

**Krum Independent School District**  
**Blanche Dodd Elementary**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

## Blanche Dodd Elementary Mission Statement

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

# Vision

## Blanche Dodd Elementary Vision Statements

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

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

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

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

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

# Value Statement

## Campus Values

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Blanche Dodd Elementary served approximately 312 students in grades 2-5 for the 2022-2023 school year. We expect the total student population to continue to grow over time as new homes are built in the Dodd attendance zone. As of 10/19/23, 329 students had enrolled at Dodd.

The ethnic make up of the campus is predominantly a mix of white (54%) and Hispanic (34%). We serve a small percentage of African American students (5%), Asian students (1%), Native Hawaiian/Pacific Islander (1%), and Two-or-More races (6%). English language learners (17%) make up a portion of our student body. This percentage increased from 10% to 17% for the 2023-2024 school year. This student population will make up one of the Dodd accountability groups as measured through the STAAR assessment in 2024. Dodd serves their EB population by providing ESL instruction for English language learners.

The implementation of full time reading and math interventionists continues to provide support for students that previously failed STAAR in one or more areas. This continued support is critical to the success of our at-risk students which make up 48% of our student population. These intervention specialists also provide mandatory HB1416 tutoring for students that did not meet the passing standard on the STAAR test during their last school year.

Students who receive special education services (25% of the school population) are supported through a continuum of services. Special education teachers push-in for in-class support and provide resource pull-out instruction. Self-contained classes include STEP (School to Employment Program) and CABS (Cooperative Academic and Behavioral Support). These classes are available for our students with the greatest levels of academic, social, and behavioral needs.

The students in the G/T program make up 6% of our student population and will continue to be provided with enrichment activities to extend learning as well as be exposed to the cultural arts through off campus field trips. The reconfiguration of the district GT program has allowed the elementary campuses to share a full time GT teacher. This has been of great benefit in scheduling classes throughout the week, allowing students to attend G/T classes 2-3 times per week.

Finally, the campus average daily attendance rate has increased from 95.83% (22-23) to 96.81% (23-24) during an October snap shot. The PEIMS clerk and campus administrators will continue to work with the guardians of our students to ensure the attendance laws are understood and followed. Truancy will be monitored and the campus will follow the district outline which coordinates with the state attendance laws. Attendance incentives are provided throughout the year including mid-year and end-of-year awards given during an awards assembly as well as a perfect attendance recognition for those students maintaining perfect attendance for the entire school year.

See below for TSDS data (as of 10/20/23):

Gender: Female 46.31% Male 53.68%

Ethnicity - Hispanic/Latino 33.74%

Race - Native Hawaiian/Pacific Islander .61%, Asian .61%, Black/African American 4.60%, White 53.99%, Two or more 6.44%

Students by Program - 504 Designation 6%, Emergent Bilingual 17%, Free or Reduced Lunch 44%, Gifted and Talented 6%, Special Education 25%, Dyslexia 9%

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

## Demographics Strengths

The teaching experience of the Dodd staff is fairly balanced. Teachers bring a variety of experiences to the campus and work to mentor the newest teachers to the profession. 11.5% of the staff have 20+ years of experience. 30% of the staff have 11-20 years of experience. 15.4% of the staff have 6-10 years of experience. 23.8% of the staff have 0-5 years of experience.

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

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

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

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The percentage of emergent bilingual students increased from 10% in 2022-2023 to 17% in 2023-2024. Several students are new to the U.S. and rely heavily upon their native language. This has proven to be a challenge for teachers who are looking for the best ways to communicate and teach students who are not fluent in the English language. **Root Cause:** Teachers are ESL certified; however, a dual language/bilingual setting is needed for students who are newcomers to the U.S. A full time paraprofessional that could speak the students language is needed.

# Student Learning

## Student Learning Summary

According to the Texas Academic Performance Reporting, Blanche Dodd Elementary received an A rating for the 2021-2022 school year. This is a significant improvement from a C rating in 2018-2019. Schools did not receive campus ratings in 2019-2020, 2020-2021, and in 2022-2023.

The 2023 data indicates deficits in the following areas where students did not meet the accountability targets for Academic Achievement Status on the 2023 STAAR in reading and in math. The overall performance on the 2022 STAAR proved to be a significant improvement from previous years meeting 90% of the accountability targets.

Math Target -

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** On state assessments, students continue to score below the federal targets in the area of math. White and Hispanic students did not meet the federal target; however, students who receive special education services and students who are economically disadvantaged met the federal targets in math. **Root Cause:** Online math testing is more difficult for students. They tend not to work out their problems on scratch paper since the test is computer based. The new types of math problems given are also difficult for students to navigate.

