	Word Walls Lesson Plans				
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>9) Provide two part-time and one full-time interventionist for small group instruction for reading and math for gap closure. Tier III interventions.</p>	2.4, 2.5, 2.6	Teachers Interventionist Principals	Payroll Gap closure DRA levels STAAR scores				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>10) Provide opportunities for parent involvement exploring math and science concepts with their child during Family Math and Science Night</p>	2.4, 2.5, 2.6	Teachers Principals	PO# Sign in sheets				
Funding Sources: 211 - Title I Part A - 36000.00							
Funding Sources: 199-local funds (campus budget) - 600.00							

<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>11) Provide opportunities for parent involvement exploring literacy concepts with their child during Family Literacy Night.</p>	2.4, 2.5, 2.6	Teachers Principals	Sign in sheets PO#				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>12) Teachers and students will track progress of math, reading fluency and comprehension 3 times per year as well as tracking progress on nine-week assessments.</p>	2.4, 2.6	Reading Teachers Principals	Student files/folders class data sheets DRA				
<p><b>Critical Success Factors</b> CSF 1</p> <p>13) Encourage and promote hands on activities, small center instruction, and group work while reducing worksheets in all content areas as well as increasing hands on activities and lab experiment to 50% in Science</p>	2.4, 2.5, 2.6	Teachers Principals	Lesson plans PO# Foss Kits Lab experiments Educational Games Classroom Materials				
Funding Sources: 199-local funds (campus budget) - 500.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>14) Provide intensive science instruction through innovative program - Einstein Boot Camp for 5th grade. Extend lab time once per week in 5th grade.</p>	2.4, 2.5, 2.6	Teachers Principals	PO Lesson Plans				
Funding Sources: 199-local funds (campus budget) - 350.00							
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>15) Increase school wide writing activities including cross curricular writing.</p> <p>Provide all new ELAR teachers training through the Writer's Academy Workshop</p>	2.4, 2.6	Teachers Principals	PO Lesson Plans Writing Samples Improved STAAR and TELPAS results Journal Writing Writer's Workshop DBQ				



<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>16) Provide a balanced literacy model approach to increase the number of students reading on grade level. This will include: Guided Reading, Shared Reading, Silent Reading, Working with Words, and Writing activities. Teachers will use leveled books, Reading A to Z, Study Island, and RAZ Kids to build up students reading levels. Students will monitor and chart their own progress</p>		Students Teachers Principals	MOY and EOY DRA levels				
	Funding Sources: 816 - Grant Awarded - 0.00, 199-local funds (campus budget) - 3185.00						
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>17) Continue to provide class size reduction teacher in 5th grade in an effort to improve student achievement for diverse learners.</p>	2.4, 2.5, 2.6	Assistant Superintendent Principal	Payroll Class list				
	Funding Sources: 211 - Title I Part A - 40570.00, 255 - Title II - 10430.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>18) Assess and identify students in need of specialized support through sped, 504, dyslexia, GT, LEP, or at-risk status through the systematic use of the RTI process.</p> <p>Student needs will be discussed during PLC meetings.</p>	2.4, 2.6	Counselor Teachers Principal	PLC agendas RTI minutes				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>19) Provide enrichment activities and projects to extend learning of all GT students through off campus field trips.</p>	2.5, 2.6	GT Teacher Principal	PO# Lesson plans Projects				
	Funding Sources: 199-local funds (campus budget) - 100.00						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

**Performance Objective 1 Problem Statements:**

<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> Students are performing lower on the STAAR reading assessment than on the STAAR math assessment. <b>Root Cause 1:</b> Students are reading below the expected level for their grade.</p>
<p><b>Problem Statement 2:</b> Students are performing lower on the STAAR reading assessment than on the STAAR math assessment. <b>Root Cause 2:</b> There is a lack of consistency in teaching the standards to the depth and complexity that is tested on STAAR.</p>

## School Processes & Programs

**Problem Statement 1:** There is a lack of adequate planning time outside of the 45 minute conference period. **Root Cause 1:** The master schedule does not include common planning times for content areas nor does it include extended planning time for the entire grade level (ie. PLC time).



