

Wylie Independent School District
Dodd Elementary School
2023-2024 Improvement Plan

Mission Statement

Campus Mission Statement:

The Dodd community will provide an atmosphere which will ensure that all students become life-long learners while achieving their individual potential.

Vision

Campus Vision Statements:

- Dodd Elementary will be a family, where everyone feels valued, respected, and supported by others.
- Dodd Elementary will actively promote and utilize collaboration between all stakeholders to work toward our common goals.
- Dodd Elementary will nurture and promote caring, positive relationships.
- Dodd Elementary will uphold high expectations for all students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dodd Elementary is a community of educators and families who work together to ensure that all students learn at high levels achieving their individual potential. We serve students in the Dodd neighborhood in grades Pre-K through 4th. This year we have a total of 5 Pre-K classrooms. We have a team of highly qualified educators who are themselves lifelong learners participating in various professional development opportunities throughout the school year including Snack Attacks, 32 Foot Field Trips, monthly staff meetings, and PLC meetings weekly.

Due to our growing number of students that are at-risk, economically disadvantaged, and LEP, as well as moving in from out-of-state school districts, it is necessary that Dodd focus on serving these populations carefully by providing the services and accommodations needed to succeed within grade-level expectations. When staffing our campus, it would be beneficial to aim for diversity in educational teaching experience, without lowering our standards for hiring qualified staff members. Students at Dodd tend to stay here for all five years although our enrollment is slightly declining, year to year, possibly due to a more established community neighborhood.

Updated subpopulations:

- Hispanic-Latino 123 -20.60%
- American Indian - Alaskan Native 0 -0.00%
- Asian 74 -12.40%
- Black - African American 96 -16.08%
- Native Hawaiian - Pacific Islander 3 -0.50%
- White 256 -42.88%
- Two-or-More 45 -7.54%

- **There are currently 29 languages spoken on our campus.**

We have a close relationship with our school PTA, increasing membership and participation from year to year. We welcome parents to volunteer on our campus through traditional room parent volunteers as well as the MODD Squad and Watch DOGS programs. We foster volunteerism as well as welcome high school students as mentors and students teachers working towards completing their course work to become educators. We welcome clubs to our school, promoting extracurricula activities for our students to participate in. We have noticed an increase in mobility of our students and families. Many new students to our school are coming from out of district or state and showing a need for intervention a majority of the time.

Demographics Strengths

The Dodd Community continues to grow and change, yet we area able to maintain an attendance rate above 95%. Additionally our population continues to become more culturally diverse over time, which provides our students and families with a rich educational experience. The continued engagement of our families and community members also contributes to the strengths of this campus. During the past year, we have worked to further increase our family engagement through our Title 1 family engagement nights and opportunities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There has been an increase in new students moving into our school zone who present issues in their academic progress. **Root Cause:** New students' level of rigor on TEKS is different.

Student Learning

Student Learning Summary

3rd Grade

Reading STAAR:

- Comparing our 2023 STAAR data to our 2022 data, our students performed at higher levels of achievement with Reading scores increasing from 70% to 78% Meeting grade level expectations with a new testing platform and item types including embedded written responses. This is a celebration for our campus wide intervention plan and the level of instruction in this grade level.
- We surpassed our goal for the 2022-23 school year is of increasing our Meets rate from to 60% or higher, with an actual Meets rate of 78%.

Math STAAR:

- Comparing our 2023 STAAR data to our 2022 data, our students achieved higher levels of achievement with Math scores increasing from 59% to 74% Meeting grade level expectations with a new testing platform and new item types. This is a celebration for our campus wide intervention plan and the level of instruction in this grade level.
- Our goal for the 2022-23 school year was to increase our Meets rate from 60% or higher. We surpassed this goal with an actual Meets rate of 74%.

4th Grade

Reading STAAR:

- Comparing our 2023 STAAR data to our 2022 data, our students performed at similar levels of achievement with Reading scores remaining around 50% Mastery. This is a celebration for our campus wide intervention plan and the level of instruction in this grade level.
- We surpassed our goal for the 2022-2023 school year to increase our Meets rate from 60% or higher, with an actual Meets rate of 71%.

Math STAAR:

- Comparing our 2023 STAAR data to our 2022 data, our students performed at higher levels of achievement with Math Scores increasing from 87% to 89% Approaching grade level expectations. This is a celebration for our campus wide intervention plan and the level of instruction in this grade level.
- We came close to achieving our goal for the 2022-2023 school year to increase our Meets rate from 60% to 75%, with an actual meets score of 74%.

BAS Data:

In grades K-2, our BAS data indicates that our students are improving in Phonemic Awareness and decoding skills, but are still presenting with some gaps. This will continue to be an area of focus for our campus as we work with our curriculum and instruction team, as well as our Reading Interventionist and Title 1 Facilitator, to provide consistent phonics instruction and intervention. Purchases have been made to support Phonemic Awareness and decoding skills with our Title 1 funds.

The growth of our subpopulations of white, Hispanic, Asian, and special education for math will continue to be closely monitored to ensure high levels of achievement for these groups as well. In reading, we saw significant improvement in our white subpopulation and will continue to monitor this subpopulation. As a Title 1 campus, we are using our resources and additional staff to support these student groups.

Student Learning Strengths

MAP data shows a close correlation to what we are seeing on STAAR, and our teachers are using this data to fill academic gaps and help with student achievement.

The data presented above shows a student strengths in both reading and math are improving. Our teachers will be using this data to set goals for the 2023-24 school year and develop a systematic plan for intervention and extension.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The data shows that our student growth and achievement is strong. We have shown a need to continue to grow our students at the meets and masters grade level. **Root Cause:** Teachers training in guided reading and small group math instruction, using both with fidelity, led to the success in our scores this year. While our Math scores were a concern in the 2020-2021 school year, our teachers and support staff have worked together to close those gaps successfully. We will continue to focus work on foundational reading and math skills to continue to close gaps.

