Krum Independent School District

Blanche Dodd Elementary

2025-2026 Campus Improvement Plan



Board Approved 9-10-2025

Mission Statement

Blanche Dodd Elementary Mission Statement

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

Vision

Blanche Dodd Elementary Vision Statements

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

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

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

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

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

Value Statement

Campus Values

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Blanche Dodd Elementary started the 2024-2025 school year serving approximately 335 students in grades PK-5. By the end of the school year, the enrollment had increased to 355 students. 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 added PreK3 (1/2 day) and PreK4 (full day), Kindergarten, and 1st grade to the campus beginning with the 24-25 school year. In the upcoming year, PreK3 will be offered for a full day, and classroom teachers' children will qualify for both PreK3 and PreK4 classes. This will increase the number of students served in this early childhood program, possibly resulting in additional classes needed.

The ethnic make up of the campus is predominantly a mix of white (58.87%) and Hispanic (32.68%). We serve a small percentage of African American students (3.38%), Multi-ethnic (3.38%), Native Hawaiian/Pacific Islander (.85%), Asian (.28%), and American Indian (.56%). English language learners make up a portion of our student body (16%). Dodd serves their EB population by providing ESL instruction for these English language learners.

Instructional coaches were hired to work with our teachers in order to enhance the instruction our students receive. The addition of these instructional coaches has provided support for all teachers throughout the school year as they worked to align the curriculum across the district and help ensure consistency in the scope and sequence. We will implement a new reading curriculum this school year for grades K-5. The instructional coaches will work closely with all ELAR teachers to ensure fidelity in the delivery of the lessons.

Students who receive special education services (32%) 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. Due to the increased numbers in the STEP program, we will separate the current STEP class into a Primary STEP class and an Intermediate STEP class. This will allow us to better meet academic and developmental needs of the students.

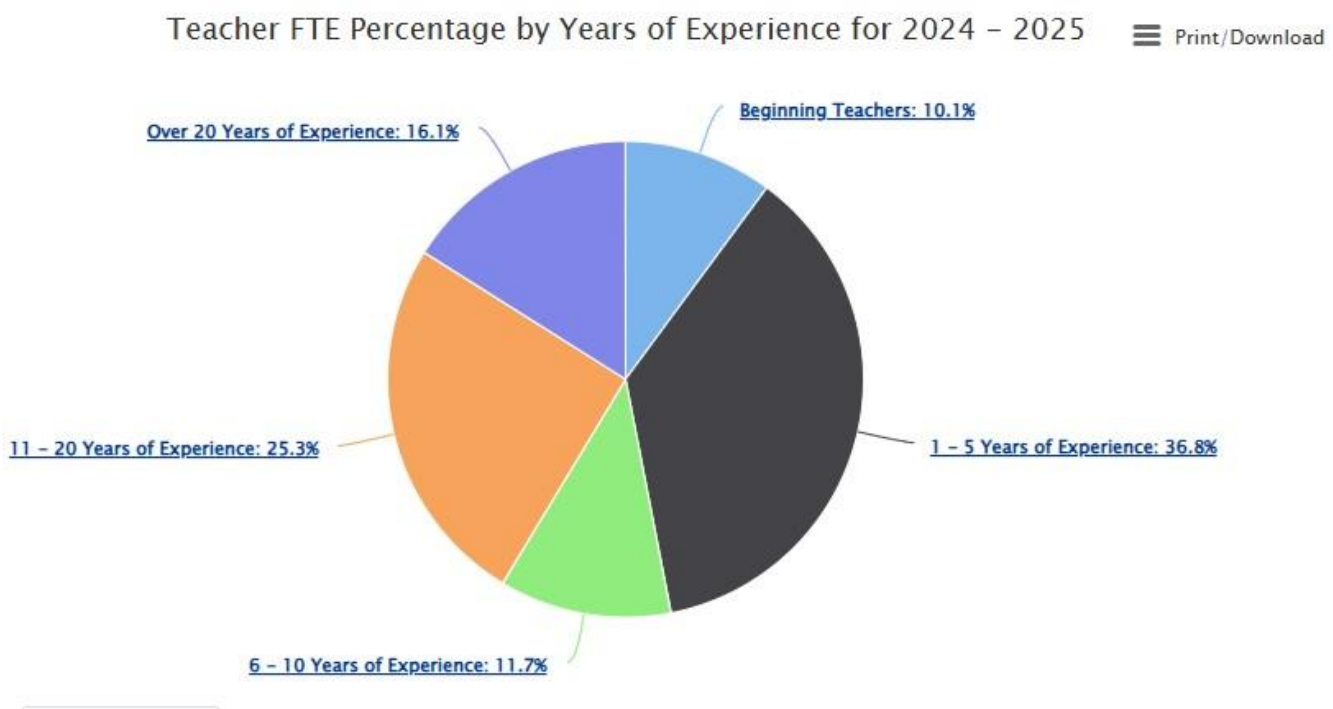
The students in the G/T program will continue to be provided with enrichment activities to extend and challenge their learning. The reconfiguration of the district GT program has allowed the elementary campuses to share a full time GT teacher. This has been of great benefit in scheduling classes throughout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