# Priority Problem Statements

**Problem Statement 1:** On state assessments, students continue to score below the federal targets in the area of math. White and Hispanic students did not meet the federal target; however, students who receive special education services and students who are economically disadvantaged met the federal targets in math.

**Root Cause 1:** Online math testing is more difficult for students. They tend not to work out their problems on scratch paper since the test is computer based. The new types of math problems given are also difficult for students to navigate.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** The percentage of emergent bilingual students increased from 10% in 2022-2023 to 17% in 2023-2024. Several students are new to the U.S. and rely heavily upon their native language. This has proven to be a challenge for teachers who are looking for the best ways to communicate and teach students who are not fluent in the English language.

**Root Cause 2:** Teachers are ESL certified; however, a dual language/bilingual setting is needed for students who are newcomers to the U.S. A full time paraprofessional that could speak the students language is needed.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Some students in the self contained special education program demonstrate limited success in their current setting.

**Root Cause 3:** With the addition of a self contained program for PK-1 children, 2nd-5th grade students that were formerly in a life skills setting, were reassigned to classes that would closely align with their needs. There continues to be a need for a 2nd-5th grade life skills program to better address the educational needs of these students.

**Problem Statement 3 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB 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
- Class size averages by grade and subject
- School safety data
- 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
- Professional development needs assessment data
- T-TESS data

### **Parent/Community Data**

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

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

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

# Goals

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





**Performance Objective 1:** By May 2024, at least 80% of all students in 3rd-5th grade will score at the "approaches" level or higher on the STAAR reading, math, and science tests (Closing the Gaps-Student Success Status on STAAR Performance).

**Evaluation Data Sources:** 2024 STAAR data

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

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> WIN (What I Need) time will be provided at least four times per week for 30-50 minutes for the purpose of reteaching and intervention so that students can master the essential SEs (Student Expectations).</p> <p><b>Strategy's Expected Result/Impact:</b> WIN time groups            WIN time schedule            WIN time attendance            Student progress monitoring</p> <p><b>Staff Responsible for Monitoring:</b> Intervention teachers            Classroom teachers            Principal            Assistant Principal</p> <p><b>Title I:</b>            2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>            Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> PLC meetings will be held following each common assessment to review data and plan for reteaching.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC agenda            Reteaching strategies</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Principal            Assistant Principal</p> <p><b>Title I:</b>            2.4, 2.6</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>            Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Focus resources for training and materials in the areas of reading, math, and science to support best practices within teaching strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> By focusing training and materials in the areas of need, student achievement will increase.</p> <p>The following curriculum supplements will be purchased to support reading, math, and science:            2nd grade -Secret Stories - Multi-sensory phonics instruction            2nd-5th grade - Reflex Math (fluency practice)</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principal            Teachers</p> <p><b>Title I:</b>            2.4, 2.6</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b>            Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 1 Problem Statements:**





Student Learning
<p><b>Problem Statement 1:</b> On state assessments, students continue to score below the federal targets in the area of math. White and Hispanic students did not meet the federal target; however, students who receive special education services and students who are economically disadvantaged met the federal targets in math. <b>Root Cause:</b> Online math testing is more difficult for students. They tend not to work out their problems on scratch paper since the test is computer based. The new types of math problems given are also difficult for students to navigate.</p>

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

**Performance Objective 2:** By May 2024, 3rd-5th grade students in all STAAR sub-populations will meet or exceed the federal target of "Meets Expectation and above" in the areas of STAAR reading and STAAR math (Closing the Gaps-Academic Achievement Status).

**Evaluation Data Sources:** 2024 STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 2023 STAAR data and aligned assessments will be disaggregated according to the sub-populations.  <b>Strategy's Expected Result/Impact:</b> Sub-populations will be monitored to ensure the group is performing at the target level.                      List of identified students  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal                      Teachers</p> <p><b>Title I:</b>                      2.4, 2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers will use the vetted curriculum provided by Krum ISD for all initial instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans indicate the use of the materials Consistent materials provided across the district Increase in student mastery</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**





Demographics
<p><b>Problem Statement 1:</b> The percentage of emergent bilingual students increased from 10% in 2022-2023 to 17% in 2023-2024. Several students are new to the U.S. and rely heavily upon their native language. This has proven to be a challenge for teachers who are looking for the best ways to communicate and teach students who are not fluent in the English language. <b>Root Cause:</b> Teachers are ESL certified; however, a dual language/bilingual setting is needed for students who are newcomers to the U.S. A full time paraprofessional that could speak the students language is needed.</p>
Student Learning
<p><b>Problem Statement 1:</b> On state assessments, students continue to score below the federal targets in the area of math. White and Hispanic students did not meet the federal target; however, students who receive special education services and students who are economically disadvantaged met the federal targets in math. <b>Root Cause:</b> Online math testing is more difficult for students. They tend not to work out their problems on scratch paper since the test is computer based. The new types of math problems given are also difficult for students to navigate.</p>

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

**Performance Objective 3:** By May 2024, at least 80% of 4th-5th grade students will be reading on the expected level as measured by HMH reading inventory.