School Processes & Programs

School Processes & Programs Summary

Dodd Elementary, a part of the Wylie ISD, is served by an administrative team of a Superintendent, Assistant Superintendents: Human Resources and Student Services, Finance and Operations, Curriculum and Instruction. Each assistants' department contains directors who manage programs serving throughout the district. A series of instructional specialists in the content areas and assigned by grade-spans work with individual campus's professional learning teams to facilitate the delivery of the district's highly effective written curriculum. Also a special education instructional specialist was hired to support instruction in both resource and inclusion.

All teachers have access to all the on-line and after school professional development available through the district as well as are supported on campus by a mentor who observes and works with them on their daily instruction and management.

Reading and Math Interventionists have been added to our campuses to help intervene for our struggling students. Additionally, as a Title 1 campus, we have additional staff members: Instructional Facilitator and Paraprofessionals, to support student growth through intervention and purchasing resources.

Teachers have been trained in Guided reading in grades K-4. Additionally, all teachers in grades K-4 as well as special area teachers have completed TEA Reading Academy. Teachers also engaged in workshop math working on specific skills with students. Unit assessment data, MAP growth, BAS, and other assessments are used to level groups and meet students where they are working instructionally.

This school year, our campus has 5 sections of full day Pre-K classes. As a result of our teachers collection of data and working closely with the campus the district has seen how full day Pre-K benefits students academically and prepares them well for academic success.

School Processes & Programs Strengths

We welcome the support and guidance of our instructional specialists in the form of modeling lessons, observing lessons and/or meeting with teams to help unpack IFDs and help with instructional planning. Our Reading and Math Interventionists alongside our Title 1 Instructional Facilitator are also able to provide modeling of best practices and meeting with teams for instructional planning purposes.

We consistently meet weekly in our professional learning community planning to answer the four questions to guide instruction. During our PLC time, we use data to drive intervention groups, whether students need reteach or extension. We have a build in intervention time in our master schedule that allows teachers to meet with their RtI tier 2 students daily, 4 days a week. Our interventions time also provides protected time for special area teachers and interventionists to serve students in small group settings. Our GT teacher pulls students for extension weekly as well.

Teachers and instructional paraprofessionals are trained using the LLI kits, Heggerty Phonemic Awareness resources, Flyleaf Decodables and UFLI Foundations for reading intervention. Math intervention kits are also being used with students during supplemental intervention time. Using Title 1 funds additional resources have been purchased for reading intervention: Heggerty Phonemic Awareness Curriculum for grades Pre-K through 2nd, Bridge the Gap for intervention in grades 3 and up, Flyleaf Decodables, and UFLI Foundations to close the foundational reading gaps we discovered in our students as a result of our participation in TEA Reading Academy.

We have RtI decision point meetings scheduled three times each year so that we can ensure students are getting the proper and most effective interventions they need to grow academically. Monitoring student progress is done often and communicated with the RtI team during PLCs as needed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have discovered vertical inconsistencies in BAS reading levels when transitioning from Kindergarten to First Grade, and First Grade to Second Grade.

Root Cause: The transition to decodable readers based on TEA Reading Academy learning. Lack of vertical conversations regarding reading instruction looking at how each grade level can better support students as they move to the next grade level

Perceptions

Perceptions Summary

The school promotes the Wylie Way Core Values which empowers all students and staff to have recognizable behavior. Because of the proactive nature of the Wylie Way lessons and the campus, bully incidences and DAEP referrals are low. Staff members have a feeling of mutual respect and support for one another. We experience a very low teacher turnover rate on this campus, with only two teacher resigning at the end of the 2022-2023 school year. This is a testament to the climate and culture on our campus.

It is apparent that our campus understands the importance of involving parents and the community in our school. We allow many opportunities for involvement through PTA, Watch DOGS, MODD Squad, parent nights, tutoring/mentoring opportunities, and other volunteering. Parents are communicated with regularly by the campus through the campus website, Skyward, Facebook, Peachjar, email, and School Messenger. All classrooms update their class website, send weekly emails, and/or provide digital or paper newsletters.

Additionally, our campus has a strong belief in the professional learning community at work model. Many of our staff have participated in the summer institute and we have implemented the best practices of the 3 pillars:

- Ensure that all students achieve at high levels,
- Establish a culture of collaboration, and
- Develop a results orientation;

and the 4 questions:

- What do we want our students to know and be able to do?
- How will we know when they have learned it?
- How will we respond when they do not learn it?
- How will we respond when they already know it?

into the culture of our campus.

Perceptions Strengths

The teacher turn over rate on our campus was very low this year compared to other districts and campuses in WISD. Our climate survey conducted Spring of 2022 showed that:

- Teachers have the autonomy to try new things in the classroom.
- Teachers are seen as being influential over bullying.
- The principal is concerned for students' safety and cares about the school community.
- Parents feel that teachers are responsive to phone calls and emails in a timely manner.
- Students are encouraged by their parents to do well in school and parents care about their grades.
- We provide many opportunities for our families to be involved in their child's education.
- We are welcoming and inviting to parents and community members.
- We frequently communicate with our parents to keep them updated.

- The partnerships that we currently have are positive and support character development and instructional needs.
- We have established a strong volunteer partnership with First United Methodist Church in Wylie and Horrace Mann Insurance.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some families are unaware of events and volunteer opportunities on our campus. **Root Cause:** Communication needs to be offered in a variety of ways to engage with all families including Email, SeeSaw, Class/Grade Level Facebook, and hard copies of letters & flyers

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless 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
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 22, 2023





Goal 1: Instill community and ethical values in our students

Performance Objective 1: Throughout the 2023-2024 school year, adults and students will have a common understanding regarding violence prevention and intervention.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Unity Day on October 18th. Adults and students will be invited to wear orange and unite together with kindness and acceptance.</p> <p>Strategy's Expected Result/Impact: Students will write or draw ways to show kindness and acceptance, or stand up to bullying on strips of orange paper to create a chain to hang in the main hallway to symbolize our unity.</p> <p>Staff Responsible for Monitoring: Counselor Administrators Teachers</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Instill community and ethical values in our students

Performance Objective 2: Throughout the 2023-2024 school year, staff will encourage students to arrive to school on time each day that they are well enough to attend classes in order to maintain 95% attendance rate daily.