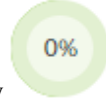

**Problem Statement 2:** SPED, ELL, and Economically Disadvantaged students are performing significantly lower than their peers in academic areas. **Root Cause 2:** These students entered school with deficits in background knowledge , vocabulary development, and below grade level reading abilities. Our current instructional strategies have not closed these gaps.

**Goal 2: By May 2019, at least 60% of students receiving special education services will score at the "approaches" level or higher on the STAAR reading assessment and at least 70% of students receiving special education services will score at the "approaches" level or higher on the STAAR math assessment.**

**Performance Objective 1:** Provide support/services that allow all students receiving special education services to participate in the general education curriculum.

**Evaluation Data Source(s) 1:** Schedule of services  
Class schedules

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Continue to implement the co-teach model for special education support.</p> <p>Provide a continuum of special education services that can be combined to provide students with access to the general education curriculum on a consistent basis.</p>	2.4, 2.5, 2.6	General Ed Teachers Special Ed Principal	Special ed student data (ie. test scores, Master schedule				
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5</p> <p>2) 90% of students receiving special education services will meet program goals each grading period and parents will be notified of their progress.</p>	2.6	Classroom teachers Special education teachers Counselor Principal	IEP progress reports Report cards				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Continue to provide a continuum of special education services including a self contained classroom for students with significant delays.</p>	2.5, 2.6	Director of special programs Principal	Class lists Payroll PO#				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 3: By May 2019, at least 70% of students categorized as LEP will score at the "approaches" level or higher on the STAAR reading assessment and at least 80% of students categorized as LEP will score at the "approaches" level or higher on the STAAR math assessment.**

**Performance Objective 1:** Provide support to all ELL students to close gaps in their reading, writing, listening, and speaking proficiency.



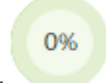

**Evaluation Data Source(s) 1:** STAAR scores

TELPAS scores

Report Cards

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p>1) Continue to grow ELL services by providing resources and supplies for the Dual Language classrooms.</p>	2.6	Dual language teachers Principal ESL/BE director	PO#				
Funding Sources: 263 - Title III - 1800.00							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>2) Continue to serve LEP students that are at-risk as defined by section 29.052</p>	2.6	Assistant Superintendent ESL/BE Coordinator Classroom teachers Principal	Payroll ESL Certifications				
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>3) Continue to provide Dual Language classes in 4th and 5th grade in order to serve ELL students and provide select English speakers the opportunity to acquire a second language.</p>	2.4, 2.6	Assistant Superintendent ESL/BE Coordinator Dual language teachers Principal	Payroll BE Certifications Class Schedule				

<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Provide targeted after school tutoring opportunities (16 days x 1.25 hour per day) for all ELL students to continue to close gaps in reading, writing, listening, and speaking skills.</p>	<p>2.5, 2.6</p>	<p>Classroom teachers Principal BE/ESL Coordinator Assistant Superintendent</p>	<p>Roster for tutoring Summative assessments STAAR scores</p>				
<p>Funding Sources: 199 - District Budget - 1500.00, 263 - Title III - 1500.00, 199-local funds (campus budget) - 500.00</p>							
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Goal 4: By May 2019, each student's literacy level will increase by at least one year of growth as measured by the BOY and EOY DRA.**

**Performance Objective 1:** Through the use of a balanced literacy approach, all students will demonstrate at least one year of growth in their reading skills.

