Krum Independent School District

Blanche Dodd Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps



Mission Statement

Blanche Dodd Elementary Mission Statement

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

Vision

Blanche Dodd Elementary Vision Statements

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

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

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

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

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

Value Statement

Campus Values

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

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 6
Perceptions 8
Priority Problem Statements 9
Comprehensive Needs Assessment Data Documentation 10
Goals 12
Goal 1: By providing quality instruction, all students will be prepared for the next grade level having mastered the essential standards of their current grade level. 12
Goal 2: Dodd Elementary will build and maintain a positive school culture and climate for all stakeholders. 24
Campus Funding Summary 34

Comprehensive Needs Assessment

Demographics

Demographics Summary

Blanche Dodd Elementary served approximately 325 students in grades 2-5 for the 2023-2024 school year. We expect the total student population to continue to grow over time as new homes are built in the Dodd attendance zone. Blanche Dodd Elementary will add PreK, Kindergarten, and 1st grade to the campus beginning with the 24-25 school year. As of 9/3/24, 335 students have enrolled at Dodd.

The ethnic make up of the campus is predominantly a mix of white (60%) and Hispanic (31.34%). We serve a small percentage of African American students (3.58%), Multi-ethnic (3.88%), Native Hawaiian/Pacific Islander (.6%), and American Indian (.6%) . English language learners make up a portion of our student body. Dodd serves their EB population by providing ESL instruction for these English language learners.

Full time reading and math interventionist positions were cut this year and replaced with instructional coaches. The interventionists provided needed support for students that previously failed STAAR in one or more areas and helped to provide mandatory tutoring for these students. While the instructional coaches do not work directly with students, it is the expectation that their work with our teachers will enhance the instruction our students receive. The addition of these instructional coaches will provide support for all teachers as so many have changed grade levels due to the realignment of the elementary campuses.

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

The students in the G/T program will continue to be provided with enrichment activities to extend and challenge their learning. The reconfiguration of the district GT program has allowed the elementary campuses to share a full time GT teacher. This has been of great benefit in scheduling classes throughout the week, allowing students to attend G/T classes 2-3 times per week.

Finally, the campus average daily attendance rate for 2023-2024 was 96.81%. It is our goal to maintain a 97% attendance rate throughout the 2024-2025 school year. The PEIMS clerk and campus administrators will continue to work with the guardians of our students to ensure the attendance laws are understood and followed. Truancy will be monitored and the campus will follow the district outline which coordinates with the state attendance laws. Attendance incentives are provided throughout the year including mid-year and end-of-year awards given during an awards assembly as well as a perfect attendance recognition for those students maintaining perfect attendance for the entire school year.

Demographics Strengths

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

Instructional coaches have been added to help support all teachers as the elementary alignment has caused several teachers to move to new grade levels this year.

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

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

According to the Texas Academic Performance Reporting, Blanche Dodd Elementary received an A rating for the 2021-2022 school year. This is a significant improvement from a C rating in 2018-2019. Schools did not receive campus ratings in 2019-2020, 2020-2021, or 2022-2023. At this time the 2023-2024 ratings are pending and subject to change based on judicial rulings.

Due to changes in the accountability system, the student groups for tracking have changed. In 2024, the following groups were targeted for our accountability rating: All students, Hispanic students, students coded as two or more races, and students in our high focus group (ie. economically disadvantaged, EB students, current special education students, and students with high mobility).

The 2024 data indicates deficits in the following areas where students did not meet the accountability targets for Academic Achievement Status on the 2024 STAAR in reading and in math.

Reading Target:

Group (Target)	Hispanic (39%)	Two or more races (55%)
2024 Dodd score	36%	46%

Math Target:

Group (Target)	Hispanic (44%)	Two or more races (55%)
2024 Dodd score	36%	31%

The 2024 data indicates deficits in the following areas where students did not meet the accountability targets for Academic Growth Status on the 2024 STAAR in reading and in math.

Reading Targets:

Group (Target)	All students (64%)	Hispanic (62%)	Two or more races (67%)	High Focus (61%)
2024 Dodd score	59%	51%	56%	59%

Math Targets:

Group (Target)	All students (69%)	Hispanic (68%)	Two or more races (71%)	High Focus (66%)
2024 Dodd score	66%	61%	67%	60%

Student Learning Strengths

The 2024 data indicates strengths in the following areas of STAAR performance:

81% of all students in grades 3-5 scored at the approaches level on STAAR reading or higher.

80% of all student in grade 5 scored at the approaches level on STAAR science or higher.

The 5th grade students continue to demonstrate a high level of mastery on all STAAR tests as outlined in the following table.

