

Wylie Independent School District
Dodd Elementary School
2024-2025 Campus Improvement Plan

Accountability Rating: A

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 6 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 has been declining over the past few years, this year we have experienced an influx of students.

Updated subpopulations:

Total Students:600

- 289 female
- 311 male
- Hispanic-Latino 138
- American Indian - Alaskan Native 3
- Asian 101
- Black - African American 115
- Native Hawaiian - Pacific Islander 3
- White 202
- Two-or-More 37
- ELLs 178
- SPED 129

- There are currently 29 languages spoken on our campus.

- Our attendance rate is currently 96% over the last 90 days.

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 welcoming high school students as mentors and students teachers working towards completing their course work to become educators. We welcome clubs to our school, promoting extracurricular 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 are 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: For the 2024-2025 school year, we have identified our Hispanic Subpopulation as a group of students in need of support in the area of academic growth.

Root Cause: Vocabulary and Academic Language Development

Student Learning

Student Learning Summary

3rd Grade

Reading STAAR:

- Comparing our 2023 STAAR data to our 2024 data, our students performed at higher levels of achievement with Reading scores increasing from 41% to 45% Mastering grade level expectations. This is a celebration for our campus wide intervention plan and the level of instruction in this grade level.
- Our goal for the 2023-24 school year was to maintain or increase our masters score to 40% or higher. We surpassed this goal with an actual masters rate of 45%.

Math STAAR:

- Comparing our 2024 STAAR data to our 2023 data, our students achieved higher levels of achievement with Math scores increasing from 74% to 81% Meeting grade level expectations. This is a celebration for our campus wide intervention plan and the level of instruction in this grade level.
- Our goal for the 2023-24 school year was to increase or maintain out Meets rate from 74% or higher. We surpassed this goal with an actual Meets rate of 81%.

4th Grade

Reading STAAR:

- Comparing our 2024 STAAR data to our 2023 data, our students increased their scores from 89% to 95% approaches on the Reading STAAR.
- This is a celebration for our campus wide intervention plan and the level of instruction in this grade level.

Math STAAR:

- Comparing our 2023 STAAR data to our 2024 data, our students maintained similar scores to the previous school year. However, as we look at achieving academic growth for these students this is an area of need and growth for our campus.
- Our goal for the 2024-2025 school year is to increase our 2025 STAAR scores in approaches, meets and masters in order to show growth.

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, African American and special education for math will continue to be closely monitored to ensure high levels of achievement for these groups. In reading, we saw improvement all subpopulations and will continue to monitor all students. 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 2024-25 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 are strong. We have shown a need to continue to grow our students at the meets and masters grade level. **Root Cause:** Teachers training in small group reading and math instruction, using both with fidelity, led to the success in our scores over the years. While our Math scores were a concern in the past, 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, we have teachers in grades K-4 as well as special area teachers who have completed TEA Reading Academy or are working towards completion. 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 6 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. We have also added 2 Special Education Units to our campus giving us a total of 3 that serve students with unique learning and behavioral needs. With the addition of these units, we hope to encourage inclusivity.

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, Whole Phonics 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. 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, Parent Square, Facebook, and Peachjar. All classrooms update their class website, send weekly emails, and/or provide digital or paper newsletters. This past year, our parent survey showed an increase in every area for school celebrations, parent involvement, teacher communication, and overall campus safety.

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 turnover rate on our campus was very low this year compared to other districts and campuses in WISD. Our climate survey conducted Spring of 2024 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, Parent Square, Class/Grade Level Facebook, and hard copies of letters & flyers

Priority Problem Statements

Goals





Goal 1: Foster a strong sense of community & ethical values in our students.

Performance Objective 1: Throughout the 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> <p>ESF Levers: 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 1: Foster a strong sense of community & 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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved daily attendance rate</p> <p>Staff Responsible for Monitoring: Classroom Teachers PIEMS Clerk Administrators Counselor</p> <p>ESF Levers: 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 1: Foster a strong sense of community & 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 11th Wylie Way Day.</p> <p>Strategy's Expected Result/Impact: Completion of Wylie Way Lessons: Legacy</p> <p>Staff Responsible for Monitoring: Campus administration Counselor Title 1 Facilitator Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement Unity Day Activities on October 23rd.</p> <p>Strategy's Expected Result/Impact: Students and staff wear orange and complete all activities within the lesson to improve student relationships and promote unity.</p> <p>Staff Responsible for Monitoring: Campus administration, Title 1 Facilitator, teachers, counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			