**Evaluation Data Source(s) 1:** DRA levels (BOY, MOY, EOY)





STAAR scores

Individual student tracking sheets

RTI records

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>1) Provide staff development for all new ELAR teachers at the Reading/Writing Academy.</p> <p>Provide additional professional development centered around balanced literacy. (ie. off campus training, webinars, book study)</p>	2.4, 2.5, 2.6	Principal Teachers	PO# Lesson plans Observable strategies in the classroom				
Funding Sources: 199-local funds (campus budget) - 2250.00							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Focus resources for training and materials in the areas of reading, writing, special education, and ELL to support the areas of concern according to state data.</p>	2.4, 2.5, 2.6	Teachers Principal Assistant Superintendent	Observable strategies used in the classroom PO# Registration				

<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Monitor all students who are performing below the expected level on BOY DRA through the use of the RTI process.</p> <p>Provide additional professional development for the RTI coordinator and administrative staff.</p> <p>Turn the professional development around to the staff once counselor and principal have been trained.</p>	2.4, 2.5, 2.6	Teachers Principal Counselor Director of special programs	RTI schedule RTI documents in Eduphoria DRA assessments Progress reports Registration for training Training provided for staff				
Funding Sources: Grant Applied For - 1200.00, 199-local funds (campus budget) - 200.00							
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Students will track their progress in reading and math by setting goals, reviewing their data, and determining next steps.</p>	2.4, 2.5, 2.6	Teachers Students Principal	Student data binders Progress reports				
Funding Sources: 199-local funds (campus budget) - 500.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Goal 4:** By May 2019, each student's literacy level will increase by at least one year of growth as measured by the BOY and EOY DRA.

**Performance Objective 2:** Through academic recognition and academic contests students will be encouraged to improve their reading achievement.

**Evaluation Data Source(s) 2:** Honor Rolls

Reading incentives

DRA levels (BOY, MOY, EOY)

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 5  1) Each semester students on the A and A/B Honor Roll will receive recognition	2.4	Teachers Secretary Principal	Awards assembly Report cards				
	Funding Sources: 199-local funds (campus budget) - 1500.00						
<b>Critical Success Factors</b> CSF 1  2) Participate in academic UIL competitions.		Teachers Principals	PO Scores from event				
	Funding Sources: 199-local funds (campus budget) - 650.00						
<b>Critical Success Factors</b> CSF 1  3) Participate in Math Multiplication and Division contest to solidify math facts using Reflex.	2.4	Teachers Principal	PO List of Winners				
	Funding Sources: 199-local funds (campus budget) - 1650.00						
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  4) Strengthen the school climate by building leadership skills through participation in the Campus Chapter of NEHS	2.4, 2.5	NEHS Adviser NEHS Committee Principals	PO Membership list Activity Log				
	Funding Sources: 199-local funds (campus budget) - 300.00						




**Goal 5: By May 2019, a positive learning environment will be provided for all students, parents, and staff members.**


**Performance Objective 1:** The teachers at Blanche Dodd will consistently plan together, discuss data to determine student needs, revise instructional strategies, and prepare intervention for students.

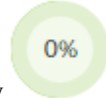
**Evaluation Data Source(s) 1:** PLC agenda  
PLC calendar


**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) Provide professional development for PLC using the framework by Richard and Rebecca DuFour</p>	2.4, 2.5, 2.6	Principal Teachers	Implementation timeline PLC artifacts				
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) PLC time will be planned and implemented each grading period to discuss what students need to know, what they've learned, and how to intervene with those who have mastered the concepts and those needing additional time.</p>	2.4, 2.5, 2.6	Principal Teachers	PLC calendar PLC agenda				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

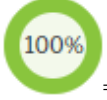



**Goal 5:** By May 2019, a positive learning environment will be provided for all students, parents, and staff members.

**Performance Objective 2:** Parents will be provided with consistent communication from their child's teachers and opportunities to be involved in their child's education.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Daily planners will be used to indicate academic and behavior information.</p>		Teachers Principal	Student planners Wall model planner for each classroom				
Funding Sources: 461-Principals Fund - 0.00							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Weekly folders will be sent home on Fridays in order to distribute paper copies of school information and student work.</p>	3.2	Teachers Principal	Weekly folders				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Each teacher team will provide a weekly newsletter to parents to keep abreast of what is happening in the classroom.</p>	3.2	Teachers Principal	Newsletters (ie. hard copy, email)				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Inform the community and parents of activities occurring on campus via Twitter, Facebook, monthly campus newsletters, and school website.</p>	3.2	Principal Public Relations Officer	Smore newsletter Twitter Facebook Website Marquee				
Funding Sources: 199 - District Budget - 0.00							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Websites and gradebook are maintained and updated weekly for parent communication and information</p>	3.2	Teachers Principal	Web pages Gradebook				