Test	Approaches	Meets	Masters
Reading	87%	69%	26%
Math	92%	82%	43%
Science	80%	45%	19%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On state assessments, none of the accountability groups (ie. all students, Hispanic, two or more races, high focus) met the federal target for academic growth. **Root Cause:** Online testing is more difficult for students. They tend not to work out their problems on scratch paper or annotate their reading since the test is computer based. The new types of math problems given are also difficult for students to navigate. Additionally, new accountability groups must be monitored throughout the year during aligned assessments and benchmark testing.

Perceptions

Perceptions Summary

According to the Dodd Staff Climate Survey 2023-2024, Dodd provides a positive school climate and is a good place to work. Twenty-one people took the time to complete the survey and offer comments. Of the twenty-one questions asked, only two questions had below an 86% rate of agreement. The two questions that were less than 86% were as follows:

We have enough people to get the work done. 52% agree 48% disagree

The morale at my campus is high. 81% agree 19% disagree

The morale may have been lower at the time of the survey since staff members had recently learned that the intervention positions were being cut. 38% of the comments listed referenced a need to keep our intervention specialists.

Perceptions Strengths

The following strengths were evident in the comments provided by the survey participants.

"The staff and administration are respectful and appreciative of others." "We have a family atmosphere." "Our staff is extremely knowledgeable in their field." "Everyone works toward the common goal of always doing what's best for the students."

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers are concerned that they will not be able to meet the needs of Tier III students without the support of a math and reading interventionist. **Root Cause:** Teachers are not yet aware of their ability to serve students during WIN time by creating groups and rotating students to meet their needs.

Priority Problem Statements

Problem Statement 1: On state assessments, none of the accountability groups (ie. all students, Hispanic, two or more races, high focus) met the federal target for academic growth.

Root Cause 1: Online testing is more difficult for students. They tend not to work out their problems on scratch paper or annotate their reading since the test is computer based. The new types of math problems given are also difficult for students to navigate. Additionally, new accountability groups must be monitored throughout the year during aligned assessments and benchmark testing.

Problem Statement 1 Areas: Student Learning

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

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

Problem Statement 2 Areas: Demographics

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

Root Cause 3: There continues to be a need for a K-2 and a 3-5 STEP program to better address the educational needs of these students. The span between K-5 is difficult to navigate both instructionally and socially. In addition, we need a 6-8 CABS class to serve the students transitioning out of Dodd.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: By May 2025, at least 80% of all students in 3rd-5th grade will score at the "approaches" level or higher on the STAAR reading, math, and science tests.

Evaluation Data Sources: 2025 STAAR data

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: WIN (What I Need) time will be provided at least four times per week for 30-50 minutes for the purpose of reteaching and intervention so that students can master the essential SEs (Student Expectations). **Strategy's Expected Result/Impact:** WIN time groups WIN time schedule WIN time attendance Student progress monitoring **Staff Responsible for Monitoring:** Classroom teachers Special education staff Principal Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: PLC meetings will be held following each common assessment to review data and plan for reteaching. **Strategy's Expected Result/Impact:** PLC agenda Reteaching strategies **Staff Responsible for Monitoring:** Teachers Principal Assistant Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Focus resources for training and materials in the areas of reading, math, and science to support best practices within teaching strategies. **Strategy's Expected Result/Impact:** By focusing training and materials in the areas of need, student achievement will increase. The following curriculum supplements will be purchased to support reading, math, and science: Kindergarten-2nd grade -Secret Stories Kindergarten-5th grade - Age of Learning (Reading and Math) **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Age of Learning - 211 - Title I Part A				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: By May 2025, 3rd-5th grade students in all STAAR sub-populations will meet or exceed the federal target of "Meets Expectation and above" in the areas of STAAR reading and STAAR math (Academic Achievement Status).

Evaluation Data Sources: 2025 STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 2024 STAAR data and aligned assessments will be disaggregated according to the sub-populations. **Strategy's Expected Result/Impact:** Sub-populations will be monitored to ensure the group is performing at the target level. List of identified students **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Instructional Coaches **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All teachers will use the vetted curriculum provided by Krum ISD for all initial instruction. **Strategy's Expected Result/Impact:** Lesson plans indicate the use of the materials Consistent materials provided across the district Increase in student mastery **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Instructional Coaches **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: By May 2025, at least 80% of all 4th-5th grade students will demonstrate targeted growth scores on STAAR reading and STAAR math.

