

**2025-2026
Dodge Elementary
School Improvement Plan
through**



Shared Decision Making

BUILDING AND SCHOOL IMPROVEMENT PLAN CHECKLIST
Dodge Elementary 2025-2026

Your building SDM plan should contain:

Shared Decision Making Team Mission Statement

Operational Principles

Changes in basic school plan, if any

List of meeting dates and times for the current school year

Communication plan (PTA newsletter, posting minutes, etc.)

Previous year successes, challenges, concerns and how data was gathered

Identification of building SDM's self-assessment tool used in the spring of each year

Team Roster indicating stakeholder group represented, dates and term of signature

SCHOOL IMPROVEMENT PLAN

Dodge Elementary 2025-2026

I. Mission Statement

The mission of the Dodge Elementary Shared Decision Making Team is to assist in the development and implementation of our continuous school improvement (specifically student achievement and character development) and increase meaningful parental involvement in the process!

II. Operational Principles

oWe will make the students of Dodge Elementary School the number one priority in all of our decisions and dialogue

oStrive for consensus so we can publicly support every decision before our respective constituent groups. Honest, respectful and civil dialogue will get us there.

oSet agenda together at the end of each meeting. All members should feel free to alert us if we appear stalled, and encourage us to move along.

oMaintain confidentiality about individual statements made at meetings. All members will actively contribute to the work of the team. Discussions and planning will always come from a growth mindset.

III. Changes in Basic School Plan

SCHOOL IMPROVEMENT PLAN Dodge Elementary 2025-2026

Our School Decision Making Plan is specific to the areas that our school needs to improve upon. The data results from individual grade level teams are targeted to Dodge Elementary's overarching goals. Our focus is to continue to improve student achievement, character development and social emotional learning. As the grade level teams update their progress and challenges throughout the school year, we will alter our goals dependent upon the needs and results of our students.

We provide professional development and support one another to ensure that solutions come forward, throughout the district offered professional development as well as outside the district. The literacy, math and wellness teams monitor the impact of their efforts through discussion and sharing at monthly meetings. We are continuing to use Bridges as our curriculum resource for mathematics, however we are piloting a few programs for ELA, as we are searching for the best fit for our students to prepare them the best.

The data that we are looking at, is from the NYS assessment, however our opt out rate was at about 28% last school year. Dodge Elementary was highly rated again for the academic performance, but the caveat is that with the high percentage of success, we still have a high refusal rate of 35%, so we drill down deeper in our day to day interventions and progress. We also found that we have more students refusing the ELA assessment in comparison to the Math assessment, which has been a constant trend for the past few years.

Although our students performed exceptionally well overall, our team has identified key areas for continued growth - specifically in reading comprehension, phonics development, and students' ability to elaborate on their responses using relevant, evidence-based information. These focus areas are critical for ensuring that all learners continue to advance beyond proficiency toward mastery.

Through the implementation of the UFLI (University of Florida Literacy Institute) framework and a deliberate use of multiple data measures, we are refining our literacy instruction to meet the needs of all students more effectively. Data from formative and summative assessments, classroom observations, and progress-monitoring tools guide our instructional decisions and allow us to provide targeted support based on individual student profiles.

A major component of our continued success has been our emphasis on vertical teaming - structured collaboration across grade levels to ensure instructional alignment, coherence, and consistency. The cross-grade-level conversations initiated at Dodge last year proved to be transformative. These discussions highlighted both the strengths of our current practices and the instructional gaps that need continued attention. By maintaining these critical conversations, we can build upon our existing foundation, strengthen instructional continuity, and ensure that each grade level intentionally prepares students for the next stage of learning.

Moving forward, post-assessment data from various assessments and progress-monitoring tools will continue to inform our instructional practices. This data will be analyzed not only to measure individual student growth but also to align expectations for incoming and exiting grade levels. Our goal is to ensure that each student's learning journey is cohesive, data-informed, and continuously supported through intentional instructional planning.

At Dodge, this work is not new-it represents a long-standing commitment to continuous improvement. Over the past eight years, our school has achieved a 25% increase in assessment performance, a remarkable testament to our teachers' dedication, strategic use of data, and shared accountability for student success. In the past three years, this improvement has remained steady, reflecting the sustainability of our systems and the impact of our ongoing collaboration, transparent communication, and laser-focused instructional practices.

As we look ahead, our collective focus remains clear: to strengthen foundational literacy and comprehension skills, deepen students' understanding through evidence-based responses, and maintain a collaborative, data-driven culture that empowers every learner to achieve at the highest level.

Across all grade levels we will be focusing on different complexity of and strategies that are consistent and build upon each grade using consistent language in math. The reason that this a focus of Dodge Elementary is because using the similar language from previous years, helps us move faster and help with deeper understanding for students. As we met in our vertical grade level teams, we shared the consistent language and vocabulary that we wanted to use working backwards from 4th grade to kindergarten, because we are focusing on what we want our students to know and understand when they exit Dodge Elementary School.