Goal 1: Foster a strong sense of community & 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 and GIVING.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Adults and Students will participate in district food drive beginning October 28, 2024-</p> <p>Strategy's Expected Result/Impact: Needed food was collected and boxed properly for delivery to the Christian Care Center.</p> <p>Staff Responsible for Monitoring: Counselor Campus Administration Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</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>ESF Levers: Lever 3: Positive School Culture</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>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Foster a strong sense of community & 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 and PREPARATION.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement all activities on February 5th Grit and Preparation Day.</p> <p>Strategy's Expected Result/Impact: Completion of lessons will result in improved student work ethic and feelings of empowerment.</p> <p>Staff Responsible for Monitoring: Counselor Campus Administration Title 1 Facilitator Teachers</p> <p>ESF Levers: 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 1: Foster a strong sense of community & 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 and CELEBRATION.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Ripples of Hope April 1st.</p> <p>Strategy's Expected Result/Impact: Students, teachers, and staff receive and write Ripples of Hope to appreciate the impact of others in their lives and spheres of influence.</p> <p>Staff Responsible for Monitoring: Counselor Campus Administration Title 1 Facilitator Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement all activities on April 16th for Day of Gratitude..</p> <p>Strategy's Expected Result/Impact: Completion of lessons will result in students showing appreciation to those who make positive impacts in their lives on a daily basis.</p> <p>Staff Responsible for Monitoring: Counselor Campus Administration Title 1 Facilitator Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Celebrate Teacher Appreciation Week May 5th - 9th.</p> <p>Strategy's Expected Result/Impact: Teachers feel appreciated and loved, which is evident through the culture and climate survey.</p> <p>Staff Responsible for Monitoring: Counselor Campus Administration Title 1 Facilitator</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Campus will participate in Day of Celebration on May 16th.</p> <p>Strategy's Expected Result/Impact: Completion of activities for Day of Celebration will result in students past, Graduating seniors, and present feeling honored, valued, and celebrated.</p> <p>Staff Responsible for Monitoring: Counselor Campus Administration Title 1 Facilitator Teachers</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 1: During the 2024-25 school year, we will host family engagement opportunities to involve and engage our parents and other family members in their student's education.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Communication via Parent Square, Teacher phone calls, Skyward Emails, and Dodd Facebook posts will prepare families for returning to campus. Our 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 and Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Dodd Elementary will host our annual Reading Parade on August 30th to build reading engagement. This year we are partnering with families for One School Reads. All students will receive a copy of The World According to Humphrey to read at home with their families. This partnership between at home learning and the classroom is designed to increase family reading engagement and foster a lifelong love of reading.</p> <p>Strategy's Expected Result/Impact: Improved reading engagement and achievement</p> <p>Staff Responsible for Monitoring: Title 1 Facilitator Administrators Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Snacks and supplies for Family Engagement Meeting - Title I - \$500</p>	Formative		
	Dec	Mar	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Dodd Elementary will host Family Engagement and Education opportunities in conjunction with our Grade Level Musicals this school year. We will partner with our PTA to provide families attending their student's musical with opportunities to engage in the happenings on campus, and information to help them support their student's learning and transition between grade levels.</p> <p>Strategy's Expected Result/Impact: improved student achievement increased family engagement</p> <p>Staff Responsible for Monitoring: Administrators Teachers Title 1 Facilitators Interventionists</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies and materials for families - Title I - \$500</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.</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: Administrators Title 1 Facilitator</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 2: During the 2024-2025 school year 80% of Kindergarten students will score an independent level decoding score C or higher. In First Grade, 75% of students will score an independent level decoding score J or higher.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Kindergarten, 1st and 2nd grade teachers will implement the UFLI Foundations systematic and explicit phonics program and use Flyleaf Decodables in conjunction with Fountas and Pinnell Leveled Readers in Small Group Guided Reading with fidelity.</p> <p>Strategy's Expected Result/Impact: Students will increase their reading level from BOY to MOY and EOY BAS data.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Reading Interventionist Title 1 Facilitator</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Supplies and materials - Title I - \$790</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. Computer labs open in the mornings before school and designated for Lexia, and Progress Learning.</p> <p>Strategy's Expected Result/Impact: improved student achievement in reading increased time in class for other learning opportunities</p> <p>Staff Responsible for Monitoring: Reading and Math Interventionists Teachers Administrators</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The PLC will identify students in need of targeted reading intervention through RtI.</p> <p>Strategy's Expected Result/Impact: Students will increase their reading level from BOY to MOY and EOY BAS.</p> <p>Staff Responsible for Monitoring: RtI Committee Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The Reading Interventionist and the Title 1 Facilitator will implement K-2 reading interventions with fidelity based on student need as determined by BAS and MAP reading assessment data.</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 Title 1 Facilitator Reading Interventionists</p> <p>Title I: 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 5 Details	Formative Reviews		
<p>Strategy 5: The Dyslexia Therapist will implement the Scottish Rite Build program with First Grade students at risk for Dyslexia based on data collected the previous school year.</p> <p>Strategy's Expected Result/Impact: Close reading gaps Improved BAS level and Reading MAP and Unit Assessment Scores</p> <p>Staff Responsible for Monitoring: Administrators Dyslexia Therapist</p> <p>Title I: 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, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
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Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 3: For the 2024-2025 school year, 68% of our Fourth Grade Hispanic population will show academic growth in the area of meets for the 2025 Math STAAR.