Strategy 1 Details	Formative Reviews		
Strategy 1: Each Nine Weeks students with perfect attendance will be recognized during our awards assembly. They will be rewarded with a certificate and a small prize.	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Instill community and ethical values in our students


Performance Objective 3: By the end of the 1st 9 weeks, adults and students will have a common definition and understanding regarding the core value of RESPECT and RESPONSIBILITY.


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement all activities on the September 13th Wylie Way Day. Strategy's Expected Result/Impact: Completion of Wylie Way Lessons: Drive in and Thrive Staff Responsible for Monitoring: Campus administration Counselor Title 1 Facilitator Teachers</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement follow-up activities on October 4th Wylie Way Day. Strategy's Expected Result/Impact: Completion of lessons Staff Responsible for Monitoring: Campus administration, Title 1 Facilitator, teachers, counselor Wylie Way Leadership Team</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Plan Anti-Bullying Day/Unity Day on October 20th. Strategy's Expected Result/Impact: Students and staff wear orange. Completion of lessons.</p>	Formative		
	Dec	Mar	June

Attend WEHS anti-bullying drama
Meet with Wylie Way Leadership Team
Staff Responsible for Monitoring: Campus Administration
Counselor
Title 1 Facilitator
Teachers

Title I:
2.6

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Instill community and ethical values in our students

Performance Objective 4: By the end of the 2nd 9 weeks, adults and students will have a common understanding regarding the core value of CARING/GIVING.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Adults and Students will participate in district food drive</p> <p>Strategy's Expected Result/Impact: Needed food was collected and boxed properly.</p> <p>Staff Responsible for Monitoring: Counselor Campus Administration Title 1 Facilitator Teachers</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Adults and students will participate in our campus Veteran's Day Celebration on November 10th by attending the assembly honoring veterans and wearing red, white, and blue.</p> <p>Strategy's Expected Result/Impact: Community members who are Veterans will be honored Students will show appreciation for the service of Veterans</p> <p>Staff Responsible for Monitoring: Counselor, campus administration, Title 1 Facilitator, teachers</p> <p>Title I: 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus will participate in Wylie ISD Wylie Way Christmas.</p> <p>Strategy's Expected Result/Impact: Christmas provided to families in our community.</p> <p>Staff Responsible for Monitoring: Counselor Campus administration Title 1 Facilitator Teachers</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Instill community and ethical values in our students


Performance Objective 5: By the end of the 3rd 9 weeks, adults and students will have a common understanding regarding the core value of GRIT/ PREPARATION.


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement all activities on February 7th Grit and Preparation Day. Strategy's Expected Result/Impact: Completion of lessons Staff Responsible for Monitoring: Counselor Campus Administration Title 1 Facilitator Teachers</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement College Week March 4th - 8th. Strategy's Expected Result/Impact: Students increase their knowledge of post-high school options. Staff Responsible for Monitoring: Counselor Campus Administration Title 1 Facilitator Teachers</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will view Mapping Your Future Monday career videos weekly. Strategy's Expected Result/Impact: Students will increase their knowledge of careers available to them in preparation for post-high school education.</p>	Formative		
	Dec	Mar	June


Staff Responsible for Monitoring: Campus Administration

Counselor
Title 1 Facilitator
Teachers

Title I:
2.6

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 1: Instill community and ethical values in our students

Performance Objective 6: By the end of the 4th 9 weeks, adults and students will have a common understanding regarding the core value of GRATITUDE/CELEBRATION.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Ripples of Hope April 2nd. Strategy's Expected Result/Impact: Students, teachers, and staff receive and write Ripples of Hope. Staff Responsible for Monitoring: Counselor Campus Administration Title 1 Facilitator Teachers</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Celebrate Teacher Appreciation Week May 6th - 10th. Strategy's Expected Result/Impact: Teachers feel appreciated and loved, which is evident through the culture and climate survey. Staff Responsible for Monitoring: Counselor Campus Administration Title 1 Facilitator</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus will participate in Day of Celebration on May 17th. Strategy's Expected Result/Impact: Completion of activities for Day of Celebration. Staff Responsible for Monitoring: Counselor Campus Administration Title 1 Facilitator Teachers</p> <p>Title I: 2.6</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement all activities on April 17th for Day of Gratitude.. Strategy's Expected Result/Impact: Completion of lessons Staff Responsible for Monitoring: Counselor Campus Administration Title 1 Facilitator Teachers Title I: 2.6	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum and programs TEA Strategic Priority #2: Build a foundation of reading and math