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

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

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students in 4th-5th grade will be provided with reading intervention at least four times per week if they did not meet the passing standard on STAAR reading from the previous year and/or if they are reading below the expected level.</p> <p><b>Strategy's Expected Result/Impact:</b> Intervention list Reading levels STAAR results</p> <p><b>Staff Responsible for Monitoring:</b> Principal Intervention teachers ELAR teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The percentage of emergent bilingual students increased from 10% in 2022-2023 to 17% in 2023-2024. Several students are new to the U.S. and rely heavily upon their native language. This has proven to be a challenge for teachers who are looking for the best ways to communicate and teach students who are not fluent in the English language. <b>Root Cause:</b> Teachers are ESL certified; however, a dual language/bilingual setting is needed for students who are newcomers to the U.S. A full time paraprofessional that could speak the students language is needed.</p>







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

**Performance Objective 4:** By May 2024, at least 75% of 3rd grade students will be reading on the expected level as measured by HMH reading inventory.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 3rd grade students will be assessed three times during the school year (BOY, MOY, EOY) for progress monitoring using the HMH reading inventory to determine intervention needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Student reading levels Intervention lists</p> <p><b>Staff Responsible for Monitoring:</b> Principal Intervention teachers ELAR teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students in 3rd grade will be provided with reading intervention at least four times per week if they are reading below the expected level.</p> <p><b>Strategy's Expected Result/Impact:</b> Intervention list Reading levels</p> <p><b>Staff Responsible for Monitoring:</b> Principal Intervention teachers ELAR teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 4 Problem Statements:**





Demographics
<p><b>Problem Statement 1:</b> The percentage of emergent bilingual students increased from 10% in 2022-2023 to 17% in 2023-2024. Several students are new to the U.S. and rely heavily upon their native language. This has proven to be a challenge for teachers who are looking for the best ways to communicate and teach students who are not fluent in the English language. <b>Root Cause:</b> Teachers are ESL certified; however, a dual language/bilingual setting is needed for students who are newcomers to the U.S. A full time paraprofessional that could speak the students language is needed.</p>

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

**Performance Objective 5:** By May 2024, at least 65% of 2nd grade students will be reading on the expected level as measured by HMH reading inventory.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students in 2nd grade will be provided with reading intervention at least four times per week if they are reading below the expected level.</p> <p><b>Strategy's Expected Result/Impact:</b> Intervention list Reading levels</p> <p><b>Staff Responsible for Monitoring:</b> Principal Intervention teachers ELAR teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2nd grade students will be assessed three times during the school year (BOY, MOY, EOY) for progress monitoring using the HMH reading inventory and the mClass reading assessment to determine intervention needs.</p> <p><b>Strategy's Expected Result/Impact:</b> HMH reading inventory for each student mClass data for each student Campus data compilation</p> <p><b>Staff Responsible for Monitoring:</b> Principal Intervention teachers ELAR teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 5 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> The percentage of emergent bilingual students increased from 10% in 2022-2023 to 17% in 2023-2024. Several students are new to the U.S. and rely heavily upon their native language. This has proven to be a challenge for teachers who are looking for the best ways to communicate and teach students who are not fluent in the English language. <b>Root Cause:</b> Teachers are ESL certified; however, a dual language/bilingual setting is needed for students who are newcomers to the U.S. A full time paraprofessional that could speak the students language is needed.</p>

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

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> New staff members will be assigned a mentor to provide critical information, answer questions, and provide moral support.</p> <p><b>Strategy's Expected Result/Impact:</b> Mentor meeting agenda            Staff will be informed of campus information and will feel supported</p> <p><b>Staff Responsible for Monitoring:</b> Mentor teachers: DeDe Campbell, Kristy Murray, Carrie Arispe, Melanie Miller            Principal</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weekly calendars will be provided to staff members by Friday morning of each week providing information about the coming week and upcoming events.</p> <p><b>Strategy's Expected Result/Impact:</b> All staff members will be aware of upcoming events and be able to prepare and communicate the information with their students and parents.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Calendars will be utilized to communicate student behavior to parents on a weekly basis. Academic progress reports will be utilized to communicate academic progress to parents every three weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be aware of their child's academic and social progress.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents will have the opportunity to participate in the following activities throughout the year:</p> <p>Parent input into classroom placement - May            PTO meetings - monthly            Watch DOGS - monthly            Meet the teacher night - August            House Sorting Ceremony - August            Parent Orientation Nights/Title I Meeting - September            Grandparents' Week/Cookies and Conversations - September            Parent/Teacher Conferences - October            Red Ribbon Week - October            Book Character Parade - October            Math/Science Family Night- November            Book fair - November            Turkey Trot - November            Family Literacy Night - March            Shamrock Shuffle - March            Field Day - May            5th grade celebration day - May            Career Day - May            NEHS Induction Ceremony - May            Awards presentations - December/May            Music programs            UIL volunteers            Field trip volunteers            Workroom volunteers</p> <p><b>Strategy's Expected Result/Impact:</b> 100% participation in parent conferences face-to-face, Zoom, or phone            50% or higher participation in all family activities (ie. Meet the teacher night, Family literacy night, Family math/science night)</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Asst. Principal            Counselor            Teachers</p> <p><b>Title I:</b></p>	Formative			Summative
	Nov	Jan	Mar	June