Evaluation Data Sources: EOY MAP projections
STAAR Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers and administrators will identify students who make up our Hispanic population 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 Hispanic students who reach meets and masters standard on STAAR.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Interventionists Title 1 Facilitator</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 2 Details	Formative Reviews		
<p>Strategy 2: The ESL Teacher and paraprofessional will provide support to Emergent Bilingual 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. For the 2024-2025 School year, 60% of Emergent Bilingual students will increase their TELPAS composite score by one proficiency level.</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: Administrators ESL Teacher</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 3 Details	Formative Reviews		
<p>Strategy 3: By the end of the 2024-2025 school year, given small group, specialized instruction in phonics and guided reading, Emergent Bilingual 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: Administrators ESL Teacher/Paraprofessional RTI team/Interventionists</p> <p>Title I: 2.4, 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, Lever 5: Effective Instruction</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: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 4: For the 2024-2025 school year, our students will achieve Math STAAR scores at 95% approaches, 81% meets, and 43% masters in 3rd grade; and 95% approaches, 81% meets, and 43% 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. 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 with students meeting their growth goals MOY and EOY.</p> <p>Staff Responsible for Monitoring: Teachers Math Interventionist Administrators Title 1 Facilitator RtI Team</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be invited to participate in our SMART Lab before school to use 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: Administrators Interventionists Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: For the 2024-2025 school year students attending CAMP-L will expose student to Tier 2 vocabulary that support instruction in the classroom. 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</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>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The Math Interventionist and the Instructional Paraprofessional will implement math interventions with fidelity based on student need.</p> <p>Strategy's Expected Result/Impact: Student's MAP data will show growth as a result of interventions</p> <p>Staff Responsible for Monitoring: Administrators Math Interventionist Title 1 Facilitator</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Third and Fourth Grade Math teachers will have access to resources and materials to support their students math fact fluency.</p> <p>Strategy's Expected Result/Impact: Improved Math MAP scores from BOY to EOY</p> <p>Staff Responsible for Monitoring: Classroom Teachers Math Interventionist Administrators</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Math Resources and materials - Title I - \$600</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: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 5: For the 2024-2025 school year, our students will achieve Reading STAAR scores at 95% approaches, 75% meets and 45% masters in 3rd grade; and 95% approaches, 75% meets, and 44% 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. 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 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</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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: Administrators Teachers Interventionists</p> <p>Title I: 2.4, 2.5</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
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: For the 2024-2025 school year students attending CAMP-L will expose student to Tier 2 vocabulary that support instruction in the classroom. We will measure success through the impact of student 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</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>	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 and MAP scores</p> <p>Staff Responsible for Monitoring: Reading Interventionist Title 1 Facilitator Administrators</p> <p>Title I: 2.4, 2.5</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 5 Details	Formative Reviews		
<p>Strategy 5: Third and Fourth Grade RLA teachers will have access to resources and materials to support their students overall reading skills including accuracy, fluency, and comprehension .</p> <p>Strategy's Expected Result/Impact: Improved MAP and BAS scores</p> <p>Staff Responsible for Monitoring: Classroom Teachers Reading Interventionist Title 1 Facilitator Administrators</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Reading Materials - Title I - \$600</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: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 6: For the 2024-2025 school year, 4th grade reading students will meet their expected growth projection for 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: Fourth grade teachers will utilize MAP data to set goals individually with students and put strategies in place to help them achieve their growth goal. The implementation of Progress Learning and Small Group Guided Reading with fidelity using the MAP learning profiles to guide their instruction will be an essential task.</p> <p>Strategy's Expected Result/Impact: Achievement of MAP growth goal MOY and BOY 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</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: 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. 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 and Reading MAP and STAAR scores</p> <p>Staff Responsible for Monitoring: 4th Grade Teachers Intervention Team Administrators</p> <p>Title I: 2.4</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction 	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: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 7: By the end of the 2024-2025 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 teacher 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 Teacher Administrators</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
<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: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 8: By the end of the 2024-2025 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 Teachers</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
<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: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 9: Fourth Grade Students in Special Education will show a full year of growth in reading according their end of year BAS.