<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>6) Teachers will place welcome phone calls prior to the start of school and make positive phone calls regularly to build a stronger home/school relationship.</p>		<p>Teachers Principal</p>	<p>Phone log</p>				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>7) Each student will receive at least one positive post card home each semester.</p>	<p>2.4</p>	<p>Teachers Principal Office staff</p>	<p>Post card tracking sheet</p>				
<p>Funding Sources: 461-Principals Fund - 0.00</p>							
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Goal 5:** By May 2019, a positive learning environment will be provided for all students, parents, and staff members.

**Performance Objective 3:** Opportunities will be provided for students to increase the development of their social/emotional development.

**Evaluation Data Source(s) 3:** Roster of activity participation  
Schedule of guidance activities

**Summative Evaluation 3:**

**Goal 5:** By May 2019, a positive learning environment will be provided for all students, parents, and staff members.

**Performance Objective 4:** Opportunities will be provided for parent/community collaboration and involvement.

**Evaluation Data Source(s) 4:** Parent surveys  
Sign-in sheets for events

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

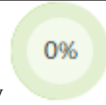
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Provide the following events/opportunities throughout the school year:</p> <p>Parent input into classroom placement Meet the Teacher Night Parent Orientation Nights/Title I Meeting Grandparents Day Red Ribbon Week Family Literacy Night &amp; Bookfair Turkey Trot Mid year and End of year awards assemblies Math/Science Night Career Day Family Night for our ELL students Open House Shamrock Shuffle Watch DOGS and other volunteer opportunities Field day 5th grade celebration day Parent surveys UIL volunteers Field trip volunteers PTO meetings Site based decision making committee NEHS induction ceremony Choir programs</p>	3.1, 3.2	Teachers Principal Special programs director Assistant Superintendent PTO	PO# Newsletters Twitter Facebook Agendas Sign in sheets				
Funding Sources: 199-local funds (campus budget) - 2600.00							
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Partner with the community to provide mentorship and after school clubs such as:</p> <p>Run Club Bobcat Choir Watch DOGS KHS mentors Appleseed Readers Mine Craft Writing Club NEHS</p>	2.5, 3.2	Principal Teachers Special Area Teachers	PO# Newsletters Permission Forms Attendance rosters				
Funding Sources: 461-Principals Fund - 0.00							



= Accomplished



= Continue/Modify



= No Progress




= Discontinue

**Goal 5:** By May 2019, a positive learning environment will be provided for all students, parents, and staff members.

**Performance Objective 5:** Create an atmosphere where teachers feel appreciated and valued.

**Evaluation Data Source(s) 5:** Staff survey  
Attendance records

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 6  1) Monthly appreciation activities will be provided for all staff members		Principal Office Staff Counselor	PO# Activity calendar				
Funding Sources: 461-Principals Fund - 0.00							
<b>Critical Success Factors</b> CSF 6  2) Provide opportunities for staff input into campus decisions:  Campus Leadership Team Interview Committees Team Leaders Staff surveys Open door policy		Principal	Committee attendance/participation Team leader roster Survey results				
							