Performance Objective 1: During the 2023-2024 school year, we will host family nights to involve and engage our parents and other family members in their student's education.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher phone calls, Skyward Emails, and Dodd Facebook posts will prepare families for returning to campus, and Meet the Teacher night will welcome students and their families back to school.</p> <p>Strategy's Expected Result/Impact: Families will be welcomed into the school with friendly faces and kind greetings.</p> <p>Staff Responsible for Monitoring: Administrators Staff</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Dodd Elementary will host a Reading Family Engagement night on August 31st to build a partnership between at home learning and the classroom. Students will receive a book of their choice, comprehension bookmark and a pencil. Families will also have the opportunity to participate in Reading Experiences hosted by our teachers and the Smith Public Library, and sign up for a library card. The Title 1 team and our PTA will host a parent engagement and Watch DOGS/MODD Squad kick off meeting.</p> <p>Strategy's Expected Result/Impact: Students will be engaged in reading and writing experiences and parents will be equipped to help their student</p> <p>Staff Responsible for Monitoring: Administrators Title 1 Facilitator Reading Interventionist Teachers</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Parent Resources, Books, bookmarks, and pencils to give away; STEM Resources and Materials - Title I - 211-61-6329-00-808-3-30-000 - \$1,000</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Dodd Elementary will host Family Game Night including STEAM activities on January 19th to build a partnership between at home learning and the classroom. Families will engage in activities with their student.</p> <p>Strategy's Expected Result/Impact: Students will be engaged in science, technology, engineering, art, and math.</p> <p>Staff Responsible for Monitoring: Administrators Title 1 Facilitator Teachers</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Materials and resources to support the event - Title I - 211-61-6329-00-808-3-30-000 - \$1,000</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: In conjunction with the PTAs from Davis Intermediate and McMillan Junior High, Dodd families and staff will be invited to participate in a community Multi-Cultural event on Saturday, January 20th.</p> <p>Strategy's Expected Result/Impact: Families will feel welcome and valued for the diversity they bring to our campus</p> <p>Staff Responsible for Monitoring: Title 1 Facilitator Campus Administrators</p> <p>Title I: 2.4, 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum and programs TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 2: Dodd Elementary will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and School-Based Activities.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will implement Wellness Wednesday in which students and adults are encouraged to engage in healthy habits such as drinking more water, eating healthy snacks, and walking or other exercise.</p> <p>Strategy's Expected Result/Impact: The Dodd community will develop healthy habits.</p> <p>Staff Responsible for Monitoring: Counselor Administrators Campus Wellness Team</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.</p> <p>Strategy's Expected Result/Impact: Administrators Physical Education Teachers Staff</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible for nutrition education.</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity.</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum and programs TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 3: During the 2023-24 school year, we will increase our EOY BAS scores in Kindergarten, First and Second Grades based on the following standards:

In Kindergarten, 80% of students will score an independent BAS level B; 70% of students will score an independent BAS level C-E; 28% of students will score an independent level F or higher.

In First Grade, 80% of students will score an independent BAS level H; 70% of students will score an independent BAS level I-J; 48% of students will score in independent BAS level K or higher.

In Second Grade, 85% of students will score an independent BAS level K; 70% of students will score an independent BAS level L-M; 35% of students will score an independent level N or higher.

Evaluation Data Sources: EOY BAS testing

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Based on our learning from TEA Reading Academy, Kindergarten, 1st and 2nd grade teachers will implement the UFLI Foundations systematic and explicit phonics program and use Flyleaf Decodables and Fountas and Pinnell Resources in the Guided Reading model with fidelity.</p> <p>Strategy's Expected Result/Impact: Teachers will be trained in BAS and running records, UFLI Foundations, and Flyleaf Decodables. Students will increase their reading level from BOY, MOY and EOY BAS.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: plastic magnetic letters for each student to support UFLI implementation - Title I - 211-11-6329-00-808-3-30-000 - \$5,000</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will increase opportunities for students to utilize technology-based programs to increase early reading skills and comprehension.</p> <p>Strategy's Expected Result/Impact: Computer labs open in the AM and designated for Read Naturally, Lexia, and iStation. Implementation of the breakfast buddy program. Students will increase their reading level from BOY, MOY and EOY BAS.</p> <p>Staff Responsible for Monitoring: Administration Dyslexia Teacher Teachers Computer Teacher Reading Interventionist Math Interventionist Title 1 Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: See Saw, Learning A to Z, - Title I - 211-11-6399-00-808-3-30-000 - \$9,204</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The PLC will identify students in need of reading intervention through RtI.</p> <p>Strategy's Expected Result/Impact: Students will increase their reading level from BOY, MOY and EOY BAS.</p> <p>Staff Responsible for Monitoring: Administration Teachers RtI committee</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: For the 2023-2024 school year students attending CAMP-L will be exposed to STAAR aligned questions stems that support the reading content area. We will measure success through the impact on student BAS and MAP scores (BOY, MOY, EOY).</p> <p>Strategy's Expected Result/Impact: Improved reading performance in BAS</p> <p>Staff Responsible for Monitoring: Teachers CAMP-L teachers Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The Reading Interventionist and the Title 1 Facilitator will implement K-2 reading interventions with fidelity based on student need.</p> <p>Strategy's Expected Result/Impact: Increase student BAS level Improve student MAP and Unit Assessment scores</p> <p>Staff Responsible for Monitoring: Administrators Reading Interventionist Title 1 Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: The Dyslexia Therapist will implement the Scottish Rite Build program with Kindergarten and First Grade students at risk for Dyslexia based on data collected the previous school year.</p> <p>Strategy's Expected Result/Impact: Closing reading gaps</p>	Formative		
	Dec	Mar	June

Improved BAS level and Reading MAP and Unit Assessment Scores


Staff Responsible for Monitoring: Dyslexia Therapist
Administrators


Title I:


2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum and programs TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 4: For the 2023-2024 school year, 80% of our At Risk population will approach the standard on each of the STAAR assessments.

Evaluation Data Sources: EOY MAP scores
STAAR scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers and administrators will identify students who make up our At Risk group and monitor their progress throughout the year while interventionists work to close the gaps these students present with as identified by the PLC through the RtI process.</p> <p>Strategy's Expected Result/Impact: Increase in the number of At Risk students who reach meets and masters standard on STAAR.</p> <p>Staff Responsible for Monitoring: Teacher Intervention Team Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The ESL Teacher and paraprofessional will provide support to At Risk students through both pull out and push in opportunities in order to close gaps in listening, speaking, reading, and writing that impact student learning in the classroom.</p> <p>Strategy's Expected Result/Impact: Improve the BAS level, MAP, and STAAR scores of our LEP population</p> <p>Staff Responsible for Monitoring: ESL teacher Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Alpha Phonics and Special Education Teachers and paraprofessionals will provide support to At Risk students through both pull out and push in opportunities as appropriate in order to facilitate growth in reading performance.</p> <p>Strategy's Expected Result/Impact: Improve the BAS level, MAP and STAAR scores of our Dyslexic and Special Education populations</p> <p>Staff Responsible for Monitoring: Alpha Phonics Teachers Special Education Teachers Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: For the 2023-2024 school year students attending CAMP-L will be exposed to STAAR aligned questions stems that support the content area. We will measure success through the impact of student BAS and MAP scores (BOY, MOY, EOY).</p> <p>Strategy's Expected Result/Impact: Improved performance in BAS and MAP</p> <p>Staff Responsible for Monitoring: CAMP-L teachers Classroom teachers Special Areas Teachers Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: By the end of the 23-24 school year, given small group, specialized instruction in phonics and guided reading, resource students will show growth in their reading ability from the baseline of BOY to the EOY as measured by BAS, MAP, and/or Running Records.</p> <p>Strategy's Expected Result/Impact: Improved BAS level RLA MAP growth</p> <p>Staff Responsible for Monitoring: Special Education Teacher Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: For the 2023-2024 School year, 60% of Emergent Bilingual students will increase their TELPAS composite score by one proficiency level.</p> <p>Strategy's Expected Result/Impact: BOY, MOY, EOY MAP growth projection and scores Improved TELPAS scores</p> <p>Staff Responsible for Monitoring: ESL Teacher Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - State ELL Allotment</p>	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: For the 23-24 school year, we will hit our Domain 3 growth target of 29% or higher for our 3rd and 4th grade special education students in math to achieve meets or higher on the STAAR Test.</p> <p>Strategy's Expected Result/Impact: Improved MAP and STAAR scores</p> <p>Staff Responsible for Monitoring: Administrators Special Education Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			





Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum and programs TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 5: For the 2023-2024 school year, our students will achieve Math STAAR scores at 95% approaches, 75% meets, and 47% masters in 3rd grade; and 90% approaches, 75% meets, and 50%masters in 4th grade.

Evaluation Data Sources: EOY MAP to STAAR projection
 Unit assessment data
 STAAR Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The PLC will review MAP data to determine students' strengths and weaknesses in order to target skills and close the gaps</p> <p>Strategy's Expected Result/Impact: Students' MAP data will show growth with students meeting their growth goals MOY and EOY</p> <p>Staff Responsible for Monitoring: Teachers Math Interventionist Administrators Title 1 Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Countdown to Math STAAR Fast Focus, Forde Ferrier - Title I - 211-13-6329-00-808-3-30-000 - \$2,000</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The PLC will determine students in need of intervention through the RtI process and these students will received targeted math intervention.</p> <p>Strategy's Expected Result/Impact: Students' MAP data will show growth MOY and EOY</p> <p>Staff Responsible for Monitoring: Teachers Intervention Team Administrators RtI Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Updated Forde Ferrier RtI edition - Title I - \$2,000</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will be invited to participate in our SMART Lab before school for students to use Lexia, Progress Learning and the IXL program to help close math gaps.</p> <p>Strategy's Expected Result/Impact: Student's MAP data will show growth after participation in SMART lab on a consistent basis.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Intervention Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: IXL - Title I - 211-11-6399-00-808-3-30-000 - \$1,500</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: For the 2023-2024 school year students attending CAMP-L will be exposed to STAAR aligned questions stems that support the content area. We will measure success through the impact of student MAP scores (BOY, MOY, EOY).</p> <p>Strategy's Expected Result/Impact: Improved performance on MAP</p> <p>Staff Responsible for Monitoring: CAMP-L teachers Classroom teachers Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The Math Interventionist and the Title 1 Facilitator will implement math interventions with fidelity based on student need.</p> <p>Strategy's Expected Result/Impact: Improved performance on Math MAP</p> <p>Staff Responsible for Monitoring: Math Interventionist Title 1 Facilitator Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: For the 23-24 school year, we will hit our Domain 3 growth target of 29% or higher for our 3rd and 4th grade special education students in math to achieve meets or higher on the STAAR Test.</p> <p>Strategy's Expected Result/Impact: Improved MAP and STAAR Scores</p> <p>Staff Responsible for Monitoring: Administrators Special Education Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum and programs TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 6: For the 2023-2024 school year, our students will achieve Reading STAAR scores at 95% approaches, 78% meets and 40% masters in 3rd grade; and 98% approaches, 80% meets, and 40% masters in 4th grade

Evaluation Data Sources: EOY MAP to STAAR Projection
 Unit Assessment Data
 STAAR Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The PLC will review MAP data to determine students' strengths and weaknesses in order to target skills and close the gaps</p> <p>Strategy's Expected Result/Impact: Students' MAP data will show growth with students meeting their growth goals MOY and EOY</p> <p>Staff Responsible for Monitoring: Teachers Reading Interventionist Title 1 Facilitator Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The PLC will determine students in need of intervention through the RtI process and these students will received targeted reading intervention.</p> <p>Strategy's Expected Result/Impact: Students BAS levels and MAP data will show growth MOY and EOY</p> <p>Staff Responsible for Monitoring: Teachers Reading Interventionist Title 1 Facilitator Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Phonemic Awareness, Foundational Reading Resources and materials - Title I - 211-13-6329-00-808-3-30-000 - \$2,500</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will be invited to participate in our SMART lab will be before school to students can work in Lexia and Progress Learning to help close reading gaps.</p> <p>Strategy's Expected Result/Impact: Student's MAP data will show movement to the next level after participating in SMART Lab during the Fall and/or Spring semesters.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Intervention Team</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: For the 2023-2024 school year students attending CAMP-L will be exposed to STAAR aligned questions stems that support the content area. We will measure success through the impact of student BAS and MAP scores (BOY, MOY, EOY).</p> <p>Strategy's Expected Result/Impact: Improved BAS and MAP scores</p> <p>Staff Responsible for Monitoring: CAMP-L teachers Classroom teachers Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The Reading Interventionist and the Title 1 Facilitator will implement reading interventions with fidelity based on student need.</p> <p>Strategy's Expected Result/Impact: Improved BAS and MAP scores</p> <p>Staff Responsible for Monitoring: Reading Interventionist Title 1 Facilitator Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum and programs TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 7: For the 2023-2024 school year, 4th grade reading students will meet their expected growth projection for the STAAR test at the end of the school year.

