

MARY LOU DODSON EL
**Dodson Elementary Campus Improvement Plan
2024/2025**

Where doers get it done



Ron Crawford
300 E Lavon Trail Parkway Lavon TX 75166
9728436250
ron.crawford@communityisd.org

Mission Statement

Dodson Elementary is dedicated to provide a holistic education to all students and empower them to become tomorrow's leaders and productive society members in a changing world.

Vision

We will speak life into our students while providing a safe haven, promoting a culture that embraces diversity for all to BELIEVE, LEAD, UNITE, and EXCEL.

Core Beliefs

1. Non-negotiable Success
2. Transparency and Accountability
3. Safe and Caring Environment
 4. Trust and Honesty
 5. Positive Relationships
 6. Data-driven Decisions

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Dodson Elementary School serves students in grades Pre-K through fifth grade and is located in Lavon, TX within Community Independent School District.

For the 23-24 school year Dodson ended at 611 students

Enrollment is projected to be at 600 students at by the end of the 24-25 school year.
Dodson Elementary is a PreKindergarten-5th grade Dual Language campus.

All Dual language classes have been filled with certified experienced DL teachers.

Demographics Needs

Problem Statement1: Develop a culture that reflects the demographics of the schools community.

Life skill students could benefit from more connections and interactions with general education classrooms.

Demographics Summary

Dodson will serve students of all backgrounds and demographics.

Life skill students will be partnered with a general education classroom to provided opportunities for enhanced interactions and communication.

Student Achievement

Student Achievement Strengths

All grade levels showed growth in iready assessments for the 23-24 school year.

Kindergarten and 3rd grade reading worth both high performance and high growth for iready assessment.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Kindergarten math was high performance and high growth on iready assessment.

Student Achievement Weaknesses

First and second grade in both reading and math performed the lowest on our campus based on iready assessments.

Student Achievement Needs

Structured intervention for 1st and second grade students.

Professional development for 1st and 2nd grade educators focused on interventions.

Student Achievement Summary

Dodson is currently waiting on spring of 24 STAAR data to identify additional strengths, weaknesses and needs of student achievement.

Dodson will explore professional development opportunities for teachers and staff.

Use school funds to purchase decodable readers and provided PD to implement them in 1st and 2nd grade.

School Culture and Climate

School Culture and Climate Strengths

Parent Organizations: PTO

Annual Events & Activities: Boosterthon Fun Run, Family Fun Nights, Grade Level Music Programs monthly, Thanksgiving Lunch, Field Day and Classroom parties.

Comprehensive Needs Assessment

School Culture and Climate Weaknesses

Campus wide PBIS system

School Culture and Climate Needs

Problem Statement : The school will continue to build on the CKH rising STAAR status.

Develop a PBIS team for accountability.

School Culture and Climate Summary

Establishing a positive school culture for students and staff. Dodson is hosting a cookout for staff and their families to start the fall semester. Monthly meetings will consist of teambuilding activities or recognition for staff. A climate and culture committee will be established to plan, measure and facilitate school morale.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- District hosts its own job fair
- Successful teacher mentor program
- 4 day work week to help with recruitment and retention of staff
- Quality staff that care about their students and their success

Staff Quality, Recruitment and Retention Weaknesses

Dodson lost several staff members due to uncertainty with the future of the DL program.

Staff opportunities to engage with others outside their routine

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

Continue to build on the success of the first year and plan for and create opportunities for staff to build relationships with one another.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

- Weekly PLC meetings held (see School context and Organization)
- Dyslexia Program - Take Flight through Scottish Right Hospital
- Structured intervention/enrichment time for all students on a daily basis.
- GT program Grades 1- 5 - cross curricular thematic based pull out program (2 hours a week)
- Heggerty
- DMAC
- Lead4ward Field Guides

Curriculum, Instruction and Assessment Summary

Staff reviews student assessments in order to provide targeted instruction for improvement. PLCs meet weekly to discuss student and teacher needs for academic achievement. Data is used to inform curriculum, instruction and assessment decisions. Assessments are designed, developed and linked to measure the effect of curriculum and instruction. Response to Intervention teams are data driven, and focus on the best interventions to meet the needs of the students.

Family and Community Involvement

Family and Community Involvement Strengths

- PTO board is already established.

Family and Community Involvement Needs

Comprehensive Needs Assessment

Create opportunities for parents to partner with the school.

Dad's Club, Watch dogs

Family and Community Involvement Summary

Send home parent communication in both English and Spanish. Work with the PTO in scheduling events up at school such as fall carnival, thanksgiving, class parties and awards.

School Context and Organization

School Context and Organization Strengths

- Standardized district grading procedures
- PLC meetings held weekly at each grade level
- District gains teacher input on district assessments
- All safety and drill planned to fulfill requirements
- District goals are communicated through PLC meetings
- Intervention time is built in to instructional day

School Context and Organization Weaknesses

Reinforce school systems

School Context and Organization Needs

Problem Statement: Implement strong SST, 504 and Special Education systems.