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	STAAR data, benchmark data and nine-week assessments are analyzed and disaggregated using Eduphoria or district created Data Digs prior to planning and delivering instruction to determine strengths and weaknesses as well as areas to engage the emerging student and areas for staff development
1	1	2	Nine-Week Assessments and Benchmark tests will be given to evaluate student progress in each tested area for each grade.
1	1	3	Tutorials and intervention classes will be provided to close the gaps in academic performance and increase student success. Morning tutoring will be held 4 times per week for 25 minute sessions for targeted students. Small group reading and math intervention will be provided to targeted students at least 4 times per week for 30-45 minute sessions. Summer School will be held for accelerated instruction (SSI) and attendance. Enrollment will be based on STAAR scores and attendance records.
1	1	4	Utilize Lead Teachers to hold Academic PLCs once each 9 weeks for the purpose of reviewing the depth and complexity of the TEKS, planning rigorous lessons, and engaging in professional growth. Planning will include determining content and language objectives as well as ELPS for each lesson. It will also include a review of student data and adjustment of intervention groups/strategies.
1	1	6	Teach students to think critically using Thinking Maps. Provide time in the Innovation Lab for each class on a monthly schedule.
1	1	7	Small group classroom instruction to provide remediation, grade level, and extension instruction and activities to all students.
1	1	9	Provide two part-time and one full-time interventionist for small group instruction for reading and math for gap closure. Tier III interventions.
1	1	11	Provide opportunities for parent involvement exploring literacy concepts with their child during Family Literacy Night.
1	1	15	Increase school wide writing activities including cross curricular writing. Provide all new ELAR teachers training through the Writer's Academy Workshop
1	1	17	Continue to provide class size reduction teacher in 5th grade in an effort to improve student achievement for diverse learners.
2	1	2	90% of students receiving special education services will meet program goals each grading period and parents will be notified of their progress.
3	1	1	Continue to grow ELL services by providing resources and supplies for the Dual Language classrooms.
3	1	2	Continue to serve LEP students that are at-risk as defined by section 29.052
3	1	3	Continue to provide Dual Language classes in 4th and 5th grade in order to serve ELL students and provide select English speakers the opportunity to acquire a second language.
3	1	4	Provide targeted after school tutoring opportunities (16 days x 1.25 hour per day) for all ELL students to continue to close gaps in reading, writing, listening, and speaking skills.



<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
4	1	1	Provide staff development for all new ELAR teachers at the Reading/Writing Academy. Provide additional professional development centered around balanced literacy. (ie. off campus training, webinars, book study)
4	1	2	Focus resources for training and materials in the areas of reading, writing, special education, and ELL to support the areas of concern according to state data.
4	1	3	Monitor all students who are performing below the expected level on BOY DRA through the use of the RTI process. Provide additional professional development for the RTI coordinator and administrative staff. Turn the professional development around to the staff once counselor and principal have been trained.
4	1	4	Students will track their progress in reading and math by setting goals, reviewing their data, and determining next steps.
5	1	2	PLC time will be planned and implemented each grading period to discuss what students need to know, what they've learned, and how to intervene with those who have mastered the concepts and those needing additional time.

# Plan Notes

## Summary

In summary, Blanche Dodd Intermediate serves 312 students in grades 4 (1165) and 5 (147). The demographics are predominantly white with the next largest ethnic group being our Hispanic population. Even though the LEP population is below state average and our Bilingual program being a very small population of students, the Dual Language program provides a bilingual experience to a wider Demographicsrange of our overall student population.

The implementation of part time reading and math interventionists continues to help raise the percentage of students that previously failed STAAR in one or more areas to passing the following year. In the spring semester of 2017-2018, in addition to the two part-time teachers, we added a full-time reading/math interventionist to work with students. This significantly increased the number of students who could receive intervention prior to the first administration of 5th grade STAAR reading and STAAR math as well as 4th grade students preparing for their STAAR reading and STAAR math. We will keep this extra interventionist as a full time position for the coming school year. This continued support is critical to the success of our at-risk students.