Goal 2: Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 10: Second Language Learners will continue to hit the academic growth target on TELPAS testing for the 2024-2025 school year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The ESL teacher and Paraprofessional are working with teachers and interventionists to ensure that students are receiving appropriate support in the areas of vocabulary development, writing and reading.</p> <p>Strategy's Expected Result/Impact: 2nd, 3rd and 4th grade TELPAS scores K-4th grade writing Students understanding of the English language</p> <p>Staff Responsible for Monitoring: Administrators ESL Teacher</p> <p>ESF Levers: Lever 5: Effective Instruction</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 3: Encourage involvement in extracurricular activities to enhance character development and academic success.

Performance Objective 1: 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> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</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: Improved student health</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Attract, retain, develop, and value a quality staff.





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>Strategy's Expected Result/Impact: Our campus will be staffed with highly qualified teachers and paraprofessionals.</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;"> <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, develop, and value a quality staff.

Performance Objective 2: 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: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: In our Kindergarten SAIL classroom we have a non-certified paraprofessional filling in for the beginning of the school year. She is being supported and monitored by Nadia Kiley and Keanan Craighead, our certified SAIL teachers, and our administration.</p> <p>Strategy's Expected Result/Impact: Students in this classroom will improve their academic and social skills during this school year based on ESGI and MAP data and teacher observation during inclusion times.</p> <p>Staff Responsible for Monitoring: Certified SAIL teachers Campus Administrators</p> <p>ESF Levers: Lever 2: Strategic Staffing</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Attract, retain, develop, and value a quality staff.


Performance Objective 3: 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, Teacher of the Month, and through staff shout out boxes 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 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will have the opportunity to 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 improvement</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, develop, and value a quality staff.

Performance Objective 4: 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, as well as Wylie High School's AHMOteach program.</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
			





Goal 4: Attract, retain, develop, and value a quality staff.

Performance Objective 5: 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.</p> <p>Strategy's Expected Result/Impact: Completed conferences will result in improved student performance</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: 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.</p> <p>Strategy's Expected Result/Impact: Critical/crucial conversations had with teachers.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: Meetings with teachers will enhance student growth</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 5: Manage growth in a way that provides functional equity, financial responsibility, & assurance for all student needs.

Performance Objective 1: By May 2025, all funds raised at Dodd to improve our outdoor learning space and to provide campus wide resources for our Healthy Zone School initiative will be used.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Hold campus fundraising events, including Boosterthon to raise funds for campus needs, i.e., outdoor learning center updates, books for our vending machine and additional instructional resources and 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;"> <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 5: Manage growth in a way that provides functional equity, financial responsibility, & assurance for all student needs.

Performance Objective 2: By the end of the 2024-2025 school year, teachers will be better prepared to serve our growing EB 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 in grades 2 through 4. This resources is already purchased for K-1 students through district C&I budget funds.</p> <p>Strategy's Expected Result/Impact: Teachers utilize the program in their classrooms during stations and small group guided reading and students utilize it at home.</p> <p>Staff Responsible for Monitoring: ELL Teacher Campus administration Teachers</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: Dodd ELL teacher will train and work with teachers on how to use the Elevate and other programs as appropriate in regard 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 in order to facilitate student growth.</p> <p>Staff Responsible for Monitoring: ELL Teacher Classroom Teacher Campus Administration</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 5: Manage growth in a way that provides functional equity, financial responsibility, & assurance for all student needs.