Finally, the campus average daily attendance rate for 2024-2025 was 95.7%. It is our goal to have a 96.5% average daily attendance rate for the 2025-2026

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. 16.1% of the staff have 20+ years of experience. 25.3% of the staff have 11-20 years of experience. 11.7% of the staff have 6-10 years of experience. 36.8% of the staff have 0-5 years of experience. 10.1% of the staff were beginning teachers.



Instructional coaches have been instrumental in supporting all elementary teachers, but especially those who are new to a subject area and/or new to the profession. The coaches have gathered academic data and attended grade level PLC meetings to support and collaborate with teachers.

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 specialized programs such as STEP and CABS has created more opportunities for students to succeed in the general education setting by providing the necessary special education support and instruction. The addition of a second STEP classroom will further enhance this support by allowing for smaller class sizes and a more targeted focus on a narrower range of grade levels, leading to more individualized instruction and improved student outcomes.

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 to support these students within the classroom.

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. The TEA rating received in 2023-2024 dropped back to a C rating.

In 2024-2025, 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).

Our students have demonstrated growth on all tests and in all sub populations from 2024 to 2025.

						Meets/Masters				
Grade	Subject	Date	Approaches	Meets	Masters	2+ races	H	EB	ED	Sped
			Goal: 80%	46%		55%	39%	37%	35%	26%
3-5 STAAR	Reading	2024	82%	53%	19%	55%	36%	30%	42%	28%
3-5 STAAR	Reading	2025	84%	59%	21%	72%	45%	51%	51%	22%
			Goal: 80%	49%		55%	44%	45%	40%	29%
3-5 STAAR	Math	2024	74%	51%	22%	45%	38%	38%	45%	37%
3-5 STAAR	Math	2025	85%	54%	26%	83%	42%	39%	45%	25%
3-5 STAAR	All Subjects	2024	Met 7/12 indicators							
3-5 STAAR	All Subjects	2025	Met 10/12 indicators							
5 STAAR	Science	2024	81%	45%	19%	49%	35%	17%	46%	20%
5 STAAR	Science	2025	86%	57%	20%	67%	33%	27%	47%	31%

The above data indicates areas where accountability targets were met and areas where deficits were demonstrated. Scores increased in all areas from 2024 to 2025 except in the special education sub population.

Student Learning Strengths

Our students have shown remarkable progress across a wide range of assessments, with growth evident in nearly all areas. This achievement is a testament to the dedication of our students and the effectiveness of our teaching strategies. The data indicates that out of 188 tests, growth was demonstrated in 178, highlighting the comprehensive academic development occurring within our school. This success reflects our commitment to fostering an environment where all students can thrive and reach their full potential.

However, it is important to acknowledge that our special education subpopulation did not experience the same level of growth. This is an area that requires our focused attention and resources to ensure that every student, regardless of their individual needs, has the opportunity to succeed. We are committed to identifying the barriers that may have hindered progress and implementing targeted interventions to support our special education students more effectively. Our goal is to create an inclusive educational environment where all students can achieve growth and success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our special education subpopulation did not experience the same level of growth as our other students. This is an area that requires our focused attention and resources to ensure that every student, regardless of their individual needs, has the opportunity to succeed.
Root Cause: Students who learn differently require different teaching strategies. More targeted instruction and intervention time is needed along with the use of the most effective teaching strategies.