Students who receive special education services are supported through a continuum of services. All staff participated in "Differentiation of Instruction" training with the Stetson Group during the fall semester in order to provide more targeted instruction within the classroom. Special education teachers push-in for in-class support and provide resource pull-out instruction. A self-contained life-skills classroom is also available for our students with the greatest level of academic need. 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 dropped slightly from the previous year going from 96.7% to 95.5% possibly due to the high number of students who reported being sick with the flu. Even so, the average daily attendance remained above the state average of 95%. The attendance clerk and campus administrator 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 field trip for those students maintaining perfect attendance for the entire school year.

See below for TSDS data:

Gender: Female 51.9% Male 48.1%

Ethnicity - Hispanic/Latino 27.9%

Race - American Indian/Alaskan Native 1%, Asian .3%, Black/African American 3.2%, White 65.7%, Two or more 1.9%

Students by Program - 504 Designation 17.6%, Bilingual Program 12.5%, English as Second Language 4.5%, Free or Reduced Lunch 37.8%, Gifted and Talented 7.4%, Special Education 10.9%

Other Student Information: At Risk 46.5%, Homeless .6%, Immigrant 0%, Limited English Proficiency 13.8%

### Demographic Strengths

Blanche Dodd Intermediate is below the state averages in: LEP population, economically disadvantaged population, mobility rate, STAAR failure rates in reading and math, and class size.

Our largest population of teachers has 11-20 years of teaching experience, with 1-5 years teaching experience having the next biggest percentage.

Attendance rate is 97%.

68.1% of the Blanche Dodd Intermediate teaching staff has five or more years of experience.

### Student Achievement

According to the TAPR, Dodd Intermediate's student achievement on state testing (STAAR) was above the state average in reading and math for 4th and 5th grade combined scores (2017). When looking at the breakdown by grade level, 4th grade scores dropped in reading, math, and writing from the previous year (2016), and 4th grade averages in STAAR reading and STAAR math were below the state average in 2017. 4th grade writing scores were equal to the state average. 5th grade scores increased or stayed the same from the previous year (2016), and all 5th grade scores on STAAR reading and STAAR math exceeded the state average.

The special education, economically disadvantaged, and ELL populations continue to perform lower than their peers in all subjects at both 4th and 5th grade. The combined scores of 4th and 5th grade reading and math are as follows:

	Special Ed	Econ Disadvantaged	ELL
Reading	46%	63%	58%
Math	59%	71%	67%

When differentiating between ELL students served in the bilingual (dual language) program versus those ELL students served through ESL services, the students participation in the dual language program outscore their ESL counterparts.

	Dual Language	ESL
Reading	73%	37%
Math	81%	47%

Based on the results of the PBMAS accountability system, Dodd was targeted as a Focus Campus for improvement in Special Education reading and math and ELL reading and math. In order to address these areas of need, the following strategies were implemented this year (2017-2018):

- Targeted WIN time (intervention time) where all teachers focused on intervention during this 45 minute period
- Differentiated Instruction training to increase the effectiveness of Tier I instruction
- Additional in-class support for special needs students without leaving the classroom for support
- Increase in the length of time for morning tutoring
- Initiated the use of a tutoring spreadsheet to allow staff on morning duty to direct the students to tutoring when needed
- Targeted tutoring before school (students invited for particular subjects)
- After school tutoring for all ELL students prior to STAAR testing

Based on our Campus Needs Survey the following strategies are needed:

- more intervention opportunities by adding a full time reading/math interventionist will increase the number of students not meeting expectations
- PLC time to plan consistent lessons based on TEKS, the district scope and sequence, and areas of deficit as identified on STAAR

## Strengths

Our campus strengths on state assessments can be seen in the increase in the students' scores from 4th grade to 5th grade on the first administration of STAAR testing.

Math (same group of students)	2017 (4th grade)	2018 (5th grade)	# of students who met standard	# of students who did not meet standard
Approaches Grade Level	68.46%	83.00%	119	24
Meets Grade Level	34.62%	49.28%		
Masters Grade Level	18.46%	22.46%		
Reading			107	36
Approaches Grade Level	62.88%	75.00%		
Meets Grade Level	38.64%	44.20%		
Masters Grade Level	12.12%	16.67%		

Benchmark data collected in February show an increase in 4th grade test scores from the 4th grade STAAR scores last year.