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. Utilize the funds to purchase resources that will academically support the identified needs of our at-risk population throughout the instructional day in small group guided reading, small group math and protected intervention time.</p> <p>Strategy's Expected Result/Impact: Needs are identified during data analysis and RtI meetings. Purchases are made.</p> <p>Staff Responsible for Monitoring: Administration Counselor Title 1 Facilitator Teachers Campus Secretary</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	June
<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 6: Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce.

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.

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>TEA Priorities: Connect high school to career and college - ESF Levers: 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 classroom teachers as they present lessons that reflect our Wylie Way core values.</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 involvement of students in the Kids PTA group.</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</p>	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Adults and Students will engage in Proactive Circles each Monday 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</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce.

Performance Objective 2: Implement Mapping Your Future Mondays, Think College Thursdays, and College Week March 4th - 8th to increase Post Secondary Education and Career opportunity awareness.

Goal 7: Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff.

Performance Objective 1: Regular exterior door checks by administrators and our security officer.

Goal 7: Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff.

Performance Objective 2: State required drills for safety and security. These include fire drills, inclement weather drills, lockdown drills, medical drills, etc.





Goal 7: Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff.

Performance Objective 3: School Resource Officer assigned to our campus to do regular check-ins on campus and with families as needed. The officer also provides staff trainings on updates required regarding the safety of our campus.

Goal 8: Celebrate our excellence.





Performance Objective 1: Share achievements and success of our campus and students with families and the community through Parent Square, the Dodd Facebook Page, and S'more newsletter.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student celebrations both inside and outside of school will be read on morning announcements. Strategy's Expected Result/Impact: Students will feel valued and appreciated as individuals 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: We will post pictures and information about various campus events via Parent Square and on our Dodd Elementary Facebook page. Strategy's Expected Result/Impact: Improved parent climate survey results Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: At our Dino beat assemblies, we will recognize students who have exhibited Core Values and have been successful in the classroom. Strategy's Expected Result/Impact: Improved student performance in the classroom Staff Responsible for Monitoring: Administration Teachers Students</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will utilize electronic marquee to share our campus activities and celebrations including student birthdays and our Jimmy John's Student of the Week.</p> <p>Strategy's Expected Result/Impact: Improved climate survey results</p> <p>Staff Responsible for Monitoring: Administration Community members Teachers</p> <p>ESF Levers: 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 8: Celebrate our excellence.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: UIL competition and Awards ceremony will recognize the students who excelled in the district UIL competitions.</p> <p>Strategy's Expected Result/Impact: Student success in academic competition</p> <p>Staff Responsible for Monitoring: Administration UIL Coordinator and Coaches</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Celebrate the Arts will showcase the choir and art projects submitted by students.</p> <p>Strategy's Expected Result/Impact: Student success in Fine Art exhibitions</p> <p>Staff Responsible for Monitoring: Choir and Art Teachers Administration</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Title I Personnel

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

Campus Wide Improvement Committee

Committee Role	Name	Position
Teacher	Karley Morton	Special Education Teacher
Teacher	Sarah Sigler	Fourth Grade Teacher
Teacher	Allison Bryant	Third Grade Teacher
Teacher	Alyssa Stewart	Second Grade Teacher
Teacher	Camille McQuaid	First Grade Teacher
Teacher	Stephanie Malone	Kindergarten Teacher
Teacher	Alejandra Castaneda	Pre K Teacher
Non-Classroom Professional	Jennifer Sanchez	Counselor
Administrator	Alyshia Zimmerman	Assistant Principal
Administrator	Magan Porter	Principal
Facilitator	Vicki Patterson	Title 1 Instructional Facilitator
Community Representative	Kimberly Eisma	Wylie PTA Council Member
Community Representative	Darla Turquette	Wylie PTA Council Member
Parent	Becky Welch	Dodd PTA President
Non-classroom Professional	Jill Vasquez	Director of Special Services

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Snacks and supplies for Family Engagement Meeting		\$500.00
2	1	3	Supplies and materials for families		\$500.00
2	2	1	Reading Supplies and materials		\$790.00
2	4	5	Math Resources and materials		\$600.00
2	5	5	Reading Materials		\$600.00
Sub-Total					\$2,990.00
Budgeted Fund Source Amount					\$2,990.00
+/- Difference					\$0.00
Grand Total Budgeted					\$2,990.00
Grand Total Spent					\$2,990.00
+/- Difference					\$0.00