School Processes & Programs

School Processes & Programs Summary

Our commitment to an aligned curriculum across all grade levels ensures consistency and coherence in the educational experience we provide. By maintaining a unified curriculum, we guarantee that all students receive a high-quality education that builds on prior knowledge and prepares them for future academic challenges, fostering a seamless transition from one grade to the next.

The implementation of WIN time, or "What I Need" time, is a strategic approach that enables our students to receive timely and targeted interventions. This dedicated period allows educators to address individual student needs, whether they require additional support or enrichment, ensuring that each student can progress at their own pace and achieve their full potential.

We are proud to offer comprehensive student support through a variety of specialized programs. Our two dyslexia intervention programs are designed to assist students with specific learning needs, while our continuum of special education services provides tailored support for students with diverse abilities. Additionally, our gifted and talented program challenges advanced learners, and our tiered system of instruction offers differentiated teaching strategies to meet the varying needs of all students. These initiatives reflect our dedication to nurturing the unique strengths and addressing the individual challenges of every student in our care.

School Processes & Programs Strengths

The revised master schedule has been strategically designed to optimize the instructional time and resources available to our students. By allowing each departmentalized teacher to provide targeted interventions during their class periods, we ensure that every student receives the support they need within the context of their regular learning environment. Additionally, the implementation of WIN (What I Need) time as a designated "pull out time" for each group further enhances our ability to deliver personalized instruction such as GT instruction, dyslexia intervention, and speech therapy, ensuring that students can focus on specific areas of improvement without missing out on core classroom activities.

We have also introduced Reading Horizons as an additional dyslexia intervention program. This slower paced addition is a compliment to the MTA program for a different type of learner. By incorporating Reading Horizons, we are committed to addressing the diverse learning needs of our students, ensuring that they have the tools necessary to succeed in their literacy development.

Furthermore, the division of our academic self-contained special education class into two separate classes is a strategic move to better serve our K-5 students. This restructuring allows for more individualized attention and tailored instruction, catering to the unique needs of each student. By reducing the span of ages, we can provide a more focused and supportive learning environment, ultimately enhancing the educational experience and outcomes for our special education students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Some students that receive special education services demonstrate limited academic success (on the end of year STAAR assessment) in their current setting.
Root Cause: Most students receiving special education modifications are performing below grade level due to their disability. It is necessary for them to gain more than one year of growth annually in order to close their academic gaps.

Perceptions

Perceptions Summary

The results of the Dodd Staff Climate Survey for the 2024-2025 academic year indicate a high level of satisfaction among our staff members. Out of the twenty questions posed, the majority received an agreement rate of 80% or higher, reflecting a positive overall sentiment towards the working environment at Dodd.

However, there are areas identified for improvement, particularly concerning staffing levels. Only 31% of respondents agreed that we have enough people to get the work done. This suggests a significant concern regarding the adequacy of our current staffing, which we must address to ensure that our team can effectively manage their responsibilities and maintain a high standard of education and support for our students.

Additionally, while 69% of staff members feel that morale at Dodd is high, 31% do not share this sentiment. This indicates a need to further explore the factors contributing to staff morale and to implement strategies that foster a more positive and supportive work environment for all team members.

The survey also highlighted the need for timely student discipline support, with 75% of respondents agreeing that this is currently being met, but 25% expressing dissatisfaction. This feedback underscores the importance of ensuring that our disciplinary processes are efficient and effective, providing the necessary support to both students and staff in a timely manner.

A significant portion of the comments, 50%, specifically mentioned the need for additional special education staff. This feedback is crucial as it points to a specific area where resources are needed to better support our students with special needs. Addressing this concern will be a priority to ensure that we are meeting the diverse needs of our student population and providing equitable educational opportunities for all.

The recent parent survey has revealed a high level of satisfaction with our school culture, with 93% of parents expressing their approval. This is a testament to the positive environment we strive to maintain, where students feel valued and supported, and where parents feel confident in the educational experience their children are receiving.

Parents feel informed and that their questions and concerns are being addressed effectively. This reflects our commitment to maintaining open lines of communication and ensuring that parents are active partners in their children's education; however, another 14% of parents believe that communication could be improved. We recognize the importance of effective communication and will be reviewing our current practices to identify opportunities for enhancement, ensuring that all parents feel fully informed and engaged.