School Context and Organization Summary

Comprehensive Needs Assessment

Dodson staff will be trained on school systems and organization.

Technology

Technology Strengths

- Teachers will be well versed and integrate technology into their instruction as well as with their communication with parents.
- Students will become digital natives and are utilizing technology applications and resources in their learning needs.
- All students have their own chromebook (Kindergarten -12th)

Technology Weaknesses

prek-1 did not have 1:1 last year

Technology Needs

Problem Statements: All staff and students need to be trained in CISD technology.

Technology Summary

Dodson Elementary is a 1:1 campus for grade 2-5 that utilizes Chromebooks. Technology will be utilized alongside high quality teaching strategies to enhance the learning experience for all students.

Other

Problem Statement1: Develop a culture that reflects the demographics of the schools community.
Root Cause: New campus opening August of 2023, and some realignment for the 24-25 school year.

Problem Statement 1:A positive school culture needs to continue to grow in the 2nd year.
Root Cause: new staff and students in the 24-25 school year.

Problem Statement: Implement strong SST, 504 and Special Education systems.
Root Cause: New campus opening August of 2023, new members joining our team.

Problem Statements: All staff and students need to be trained in CISD technology.
Root Cause: New students and staff at DES.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

MARY LOU DODSON EL

Goal 1. The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Objective 1. Dodson will receive a "B" rating or higher as a campus from TEA. Targeted or ESF High Priority

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. PLCs will use systematic data during weekly meetings to increase rigorous lessons and differentiated instruction in all classrooms. Strategy's Expected Result/Impact: Increased student achievement, increased teacher performance (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.3)</p>	<p>Campus Administration, Instructional Coaches</p>	<p>August to May</p>		<p>Criteria: Leadership Team in PLCS, student achievement data</p>
<p>2. All classroom teachers will set student and professional goals which will be monitored regularly and adjusted as needed. Strategy's Expected Result/Impact: Intentional and increased student achievement, intentional and increased teacher performance (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.1,4,4.1,5,5.1)</p>	<p>All teachers, Campus Administration, Instructional Coaches, Team Leads</p>	<p>August to May</p>		<p>Criteria: Student achievement data, TTESS data</p>
<p>3. The campus will utilize Math and Reading Interventionist to support Tier II and III students during the supplemental time in the master schedule. (Target Group: ECD,BI,ESL,Migrant,EB,AtRisk,HS,504) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.3,5.4)</p>	<p>Campus Administration</p>	<p>August to May</p>		<p>Criteria: Student achievement data, Observation and data collected from Interventionists</p>

MARY LOU DODSON EL

Goal 1. The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Objective 2. Performance gaps between sub groups will be no more than 10% in all tested areas on STAAR.Targeted or ESF High PriorityEvaluation Data Sources: Spring 2025 STAAR performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District assessments, TELPAS along with daily work will be used to identify strengths and create an intentional intervention. Strategy's Expected Result/Impact: Increased student achievement, increased teacher performance (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.3)	All teachers, Campus Administration, Instructional Coaches	August to May		Criteria: Student achievement data, classroom observations
2. Daily targeted intervention time at each grade level Strategy's Expected Result/Impact: Increased student achievement, increased teacher performance (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.3,5.4)	Campus Administration, Instructional Coaches	August to May		Criteria: Student achievement data

MARY LOU DODSON EL

Goal 1. The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Objective 3. Obtain an attendance rate for campus to 96%. Evaluation Data Sources: Daily monitoring of attendance including contacting parents of absent students day. Regular monitoring for truancy issues.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide student incentives for highest attendance rates (by grade level). Strategy's Expected Result/Impact: High attendance rates by students (Target Group: All) (ESF: 3,3.4)	Administrative Team, All teachers	August to May		Criteria: Attendance records
2. Increase parent communication when students are absent. Use attendance committees to connect with families of absent students. (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 2)	Administration, Administrative Team			Criteria: Improved attendance

MARY LOU DODSON EL

Goal 2. The campus shall recruit, hire, train, and retain a highly qualified staff.

Objective 1. DES will retain of 90% teachers
Evaluation Data Sources: End of year retention rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. New staff members will be assigned a mentor that will communicate campus expectations and offer continuous encouragement. Strategy's Expected Result/Impact: Increased teacher retention, increased staff morale (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1)</p>	Campus Administration, Mentor teachers	August to May		Criteria: Percentage of teachers that return the following year.
<p>2. Campus Leadership will survey staff three times a year to assess the needs of individual staff members as well as teams. Results will be used to drive campus PD, PLC work and support form leadership team. Strategy's Expected Result/Impact: Increased teacher retention, increased staff morale (Target Group: All) (Strategic Priorities: 1) (ESF: 3)</p>	All Staff, Campus Administration	August to May		Criteria: End of year survey data

MARY LOU DODSON EL

Goal 2. The campus shall recruit, hire, train, and retain a highly qualified staff.