Evaluation Data Sources: 2025 STAAR data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Tracking data will be aggregated to include previous STAAR scores and the needed level of growth according to STAAR accountability measures. **Strategy's Expected Result/Impact:** Individual student data tracking sheet **Staff Responsible for Monitoring:** Principal Asst. Principal Teachers Instructional Coaches **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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 4: By May 2025, at least 80% of 4th-5th grade students will be reading on the expected level as measured by HMH reading inventory.

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

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students in 4th-5th grade will be provided with reading intervention at least four times per week if they did not meet the passing standard on STAAR reading from the previous year and/or if they are reading below the expected level. **Strategy's Expected Result/Impact:** Intervention list Reading levels STAAR results **Staff Responsible for Monitoring:** Principal Asst. Principal ELAR teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 5: By May 2025, at least 75% of Kindergarten-3rd grade students will be reading on the expected level as measured by HMH reading inventory.

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

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students in Kindergarten-3rd grade will be provided with reading intervention at least four times per week if they are reading below the expected level. **Strategy's Expected Result/Impact:** Intervention list Reading levels **Staff Responsible for Monitoring:** Principal Asst. Principal ELAR teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Secret Stories K-2 - 199 - Local Funds (campus budget)				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Kindergarten-2nd grade students will be assessed three times during the year (BOY, MOY, EOY) for progress monitoring using mClass. **Strategy's Expected Result/Impact:** Student phonetic strengths and weaknesses Intervention list **Staff Responsible for Monitoring:** Principal Asst. Principal Teachers **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				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 6: Teachers that are new to a grade level will have the needed support to understand and successfully implement the grade level curriculum and execute appropriate classroom management strategies.

Evaluation Data Sources: Mentor agendas
Professional development agendas
Lesson plans
Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: New kindergarten and PreK teachers will attend All Aboard Early Childhood Beginning Teacher Academy at ESC11 for five sessions and will receive direct coaching from the ESC11 staff. **Strategy's Expected Result/Impact:** Increased understanding of the needs of early childhood learners Increased understanding of the curriculum and instructional strategies **Staff Responsible for Monitoring:** Principal Teachers Instructional coaches **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Funding Sources:** All Aboard registration for 3 teachers - 199 - Local Funds (campus budget) - $450				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All grade levels will meet with their campus grade level teams for planning purposes weekly. They will have the opportunity to meet with their district grade level teams at least two times during the school year. **Strategy's Expected Result/Impact:** consistent and viable curriculum implementation increased instructional alignment between campuses **Staff Responsible for Monitoring:** Principal Teachers Instructional Coaches				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: New staff members will be assigned a mentor to provide critical information, answer questions, and provide moral support. **Strategy's Expected Result/Impact:** Mentor meeting agenda Staff will be informed of campus information and will feel supported **Staff Responsible for Monitoring:** Mentor teacher-Amanda Brown Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Weekly calendars will be provided to staff members by Friday morning of each week providing information about the coming week and upcoming events. **Strategy's Expected Result/Impact:** All staff members will be aware of upcoming events and be able to prepare and communicate the information with their students and parents. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress



Accomplished


Continue/Modify


Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Calendars will be utilized to communicate student behavior to parents on a weekly basis. Academic progress reports will be utilized to communicate academic progress to parents every three weeks. **Strategy's Expected Result/Impact:** Parents will be aware of their child's academic and social progress. **Staff Responsible for Monitoring:** Teachers **ESF Levers:** Lever 3: Positive School Culture				

No Progress


Accomplished

Continue/Modify

Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Parents will have the opportunity to participate in the following activities throughout the year:
Parent input into classroom placement - May
PTO meetings - monthly
Watch DOGS - monthly
Meet the teacher night - August
House Sorting Ceremony - August
Parent Orientation Nights/Title I Meeting - August
Grandparents' Week/Cookies and Conversations - September
Parent/Teacher Conferences - October
Red Ribbon Week - October
Book Character Parade - October
Math/Science Family Night- November
Book fair - November
Turkey Trot - November
Family Literacy Night - March
Shamrock Shuffle - March
Field Day - May
5th grade celebration day - May
Career Day - May
NEHS Induction Ceremony - May
Awards presentations - December/May
Music programs
UIL volunteers
Field trip volunteers
Workroom volunteers

Strategy's Expected Result/Impact: 100% participation in parent conferences face-to-face, Zoom, or phone
50% or higher participation in all family activities (ie. Meet the teacher night, Family literacy night, Family math/science night)

Staff Responsible for Monitoring: Principal
Asst. Principal
Counselor
Teachers

Title I:

4.1, 4.2

- **ESF Levers:**

Lever 3: Positive School Culture

Funding Sources: Family Math Night - Perot Museum - 199 - Local Funds (campus budget) - $600, Family Literacy Night - Guest author/speaker - 199 - Local Funds (campus budget) - $1,000, Watch DOGS - 199 - Local Funds (campus budget) - $250, Grandparent's Day - Cookies - 461 - Principals Fund - $150, House meeting supplies and celebrations - 461 - Principals Fund - $1,500, Red Ribbon Week supplies - 199 - Local Funds (campus budget) - $200 , Family Fun Runs - 199 - Local Funds (campus budget) - $100, Field Day Supplies - 461 - Principals Fund - $300, 5th grade celebration supplies - 461 - Principals Fund - $150

No Progress



Accomplished


Continue/Modify


Discontinue

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

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

Evaluation Data Sources: weekly principal's calendar of events
weekly classroom newsletters
Facebook updates
teacher emails
parent square
Friday folders/handouts

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

Performance Objective 5: Partner with the community to provide mentorship and after school clubs such as:
Run Club
Music Makers
Watch DOGS
KHS student interns - Education in Training Class
Mine Craft Writing Club
Art Club
NEHS
UIL teams
KHS Athletes for Literacy
House Ambassadors

Evaluation Data Sources: Club rosters
Club schedules

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

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

Evaluation Data Sources: List of Award winners (academic and citizenship):
Academic Honor Rolls
Character Awards
Participation in the student's House

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

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The following school clubs/activities may be provided for students: Robotics (3rd-5th) Chess (2nd-5th) Minecraft Writing Club (2nd-5th) Music Makers (2nd-5th) Art Club (3rd-5th) UIL competition (2nd-5th) NEHS (4th-5th) House System (all staff and students) **Strategy's Expected Result/Impact:** Students will have the opportunity to participate in activities related to their interests and expand their experiences. **Staff Responsible for Monitoring:** Principal Teacher sponsors **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplies for clubs/activities - 199 - Local Funds (campus budget) - UIL supplies - $500, House Supplies/field trip - 461 - Principals Fund - $1,000, NEHS Dues - 199 - Local Funds (campus budget) - $90				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: At least two staff members will travel to the Ron Clark Academy for professional development to include the use of engaging teaching strategies and the use of the house system to build a positive school community. **Strategy's Expected Result/Impact:** Instructional strategies to share with staff Information to enhance the Dodd house system **Staff Responsible for Monitoring:** Principal Counselor Teacher **Funding Sources:** Registration, hotel, travel for two; a full scholarship has been approved for one staff member - 461 - Principals Fund - $1,400				

No Progress



Accomplished


Continue/Modify


Discontinue

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

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

Evaluation Data Sources: Staff survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Birthday celebrations will take place monthly-treats in the lounge to celebrate monthly birthdays Monthly themed pot luck luncheons will be held Staff social gatherings will take place at least once per semester (ie. lunch, Christmas gathering, spring activity, etc.) **Strategy's Expected Result/Impact:** Maintain a family atmosphere and collegiality throughout the school year. **Staff Responsible for Monitoring:** Principal Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide opportunities for staff members to give input into campus decisions: Campus Leadership Team/Team Leaders Interview Committees Open door policy Staff Surveys House Leaders **Strategy's Expected Result/Impact:** When given the opportunity to provide input, staff will know that their opinions and suggestions are an integral part of campus success. **Staff Responsible for Monitoring:** Principal Asst. Principal Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

199 - Local Funds (campus budget)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	2	Secret Stories K-2		$0.00
1	6	1	All Aboard registration for 3 teachers		$450.00
2	3	1	Family Literacy Night - Guest author/speaker		$1,000.00
2	3	1	Family Math Night - Perot Museum		$600.00
2	3	1	Watch DOGS		$250.00
2	3	1	Family Fun Runs		$100.00
2	3	1	Red Ribbon Week supplies		$200.00
2	6	1	Postcards		$100.00
2	6	1	Brag tags and award certificates		$500.00
2	7	1	Supplies for clubs/activities	UIL supplies	$500.00
2	7	1	NEHS Dues		$90.00
				Sub-Total	$3,790.00

461 - Principals Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	1	5th grade celebration supplies		$150.00
2	3	1	House meeting supplies and celebrations		$1,500.00
2	3	1	Grandparent's Day - Cookies		$150.00
2	3	1	Field Day Supplies		$300.00
2	6	1	House Prizes - Token Tower		$750.00
2	7	1	House Supplies/field trip		$1,000.00
2	7	2	Registration, hotel, travel for two; a full scholarship has been approved for one staff member		$1,400.00
				Sub-Total	$5,250.00

211 - Title I Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Age of Learning		$0.00
				Sub-Total	$0.00