The survey highlighted an area for improvement. Fourteen percent of parents have indicated a need for additional support for their child's emotional and social well-being.

The recent student perception survey has highlighted that our teachers excel in building positive relationships and addressing students' needs. They also indicate that they feel challenged within the classroom environment. This indicates that our educators are effectively balancing the nurturing of a supportive atmosphere with the encouragement of academic rigor, ensuring that students feel both valued and motivated.

The survey also identified an area for growth in terms of student input and dialogue. This suggests that while our teachers are successful in their instructional methods, there is room to enhance the opportunities for students to actively participate in their learning process. By increasing avenues for student voice and fostering open dialogue, we can further empower our students, making them active contributors to their educational journey and enhancing their overall learning experience.

Perceptions Strengths

According to our staff, parents, and students the following strengths are apparent:

- Positive school culture

- Positive relationships between staff, students, and parents
- The quick and effective response to concerns
- A challenging curriculum offering an academic "press"

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a perception that we lack the special education staff required to ensure that the students are making progress and academically ready for their future.
Root Cause: While we have a large special education staff, three teachers and four paraprofessionals are assigned to our high needs self contained classes that serve the district. Our resource/inclusion teachers and paras have struggled to meet the number of IEP minutes required from their case load.

Priority Problem Statements

Problem Statement 1: Some students that receive special education services demonstrate limited academic success (on the end of year STAAR assessment) in their current setting.

Root Cause 1: Most students receiving special education modifications are performing below grade level due to their disability. It is necessary for them to gain more than one year of growth annually in order to close their academic gaps.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: There is a perception that we lack the special education staff required to ensure that the students are making progress and academically ready for their future.

Root Cause 2: While we have a large special education staff, three teachers and four paraprofessionals are assigned to our high needs self contained classes that serve the district. Our resource/inclusion teachers and paras have struggled to meet the number of IEP minutes required from their case load.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Our special education subpopulation did not experience the same level of growth as our other students. This is an area that requires our focused attention and resources to ensure that every student, regardless of their individual needs, has the opportunity to succeed.

Root Cause 3: Students who learn differently require different teaching strategies. More targeted instruction and intervention time is needed along with the use of the most effective teaching strategies.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 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 4: 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 to support these students within the classroom.

Problem Statement 4 Areas: Demographics

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
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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 2026, at least 83% 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: 2026 STAAR data (3rd-5th all subjects)

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 **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:** 2.51, 2.52, 2.534 - **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 aligned 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:** 2.51, 2.52, 2.53, 2.534 - **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-5th grade - Age of Learning (Reading and Math) Kindergarten-5th grade - IXL (Reading and Math) K-5 Bluebonnet RLA Curriculum 3rd-5th grade Lowman Blitz and Warm Ups (Math) **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers **Title I:** 2.51, 2.52, 2.534 - **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, IXL - 211 - Title I Part A				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Student progress will be monitored throughout the school year and shared with the students to allow them to set goals and track their growth. A focus for 4th and 5th grade students will be to maintain or grow from their STAAR accomplishment in 2025 to 2026. **Strategy's Expected Result/Impact:** Students will be knowledgeable of their performance. Students will set goals for growth and achievement. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers **Title I:** 2.51				

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 2026, 3rd-5th grade students will grow from 57% to 59% to meet or exceed the federal target of "Meets Expectation and above" in all tested subjects.

High Priority

Evaluation Data Sources: 2026 STAAR data (3rd-5th all subjects)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 2025-2026 STAAR data, interim assessments, and aligned assessments will be disaggregated according to the sub-populations (White, Hispanic, Two or more races, EB, ED, Sped) to monitor achievement to include the meets and masters level . **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 Special Education teachers **Title I:** 2.51, 2.52, 2.534 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

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 **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Some students that receive special education services demonstrate limited academic success (on the end of year STAAR assessment) in their current setting. **Root Cause**: Most students receiving special education modifications are performing below grade level due to their disability. It is necessary for them to gain more than one year of growth annually in order to close their academic gaps.

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 2026, 3rd-5th grade students will grow will grow from 20% to 22% at the Masters level in all tested subjects.

Evaluation Data Sources: STAAR 2026 data (3rd-5th all subjects)

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 2026, at least 83% of all 4th-5th grade students will demonstrate targeted growth scores on STAAR reading and STAAR math.