Objective 2. Dodson will recognize staff and build a sense of community among the new staff. Evaluation Data Sources: EOY staff survey

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will nominate peers to be recognized monthly. Strategy's Expected Result/Impact: Culture building for staff (ESF: 3)	All Staff, Campus Leadership	August to May		Criteria: End of year staff survey
2. Dodson will hold several social events for staff to provide opportunities for team building. Strategy's Expected Result/Impact: Culture building for staff (Strategic Priorities: 1) (ESF: 3)	All Staff	August to May		Criteria: End of year staff survey results

MARY LOU DODSON EL

Goal 3. The campus will maintain a safe and orderly environment.

Objective 1. DES will establish procedures to ensure a safe and orderly environment. Evaluation Data Sources: Staff and Parent Middle & End of Year Surveys

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will complete monthly safety drills including fire, tornado and lock down Strategy's Expected Result/Impact: Safe environment, prepared in event of emergency (Title I SW Elements: 1.1,2.2) (Target Group: All) (ESF: 1.2)	Campus Administration, Campus SRO	Aug - May		Criteria: Drill records retention, end of year surveys
2. All visitors will sign in using the Raptor Program in the front office. Strategy's Expected Result/Impact: Increased safety for campus (Target Group: All)	All Staff, Campus Administration, Campus Office staff	August to May		Criteria: Retention of Sign in records, end of year surveys
3. All staff members will be trained prior to the first day of school by the Community ISD Police Department of Safety and Security Measures. (Title I SW Elements: 3.2) (Target Group: All)	All Staff, Chief of Police	Aug - May		Criteria: Sign in sheets

MARY LOU DODSON EL

Goal 3. The campus will maintain a safe and orderly environment.

Objective 2. Campus will will have teams in place for medical emergencies and well as any crisis situations. Evaluation Data Sources: Data kept for number of events and response times as well as reviewing protocols after each event to ensure best practices are in place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus nurse will train necessary staff. Expected Outcome: staff training and prepared. (Target Group: All)	Campus Administration, Campus Nurses	August to May		Criteria: Nurses log/data

MARY LOU DODSON EL

Goal 4. The campus shall exhibit excellence in financial and facility planning, management and stewardship

Objective 1. DES will utilize financial resources allotted to maximize student success
Evaluation Data Sources: EOY assessment results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All campus budgeted instructional monies shall be used to positively impact student achievement. Strategy's Expected Result/Impact: Appropriate use of budget funds (Title I SW Elements: 1.1) (Target Group: All)	Campus Administration, Chief Financial Officer	Aug-May		Criteria: Balanced budget.
2. 60% of allotted budget spent by January 2021 Strategy's Expected Result/Impact: Use of budget funds	Campus Administration, Chief Financial Officer	August to May		Criteria: Budget Ledger

MARY LOU DODSON EL

Goal 5. Parents and members of the community will have meaningful opportunities to participate in the educational processes of Dodson Elementary.

Objective 1. Host a variety of events throughout the school year to allow parents and families opportunities to be involved. Evaluation Data Sources: Attendance reports for events. Reviewing with parents and Leadership team regularly to see if there are better ways to increase attendance at each event offered.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parents will be sent opportunities where they can help within the school on a monthly basis. Strategy's Expected Result/Impact: High involvement and participation by families (ESF: 3,3.4)	Campus Administration	August to May		Criteria: Sign in sheets from events
2. Campus Administration will work in conjunction with PTO to host family events throughout the year. Strategy's Expected Result/Impact: High involvement and participation by families (ESF: 3,3.4)	Campus Administration, PTO Board of Directors	August to May		Criteria: Sign in sheets from events

MARY LOU DODSON EL

Goal 6. The District shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

Objective 1. DES will conduct customer satisfaction surveys with stakeholders in the fall and spring to evaluate effectiveness of programs and events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. DES will create surveys for parents and staff to evaluate curriculum, culture, and programs offered at MES throughout the year. (Target Group: All) (ESF: 3,3.4)	Campus Administration	August to May		Criteria: Survey Results
2. DES will send out surveys for curriculum and instruction to staff and parents to access success and concerns in the fall and spring. (Target Group: All) (ESF: 3,4,4.1,5)	Campus Administration	August to May		Criteria: Survey Results
3. DES will provide satisfaction surveys after events to students, staff, and parents to access the success and issues of the program. (Target Group: All) (ESF: 1,3)	Campus Administration	August to May		Criteria: Survey Results

MARY LOU DODSON EL Site Base

Name	Position
Willaby, Casey	Assistant Principal
Scott, Madison	Teacher
Gayken, Shiela	Teacher
Burkhart, Michella	Teacher
Leon, Josie	Counselor
Schusler, Ashley	Community Member
Chapman, David	Parent
Barnett, Emma	Teacher
Thornley, Alyson	Teacher
Chapman, Nicole	Teacher
Korsberg, Lacie	Business Owner
Martini, Angi	Parent
Padilla, Jennifer	Teacher