#### Curriculum, Instruction, Assessment

Each student's academic success is a top priority of Blanche Dodd Intermediate 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 time 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. This year, we added additional Chromebooks to our inventory. Each team of teachers now has access to a 30 Chromebook cart for use with their students.

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 plans based on student mastery. Readers and Writers Workshops have been implemented in the reading and language arts classrooms to insure students are reading at their independent reading level as determined by DRA testing. Teachers will provide intensive Science

instruction through Einstein Bootcamp. We use the TEKS Resource System Year at a Glance for a pacing guide/scope and sequence. Based on the Campus Needs Assessment, more opportunities for book studies or on site learning throughout the year is needed.

## Strengths

- All of core teachers are ESL certified.
- Teachers at Dodd are 100% highly qualified.
- Part time reading and math interventionists work 20 hours per week. They work with students who have reached TIER III in the RTI process.
- Dodd is adding a full time reading/math interventionist to better support at-risk students.
- 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 with a paraprofessional, resource classes in Reading and Math, Co-Teaching in 4th and 5th grade, inclusion with a paraprofessional, and speech therapy.
- Readers and Writers Workshop methods have been implemented to increase understanding and application of the TEKS.
- Dodd provides a dual language classroom at both 4th and 5th grade.

## Parent & Community Involvement

Blanche Dodd Intermediate provides many opportunities for family and community involvement throughout the year. 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
- Grandparents' Day
- Family Literacy Night & Bookfair
- Turkey Trot
- Mid year and End of year awards assemblies
- Math/Science Night
- Career Day
- Family Night for our ELL students
- Shamrock Shuffle

- Watch DOGS and other volunteer opportunities
- Field day
- 5th grade celebration day
- Parent survey

### Goal 1

By May 2019, at least 85% of all students in 4th grade and at least 85% of all students in 5th grade will score at the "approaches" level or higher on the STAAR reading, STAAR math, STAAR writing, and STAAR science tests.

- Interventions (Cain, Collins, Murray, Blocker, Goff) Tier 3
- Instructional rounds
- Walk throughs
- Reflex
- Study Island
- Targeted WIN time (intervention time) where all teachers focused on intervention during this 45 minute period
- Differentiated Instruction training to increase the effectiveness of Tier I instruction - Thinking Maps training
- Increase in the length of time for morning tutoring
- Initiated the use of a tutoring spreadsheet to allow staff on morning duty to direct the students to tutoring when needed
- Targeted tutoring before school (students invited for particular subjects)
- SLO - training, learner profile established for reading and math
- PLC - unpack TEKS,
- Blue Day planning

### Goal 2 & 3

- After school tutoring for all ELL and sped students prior to STAAR testing
- Additional in-class support for special needs students without leaving the classroom for support
- Kurswell for accommodations

- Continue co-teach model

#### Goal 4

- Reading intervention (ie. SRA, dyslexia, Comprehension Toolkit, guided reading)-Tier 3
- Reading instruction Tier 1 (ie. Kemah training, Reading Strategies by Jenn Seravallo)
- RTI - monitor students who are performing below the expected reading level.
  - RTI training for counselor and principal and interventionists

#### Goal 5

- Parent input into classroom placement
- Meet the Teacher Night
- Parent Orientation Nights
- Grandparents' Day
- Family Literacy Night & Bookfair
- Turkey Trot
- Mid year and End of year awards assemblies
- Math/Science Night
- Career Day
- Family Night for our ELL students
- Shamrock Shuffle
- Watch DOGS and other volunteer opportunities
- Field day
- 5th grade celebration day
- Parent survey

#### Communication

- Daily planners - wall planners
- Weekly folders (Friday)
- Weekly email w/team newsletter
- Monthly campus newsletter
- Up-to-date webpages