4.1, 4.2


**- ESF Levers:**


Lever 3: Positive School Culture

**Funding Sources:** Family Math Night - Perot Museum - 199 - Local Funds (campus budget) - \$600, Family Literacy Night - Guest author/speaker - 199 - Local Funds (campus budget) - \$600, Watch DOGS - 199 - Local Funds (campus budget) - \$250, Grandparent's Day - Cookies - 461 - Principals Fund - \$150, House meeting supplies and celebrations - 461 - Principals Fund - \$1,500, Red Ribbon Week supplies - 199 - Local Funds (campus budget) - \$200, Family Fun Runs - 199 - Local Funds (campus budget) - \$100, Field Day Supplies - 461 - Principals Fund - \$300, 5th grade celebration supplies - 461 - Principals Fund - \$150

N/A

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



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

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

**Evaluation Data Sources:** monthly principal's newsletter  
weekly classroom newsletters  
Facebook updates  
teacher emails  
parent square  
Friday folders/handouts

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

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

Run Club

Music Makers

Watch DOGS

KHS student interns - Education in Training Class

Mine Craft Writing Club

Art Club

NEHS

UIL teams

KHS Athletes for Literacy

**Evaluation Data Sources:** Club rosters

Club schedules


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


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


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


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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Semester awards assemblies will be held in December and in May.                      Character awards will be announced and given during the house assembly monthly (6 months)                      House winners will be announced and prizes given weekly.                      A positive postcard will be sent to each student within the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive recognition for outstanding performance.                      List of award winners                      Facebook and website postings                      List of house winners                      Monitoring list of students receiving postcards</p> <p><b>Staff Responsible for Monitoring:</b> Teachers                      Principal                      Assistant Principal                      Counselor</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Postcards - 199 - Local Funds (campus budget) - \$100, House Prizes - Token Tower - 461 - Principals Fund - \$750, Brag tags and award certificates - 199 - Local Funds (campus budget) - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

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

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





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The following school clubs/activities will be provided for students:                      Minecraft Writing Club (2nd-5th)                      Music Makers (2nd-5th)                      Art Club (3rd-5th)                      UIL competition (2nd-5th)                      NEHS (4th-5th)                      House System (all staff and students)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to participate in activities related to their interests and expand their experiences.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Teacher sponsors</p> <p><b>Title I:</b>                      2.5                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Supplies for clubs/activities - 199 - Local Funds (campus budget) - UIL supplies - \$500, House Supplies/field trip - 461 - Principals Fund - \$1,000, NEHS Dues - 199 - Local Funds (campus budget) - \$90</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress                 </div> <div style="text-align: center;">  100% Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

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

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

**Evaluation Data Sources:** Staff survey

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

# Campus Funding Summary

199 - Local Funds (campus budget)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	Family Literacy Night - Guest author/speaker		\$600.00
2	3	1	Family Math Night - Perot Museum		\$600.00
2	3	1	Watch DOGS		\$250.00
2	3	1	Family Fun Runs		\$100.00
2	3	1	Red Ribbon Week supplies		\$200.00
2	6	1	Postcards		\$100.00
2	6	1	Brag tags and award certificates		\$500.00
2	7	1	Supplies for clubs/activities	UIL supplies	\$500.00
2	7	1	NEHS Dues		\$90.00
<b>Sub-Total</b>					<b>\$2,940.00</b>
461 - Principals Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	5th grade celebration supplies		\$150.00
2	3	1	House meeting supplies and celebrations		\$1,500.00
2	3	1	Grandparent's Day - Cookies		\$150.00
2	3	1	Field Day Supplies		\$300.00
2	6	1	House Prizes - Token Tower		\$750.00
2	7	1	House Supplies/field trip		\$1,000.00
<b>Sub-Total</b>					<b>\$3,850.00</b>