Evaluation Data Sources: 2026 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:** 2.51, 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Staff development will be provided to 3rd-5th grade teachers to train them how to set up student data tracking and progress monitoring for the year. **Strategy's Expected Result/Impact:** Teachers and students will be knowledgeable of the student's levels of understanding. Students will make the expected growth from one year to the next. **Staff Responsible for Monitoring:** Principal Assistant Principal Team Leaders **Title I:** 2.52, 2.53, 2.534 - **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 2026, at least 80% of 4th-5th grade students will be reading on the expected level as measured by Bluebonnet reading inventory.

Evaluation Data Sources: Reading progress measures for each student
Campus data compilation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 3rd - 5th grade students will be assessed three times during the school year (BOY, MOY, EOY) for progress monitoring using a reading inventory to determine progress and intervention needs. **Strategy's Expected Result/Impact:** Student reading levels Intervention lists **Staff Responsible for Monitoring:** Principal Asst. Principal ELAR teachers **Title I:** 2.51, 2.52 - **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 3rd-5th grade will be provided with intervention at least three 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:** 2.51, 2.52 - **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 6: By May 2026, at least 65% of Kindergarten-2nd grade students will be reading on or above the expected grade level as measured by the EOY mClass reading inventory.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Kindergarten-2nd grade students will be assessed three times during the school year (BOY, MOY, EOY) for progress monitoring using the mClass reading inventory to determine intervention needs. **Strategy's Expected Result/Impact:** Student reading information Intervention lists **Staff Responsible for Monitoring:** Principal Asst. Principal ELAR teachers **Title I:** 2.51, 2.52, 2.53 - **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-2nd grade will be provided with reading intervention at least three 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:** 2.51, 2.52, 2.53 - **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 7: 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 PreK teachers 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:** 2.53, 2.535 - **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All ELAR teachers will attend training for the new Bluebonnet curriculum. **Strategy's Expected Result/Impact:** Teachers will become familiar with the new curriculum and prepared to facilitate quality instruction. **Staff Responsible for Monitoring:** Principal Asst. Principal Instructional Coaches **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: PreK teachers will attend the CIRCLE Preschool Foundations training. a **Strategy's Expected Result/Impact:** Teachers will become familiar with the PreK curriculum and be able to support our early childhood learners. **Staff Responsible for Monitoring:** Principal **Title I:** 2.51, 2.52, 2.53, 2.535 - **TEA Priorities:** Recruit, support, retain teachers and principals, 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 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 campus mentor and a grade level mentor to provide critical information, answer questions, and provide moral support. **Strategy's Expected Result/Impact:** Mentor meeting agenda for campus mentor meetings A grade level mentor will be readily available for questions and support. Staff will be informed of campus information and will feel supported **Staff Responsible for Monitoring:** Mentor teacher Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Mentor Stipend - 199 - District Budget - $500				

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: The campus will maintain consistent communication with parents regarding their child's academic progress, behavior, and social-emotional development. All communication with parents and the community will be frequent, timely, and include relevant information in both English and Spanish.

Evaluation Data Sources: Phone logs
email
Parent Conference agendas/schedules
Communication logs
Parent Square
Monthly principal's calendar of events
Monthly classroom newsletters
Facebook updates
Friday folders/handouts

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Calendars will be utilized to communicate student academic and behavioral performance 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: A universal, systematic behavior flow chart outlining desired/undesired behaviors will be utilized and will include parent communication. **Strategy's Expected Result/Impact:** Parents will receive timely information concerning their child's behavior. A partnership between the school and home will be forged. **Staff Responsible for Monitoring:** Teachers Principal Assist. Principal **Title I:** 2.533 **- 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 - April/May
PTO meetings - monthly
Watch DOGS - monthly
Meet the teacher night - August
House Sorting Ceremony - August
Open House/Title I Meeting - September
Grandparents' Week/Cookies and Conversations - September
Parent/Teacher Conferences - October
Red Ribbon Week - October
Book Character Parade - October
Math/Science Family Night- November
Book fair - November
100th Day of School -
Family Literacy Night - March
Shamrock Shuffle - March
Field Day - May
5th grade celebration day - May
College & Career Expo - May
NEHS Induction Ceremony - May
Awards presentations - December/May
Music programs
UIL volunteers
Field trip volunteers
Workroom volunteers
House parent volunteers - ongoing
Class parties
Lunch on the Lawn/Meet & Munch for parent/child - 4 times per academic year

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)
A variety of opportunities for parents to be involved in school events.