- BDIS FB page
- BDIS Remind

benchmarks, progress in class, teacher referral , at risk indicators, ESL/ELL/Bilingual,

100% of content area teachers will hold ESL certification

## Campus Based Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Patricia Bolz	Principal
Business Representative	Joe Mayo	Business Representative
Classroom Teacher	Elisa Lawson	Teacher Elected - Title I
Classroom Teacher	Danielle Campbell	Teacher - Math
Classroom Teacher	Anyon Coon	Teacher Elected - Science
Classroom Teacher	Mishi Juarez	Teacher Elected - SpEd
Classroom Teacher	Lisa Mayfield	Teacher - Social Studies
Classroom Teacher	Tracy Polley	Teacher Elected - Special Areas
Classroom Teacher	Sue Ellen Vardell	Teacher - ELAR
Non-classroom Professional	Tracy Reynolds	Counselor
Community Representative	Terry Hargis	Krum Chief of Police

# Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Summer school - 3 teachers @ \$150 per day		\$4,950.00
<b>Sub-Total</b>					\$4,950.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Interventionists Salaries -2 part staff @ \$30 per hour		\$36,000.00
1	1	17	Class size reduction teacher		\$40,570.00
<b>Sub-Total</b>					\$76,570.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	17	Class size reduction teacher		\$10,430.00
<b>Sub-Total</b>					\$10,430.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Guided reading books		\$1,800.00
3	1	4	after school teacher salary		\$1,500.00
<b>Sub-Total</b>					\$3,300.00
199-local funds (campus budget)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	\$200 per teacher; \$750 for special area teachers; \$100 for 1/2 time teachers	11-6399.00-102-911000	\$8,000.00
1	1	10	Perot Museum-Family Science Night	61-6299.00-102-999000	\$600.00
1	1	13	supplies for experiments/refill kits		\$500.00
1	1	14	materials for Einstein Boot Camp		\$350.00
1	1	16	Reading A to Z		\$1,425.00

1	1	16	Study Island		\$1,760.00
1	1	19	Field trip costs	11-6412.00-102-921000	\$100.00
3	1	4	materials for after school tutoring		\$500.00
4	1	1	Cost of professional development	13-6411.00-102-999000	\$1,500.00
4	1	1	Materials	13-6399.00-102-999000	\$750.00
4	1	3	Other travel expenses		\$200.00
4	1	4	Student binders/materials		\$500.00
4	2	1	Awards	11-6499-ST-102-911INC	\$1,500.00
4	2	2	UIL Materials		\$650.00
4	2	3	Reflex		\$1,650.00
4	2	4	NEHS supplies and Pens		\$300.00
5	4	1	UIL supplies and materials	36-6399.00-102-999000	\$650.00
5	4	1	Family Math & Science Night - contracted service - Perot Museum	61-6299.00-102-999000	\$600.00
5	4	1	Family Literacy Night - story teller/author	61-6299.00-102-999000	\$600.00
5	4	1	Watch DOGS supplies and materials	61-6399.00-102-999000	\$750.00

**Sub-Total** \$22,885.00

**461-Principals Fund**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Planners and Wall charts		\$0.00
5	2	7	Post card printing		\$0.00
5	4	2	Run Club, Choir, NEHS		\$0.00
5	5	1			\$0.00

**Sub-Total** \$0.00

**199 - District Budget**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Lead Teacher Stipends		\$0.00
3	1	4	Transportation		\$1,500.00
5	2	4	Smore		\$0.00

					<b>Sub-Total</b>	\$1,500.00
<b>Grant Applied For</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>		<b>Amount</b>
4	1	3	Registration for PLC Institute			\$1,200.00
					<b>Sub-Total</b>	\$1,200.00
<b>816 - Grant Awarded</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>		<b>Amount</b>
1	1	16	RAZ Kids			\$0.00
					<b>Sub-Total</b>	\$0.00
					<b>Grand Total</b>	\$120,835.00