Evaluation Data Sources: BOY, MOY, EOY reading MAP growth projection and scores
3rd to 4th STAAR comparison data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will utilize MAP data to set goals individually with students and put strategies in place to help them achieve their growth goal.</p> <p>Strategy's Expected Result/Impact: Achievement of MAP growth goal MOY and BOY</p> <p>Staff Responsible for Monitoring: Classroom Teachers Intervention Team Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Fourth grade teachers will implement Guided Reading with fidelity using the MAP learning profiles to guide their instruction.</p> <p>Strategy's Expected Result/Impact: Improved BAS levels, MAP and STAAR scores</p> <p>Staff Responsible for Monitoring: 4th Grade Teachers Administrators Intervention Team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Reading Tutoring and Enrichment opportunities will be provided to students as needed after school, and SMART lab will be open for students before school to work on technology programs to improve their reading performance.</p> <p>Strategy's Expected Result/Impact: Improved BAS levels and Reading MAP and STAAR scores</p> <p>Staff Responsible for Monitoring: 4th Grade Teachers Intervention Team Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The Reading Interventionist and the Title 1 Facilitator will implement reading interventions with fidelity based on student need.</p> <p>Strategy's Expected Result/Impact: Improved BAS levels, Reading MAP and STAAR Scores</p> <p>Staff Responsible for Monitoring: Reading Interventionist Title 1 Facilitator Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum and programs TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 8: By the end of the 2023-2024 school year, 100% of the students in the Alpha Phonics Program will show and improvement in reading fluency by improving their reading accuracy.





Evaluation Data Sources: TRSH progress measure increase of 3 words MOY and 5 words EOY

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Alpha Phonics teachers will implement the Take Flight curriculum with fidelity</p> <p>Strategy's Expected Result/Impact: Improved reading accuracy and fluency Improved Dibbels reading rate and accuracy</p> <p>Staff Responsible for Monitoring: Alpha Phonics Teachers Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum and programs TEA Strategic Priority #2: Build a foundation of reading and math

Performance Objective 9: By the end of the 2023-2024 school year, 80% of students in our Pre-K program will be able to identify 20 upper and lower case letters of the alphabet. Additionally, 90% of students will be able to rote count from 1-30 with 100% accuracy.

Evaluation Data Sources: Pre-K Circle Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Pre-K teachers will implement best practices including the use of Heggerty Phonemic Awareness curriculum and small group math and literacy instruction to support the growth of their young learners.</p> <p>Strategy's Expected Result/Impact: Improvement in literacy and math scores on the Circle Assessment MOY and EOY</p> <p>Staff Responsible for Monitoring: Administrators Pre-K Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will provide our youngest learners with hands-on learning resources to support their academic achievement in both math and reading.</p> <p>Strategy's Expected Result/Impact: Improvement in literacy and math scores on the Circle Assessment MOY and EOY</p> <p>Staff Responsible for Monitoring: PreK leadership team Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Hands-on Learning Resources - Title I - \$500</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: Prepare students for life beyond high school TEA Strategic Priority #3: Connect High School to Career and College

Performance Objective 1: We will enhance the value of student responsibility by implementing leadership strategies and opportunities and goal setting for every child in all grade levels.

Evaluation Data Sources: Data tracking notebooks





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will have opportunities to serve as leaders on campus through a variety of student appropriate jobs.</p> <p>Strategy's Expected Result/Impact: Students will show leadership characteristics in class and teachers will direct them to areas of leadership such as cafeteria support, morning arrival duty, library support, and green team.</p> <p>Staff Responsible for Monitoring: Counselor Camp Administration Teacher Leader Academy Member Title 1 Facilitator Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus Wylie Way Leadership Team will increase excitement and engagement on Wylie Way days by providing extra decoration and activities that will enhance the lessons taught.</p> <p>Strategy's Expected Result/Impact: PTA and Wylie Way Team will meet and plan days in advance to support lessons and classroom teacher.</p> <p>Staff Responsible for Monitoring: Campus Administration Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: PTA will increase the participation of students in the Kids PTA.</p> <p>Strategy's Expected Result/Impact: Students joining will have special activities to participate in at PTA events as well as have kids PTA meetings throughout the year.</p> <p>Staff Responsible for Monitoring: Campus administration PTA membership chair</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students and Teachers will participate in Think College Thursday by wearing college shirts.</p> <p>Strategy's Expected Result/Impact: Increase students' knowledge and interest in postsecondary education</p> <p>Staff Responsible for Monitoring: Counselor Administrators Teachers</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will show the Mapping Your Future Monday videos to highlight career opportunities and facilitate conversations regarding career choices each Monday.</p> <p>Strategy's Expected Result/Impact: Increase students knowledge and interest in life beyond the classroom</p> <p>Staff Responsible for Monitoring: Counselor Administrators Teachers</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Dec	Mar	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Students will participate in Social Emotional Learning every Wednesday morning.</p> <p>Strategy's Expected Result/Impact: Students will implement strategies taught to self-regulate their emotions independently on a more frequent basis</p> <p>Staff Responsible for Monitoring: Counselor Administrators Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Adults and Students will engage in Proactive Circles each Tuesday morning as a way to intentionally build community through a series of questions that allow for practicing empathy, self reflection, feeling and being heard, and learning more about one another.</p> <p>Strategy's Expected Result/Impact: Increased Classroom Community Fewer discipline referrals</p> <p>Staff Responsible for Monitoring: Counselor Administrators Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Attract, retain, and value a quality staff TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals





Performance Objective 1: Recruit highly effective teachers through networking, effective screening of applicants, thorough interviews and contacting references.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The administration and campus leadership team will follow the district interview process in order to ensure the recruitment of highly effective teachers.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Attract, retain, and value a quality staff TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 2: By the end of the 2023-2024 school year, all language arts teachers who teach ELL students will have their ESL Supplemental Certification.