Staff Responsible for Monitoring: Principal
Asst. Principal

Counselor Teachers **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Family Math Night - Perot Museum - 199 - Local Funds (campus budget) - $500, Family Literacy Night - Guest author/speaker - 199 - Local Funds (campus budget) - $1,200, 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 - $500, 5th grade celebration supplies - 461 - Principals Fund - $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 4: 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
Robotics Club
NEHS
UIL teams
KHS Athletes for Literacy
House Ambassadors
Rockin' Readers

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 5: 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 with an example to be read aloud
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 and will include academic, attendance, and citizenship awards. Character awards will be announced and given during the house assembly monthly (6 months). Student House tickets will be drawn and announced weekly, prizes given, and pictures displayed on our hallway TVs. Ongoing academic and character recognition will be announced on the morning announcements (ie. IXL progress, math fact mastery, sight word mastery, Paw Pride, etc.). **Strategy's Expected Result/Impact:** Students will be encouraged to make their academic progress and behavior a priority. Students will feel supported by the school community. **Staff Responsible for Monitoring:** Teachers Principal Assistant Principal Counselor **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** House Prizes - Token Tower - 461 - Principals Fund - $750, Brag tags, award certificates, character medals - 199 - Local Funds (campus budget) - $1,000				

 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 6: 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 with behavior example

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) Music Makers (4th-5th) UIL competition (2nd-5th) NEHS (4th-5th) House Ambassadors (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 leadership and experiences. **Staff Responsible for Monitoring:** Principal Teacher sponsors **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) - NEHS - $90				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All Staff House Leaders 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. Four out of fourteen have been trained so far. **Strategy's Expected Result/Impact:** Instructional strategies to share with staff Information to enhance the Dodd house system **Staff Responsible for Monitoring:** Principal Teacher **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Sonic Foundation Grants - 461 - Principals Fund				

 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: 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: The following activities will be utilized to celebrate and appreciate our staff: Monthly birthday celebrations Monthly themed pot luck luncheons Staff social gatherings outside of school (ie. Back to School Party, Christmas Party) Staff socials at school 4 times during the year hosted by our staff house groups **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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize monthly staff culture surveys to determine the pulse of the campus, and provide resources/activities to address the current needs. **Strategy's Expected Result/Impact:** Administrators and team Leaders will be aware of the ebb and flow of the school climate and be able to celebrate and encourage others in a timely, effective manner. **Staff Responsible for Monitoring:** Principal Asst. Principal Counselor Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Alpaca Staff Pulse Surveys and Celebration Packs - 461 - Principals Fund - $3,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Blanche Dodd Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0.5
Brief Description of SCE Services and/or Programs

Personnel for Blanche Dodd Elementary

Name	Position	FTE
Krystie McGraw	Instructional Coach	0.5

Title I Personnel

Name	Position	Program	FTE
Crystal Brooks	Paraprofessional	Schoolwide	1.0
Meg Hunter	Paraprofessional	schoolwide	1.0

Campus Funding Summary

199 - District Budget					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Mentor Stipend		$500.00
				Sub-Total	$500.00

199 - Local Funds (campus budget)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	1	All Aboard registration for 3 teachers		$450.00
2	3	1	Family Literacy Night - Guest author/speaker		$1,200.00
2	3	1	Family Math Night - Perot Museum		$500.00
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	5	1	Brag tags, award certificates, character medals		$1,000.00
2	6	1	Supplies for clubs/activities	UIL supplies	$500.00
2	6	1	NEHS Dues	NEHS	$90.00
				Sub-Total	$4,290.00

461 - Principals Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	1	5th grade celebration supplies		$500.00
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		$500.00
2	5	1	House Prizes - Token Tower		$750.00
2	6	1	House Supplies/field trip		$1,000.00
2	6	2	Sonic Foundation Grants		$0.00
2	7	3	Alpaca Staff Pulse Surveys and Celebration Packs		$3,000.00
				Sub-Total	$7,400.00

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