Evaluation Data Sources: Teacher certificates

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Administration will audit the RLA teachers to determine who is in need of the ESL certification. Strategy's Expected Result/Impact: Provide EL students with teachers who are ESL certified Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Work in collaboration with Special Services for non-ESL certified teachers to obtain their ESL certification by covering the costs associated with the assessment. Strategy's Expected Result/Impact: Provide EL students with teachers who are ESL certified Staff Responsible for Monitoring: Administrators Special Services</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Attract, retain, and value a quality staff TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 3: Administration will provide ample opportunities for professional learning that supports professional growth, as well as campus/district goals.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administration will hold pre-conferences with each teacher to ensure understanding of each person's goals and how to support them in their areas of growth using the T-TESS evaluation model.</p> <p>Strategy's Expected Result/Impact: Increase in number of focused, intentional professional development hours earned by staff.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus #edtechwylie staff member will provide professional development in regards to technology integration in the classroom.</p> <p>Strategy's Expected Result/Impact: Implementation of technology use will be observed through classroom walkthroughs.</p> <p>Staff Responsible for Monitoring: Administration #edtechwylie staff member</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Administration will plan needed professional development based on the immediate needs of the teachers, i.e. working with students with ASD, integration of the Progress Learning program, Alpha Phonics yearly training, etc.</p> <p>Strategy's Expected Result/Impact: Strategies shared are observed during walkthroughs and observations.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Campus and Title 1 budget will show an increase in funding toward staff learning and resources needed to implement new learning.</p> <p>Strategy's Expected Result/Impact: Funds will be utilized to send teachers to various trainings and purchase resources to support student learning</p> <p>Staff Responsible for Monitoring: Principal Secretary Title 1 Facilitator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The PLC will determine areas for teacher learning and learning specialists and campus personnel will be enlisted to provide teacher training experiences in their areas of expertise as part of the PLC process.</p> <p>Strategy's Expected Result/Impact: Improved teacher learning and improved student performance</p> <p>Staff Responsible for Monitoring: Administrators PLC</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Attract, retain, and value a quality staff TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals





Performance Objective 4: Teachers and staff will be recognized for implementing instructional strategies, supporting the Core Values, and other campus/district goals.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administration will provide meaningful feedback through CWT by adding notes in the notes field. Strategy's Expected Result/Impact: Feedback is provided in a timely manner. Staff Responsible for Monitoring: Campus administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will be recognized during faculty meetings for the great things they are doing in their classrooms. Strategy's Expected Result/Impact: Principal, Assistant Principal, and other staff will recognize teachers based on CWT and other areas where teachers are exceeding goals and expectations. Staff Responsible for Monitoring: Campus administration Campus staff Teachers Title 1 Facilitator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will take two 32 foot field trips this year to learn best practices from their peers through observation and collaboration.</p> <p>Strategy's Expected Result/Impact: Teachers are given the opportunity to improve their craft.</p> <p>Staff Responsible for Monitoring: Campus administration Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: PTA Luncheons will be held monthly as a means of support and appreciation for teachers.</p> <p>Strategy's Expected Result/Impact: EOY Climate Survey</p> <p>Staff Responsible for Monitoring: PTA</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 4: Attract, retain, and value a quality staff TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 5: Campus will provide opportunities for mentoring new staff members and future educators

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Partnership with FYT Academy to help mentor new teachers to the district</p> <p>Strategy's Expected Result/Impact: Surveys Summative Conferences</p> <p>Staff Responsible for Monitoring: Administration Teachers Coordinator for Recruitment</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Partnership with local colleges and universities for pre-service teachers</p> <p>Strategy's Expected Result/Impact: Surveys Participation count</p> <p>Staff Responsible for Monitoring: Administration Teachers Coordinator for Recruitment</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: First-year teachers and teachers new to their teaching position are encouraged to visit master teachers in their content. Classroom coverage is provided and time to talk is supported.</p> <p>Strategy's Expected Result/Impact: Observation of new teacher's performance, conversations post-observation</p> <p>Staff Responsible for Monitoring: Campus administration Team leaders Campus Mentor Teacher</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Attract, retain, and value a quality staff TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 6: Identify teachers who need growth-for-improvement plans early in the school year in order to provide the support, training, and ample conversations needed to help in their content area.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Hold preconferences with every teacher in September to identify early needs using T-TESS goals to drive conversations. Strategy's Expected Result/Impact: Complete conferences Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Being purposeful with feedback during walkthroughs in order to support and grow those teachers that have identified areas that need to be addressed in a growth-for-improvement plan. Strategy's Expected Result/Impact: Critical/crucial conversations had with teachers. Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals -</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Follow the Texas Teacher Evaluation and Support System and Goal Setting Professional Development Appraisal calendar and structure with fidelity to ensure observations, conversations and areas of growth support engaged learning in the classroom and help improve classroom instruction. Strategy's Expected Result/Impact: Meetings held Staff Responsible for Monitoring: Administration</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 4: Attract, retain, and value a quality staff TEA Strategic Priority #1: Recruit, Support, and Retain Teachers and Principals

Performance Objective 7: Retain highly effective teachers and support staff by providing the resources necessary to do their jobs and through staff self-care initiatives.

Evaluation Data Sources: Retain teachers from year to year





Goal 5: Manage growth in a way that ensures functional equity.

Performance Objective 1: By May 2024, all funds raised at Dodd will be used to improve our outdoor learning space and to provide campus wide resources for our Healthy Zone School initiative.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Hold campus fundraising events, including Boosterthon, and Spirit Nights at local restaurants to raise funds for campus needs, i.e., literacy books and instructional supplies.</p> <p>Strategy's Expected Result/Impact: Money is donated and utilized appropriately</p> <p>Staff Responsible for Monitoring: Administration Teachers Secretary PE teacher PTA</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 5: Manage growth in a way that ensures functional equity.

Performance Objective 2: By the end of the 2023-2024 school year, teachers will be better prepared to serve our growing LEP population through training opportunities provided through PLC and Faculty meetings.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Dodd ELL teacher will order RAZ kids to provide an additional academic resource for our ELL students.</p> <p>Strategy's Expected Result/Impact: Teachers utilize the program in their classrooms during stations and guided reading and students utilize it at home.</p> <p>Staff Responsible for Monitoring: ELL Teacher Campus administration Teachers</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: - State ELL Allotment - \$1,600</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Reimbursement will be offered and provided to those teachers who prepare take and pass their ESL supplemental certification test.</p> <p>Strategy's Expected Result/Impact: 83% of general education teachers will have their ESL certification by the end of the 2020-2021 school year.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Dodd ELL teacher will train and work with teachers on how to use the Elevate program in regards to working with ELL students in the classroom.</p> <p>Strategy's Expected Result/Impact: Teachers will be aware of individual student TELPAS levels as well as LPAC accommodations.</p> <p>Staff Responsible for Monitoring: ELL Teacher Classroom Teacher Campus Administration</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 5: Manage growth in a way that ensures functional equity.

Performance Objective 3: Monies allotted in the compensatory fund will adequately serve our at-risk population.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Identify our At-Risk population and what their academic needs include.</p> <p>Strategy's Expected Result/Impact: Needs are identified during data analysis and RtI meetings.</p> <p>Staff Responsible for Monitoring: Administration Counselor Title 1 Facilitator Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize the funds to purchase resources that will academically support the identified needs of our at-risk population to be utilized throughout the instructional day in guided reading, guided math and protected intervention time.</p> <p>Strategy's Expected Result/Impact: Purchases made.</p> <p>Staff Responsible for Monitoring: Administration Title 1 Facilitator Secretary</p> <p>ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - State Comp Ed - \$5,280</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 6: Support student participation in extracurricular activities to promote character and academic achievement.

Performance Objective 1: Share achievements and success with families and the community.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A celebration wall will be posted in the main hallway for students to bring in personal pictures of extracurricular successes and celebrations to display. Celebrations will be read on morning announcements.</p> <p>Strategy's Expected Result/Impact: Students' pictures and successes posted for campus to read and celebrate.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Dec	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 7: Celebrate our Excellence

Performance Objective 1: Share our good things with parents and the community through various media.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will post pictures and information about various campus events on our Dodd Elementary Facebook page.</p> <p>Strategy's Expected Result/Impact: Climate survey</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: At our Dinobeat assemblies, we will recognize students who have exhibited Core Values and have been successful academically.</p> <p>Strategy's Expected Result/Impact: Climate survey</p> <p>Staff Responsible for Monitoring: Administration Teachers Students</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will utilize electronic marquee to share our campus activities and celebrations including our Jimmy John's Student of the Week.</p> <p>Strategy's Expected Result/Impact: Climate survey</p> <p>Staff Responsible for Monitoring: Administration Community members Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: Celebrate our Excellence

Performance Objective 2: Staff will lead students to celebrate academic and extracurricular successes.

Strategy 1 Details	Formative Reviews		
Strategy 1: UIL Awards ceremony will recognize the students who excelled in the district UIL competitions. Strategy's Expected Result/Impact: Climate survey Staff Responsible for Monitoring: Administration Teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Celebrate the Arts will showcase the choir and art projects submitted by students. Strategy's Expected Result/Impact: Climate survey Staff Responsible for Monitoring: Teachers ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Students will participate in a digital fair to showcase their technological savviness. Strategy's Expected Result/Impact: Student participation in fair. Staff Responsible for Monitoring: Administration #edtechwylie staff member Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Dodd Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Dodd Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Kalie Sires	Alpha Phonics Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Linda Legg	Paraprofessional	Title 1	
Vicki Patterson	Instructional Facilitator	Title 1	

2023-2024 Campus Needs Assessment

Committee Role	Name	Position
Administrator	Magan Porter	Principal
Administrator	Alyshia Zimmerman	Assistant Principal
Classroom Teacher	Jodi Thomas	Teacher
Classroom Teacher	Alyssa Stewart	Teacher
Classroom Teacher	Tiffany Shields	Teacher
Non-classroom Professional	Jeniffer Sanchez	Counselor
Parent	Kimberly Eisma	Parent
Title 1 Instructional Facilitator	Vicki Patterson	Title 1 Instructional Facilitator
Classroom Teacher	Tommy Mobley	Teacher
Classroom Teacher	Pam Hennigan	Teacher
Classroom Teacher	Gina Spears	Teacher
Classroom Teacher	Taylor Hennig	Teacher
Parent	Stephanie Wehner	PTA Vice President 2
Parent	Darla Turquette	Community Representative
Parent	April Deaton	Parent
Community Representative	Becky Welch	Parent
Non-classroom Professional	Jill Vasquez	Director of Special Services

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	2			\$5,280.00
Sub-Total					\$5,280.00
Budgeted Fund Source Amount					\$10,260.00
+/- Difference					\$4,980.00
State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	6			\$0.00
5	2	1			\$1,600.00
Sub-Total					\$1,600.00
Budgeted Fund Source Amount					\$3,644.00
+/- Difference					\$2,044.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Parent Resources, Books, bookmarks, and pencils to give away; STEM Resources and Materials	211-61-6329-00-808-3-30-000	\$1,000.00
2	1	3	Materials and resources to support the event	211-61-6329-00-808-3-30-000	\$1,000.00
2	3	1	plastic magnetic letters for each student to support UFLI implementation	211-11-6329-00-808-3-30-000	\$5,000.00
2	3	2	See Saw, Learning A to Z,	211-11-6399-00-808-3-30-000	\$9,204.00
2	5	1	Countdown to Math STAAR Fast Focus, Forde Ferrier	211-13-6329-00-808-3-30-000	\$2,000.00
2	5	2	Updated Forde Ferrier RtI edition		\$2,000.00
2	5	3	IXL	211-11-6399-00-808-3-30-000	\$1,500.00
2	6	2	Phonemic Awareness, Foundational Reading Resources and materials	211-13-6329-00-808-3-30-000	\$2,500.00
2	9	2	Hands-on Learning Resources		\$500.00
Sub-Total					\$24,704.00
Budgeted Fund Source Amount					\$30,250.00
+/- Difference					\$5,546.00
Grand Total Budgeted					\$44,154.00
Grand Total Spent					\$31,584.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$12,570.00