Within our vertical team meetings, we discussed trends and areas that we need to improve upon. Our teachers have received a tremendous amount of Professional Development in the Science of Reading and have implemented the strategies into daily instruction. Through the use of reading benchmarks, our school will identify trends based on the post assessments. Data will be collected often throughout the year to analyze the progress of our students and their work. We are focusing on all students and trying to find ways to maximize each student's learning experience.

Dodge is fully implemented in UFLI, as well as utilizing the Science of Reading, that will help prepare our students for any challenges that they face in ELA. Without comprehension, reading is simply following words on a page from left to right while sounding them out. While people read for many different reasons, the goal is to

SCHOOL IMPROVEMENT PLAN Dodge Elementary 2025-2026

derive understanding of what the writer is trying to convey and make use of that information; whether for fact gathering, learning a new skill, or for pleasure. Together, we are continuing to emphasize the importance of comprehension and how it makes a difference in the reader's confidence and ability to grapple with more complex text.

Every classroom is fully equipped with the necessary materials and resources to effectively support both teaching and learning. In addition, we have implemented Response to Intervention (RTI) groups that target specific skills and strategies tailored to each student's immediate and long-term academic needs. Placement in these groups is guided by multiple data sources to ensure that every student receives targeted instruction based on their individual strengths and areas for growth. These groups are intentionally fluid, allowing for flexible movement as students demonstrate progress. This dynamic approach ensures that instruction remains personalized, responsive, and growth-oriented for all learners.

Our mathematics interventions provide focused support in developing the foundational and fundamental math skills necessary for long-term academic success. Through these targeted strategies, we aim to build student confidence, deepen conceptual understanding, and foster a strong mathematical foundation.

Dodge Elementary School has school wide rules and expectations for both children and adults. This year, our focus is more on the three mantras that we live by at Dodge, which is to be safe, be kind and work hard. We have created a matrix that is used for both students and adults to follow and to hold each other accountable. This is emphasized for all Dodgers! We have revamped some of the language that we utilized and simplified expectations to make them more focused, so they are easier to understand in child friendly language.

IV. Meeting Dates

| | |
|--------------------|-----------|
| September 16, 2025 | 2:30-3:30 |
| December 8, 2025 | 2:30-3:30 |
| March 9, 2026 | 2:30-3:30 |
| June 1, 2026 | 2:30-3:30 |

V. Communications Plan

- 1.) All meetings will be held in person unless restrictions change.
- 2.) Meeting minutes will be shared with SDM members and the entire school staff via e-mail and posted via Dodge Elementary's webpage for community members and parents.
- 3.) Additional meetings will be added within the group depending on the needs of the team and the discussions that take place. For example, planning for the Dodge Dash and Dining with the Dodgers, the Country Fair, the Ice Cream Social and the Fun Run required the team to hold several meetings throughout the school year. We were able to work with local businesses to help in the support of this event that brings the community together.
- 4.) Highlights/accomplishments will appear on the website to also keep parents up-to-date.
- 5.) If you have any item that affects the 2025-2026 School Improvement Plan, contact a committee member.

VI. Summary

SCHOOL IMPROVEMENT PLAN Dodge Elementary 2025-2026

Successes

The SDM team has had a tremendous amount of success in improving the climate and culture of Dodge Elementary School.

The Dodge Dash and Dining with the Dodgers event was well attended by Dodge families and staff (close to 500 attendees, as a way to celebrate the beginning of the school year, and all our hard work thus far. Additionally with over 1500 people attending the Country Fair, was another success and very well received.

However, this year since, our communication with parents via electronic devices, we have created a bi-weekly newsletter focusing on the culture and climate of the inner workings at Dodge that is in a video format. This positive and upbeat climate and culture has directly impacted student achievement through the following items:

Communication across all grade levels that is consistent through every committee and grade level meeting monthly.

Challenges

Concerns

The pressure the students are under in a fast paced world, the students need support in all areas of life, not just instruction and that is what we do at Dodge. To continue to gain insight and knowledge of teaching and supporting students with specific social, emotional, and academic needs. This will be forever a constant focus at Dodge.

Data Gathering Process

Each team gathered data from a variety of sources including but not limited to:

- 1.) NYS summative assessments*
- 2.) District benchmark and summative assessments*
- 3.) Common team-level pre-assessments and post-assessments, formative assessments and summative assessments*
- 4.) Trend data over time (over the calendar year and throughout previous years)*
- 5.) Observational and anecdotal data collected over time*

Each team will report out periodically at team meetings, which will drive their next set of instructional decisions for groups and individual students.

SHARED DECISION MAKING TEAM ASSESSMENT
Dodge Elementary 2025-2026

This assessment is intended as a tool to reflect on your team's functioning, progress, and/or successes. This tool is to be completed in June (of the preceding school year, for inclusion in the SDM plan completed in the fall). Rate each item as a strong (5) or a weak (1) area for your team. You may complete this assessment individually and then discuss your answers as a team.

| | | 5 | 4 | 3 | 2 | 1 |
|-----|---|---|---|---|---|---|
| 1. | Our SDM Team has established a process insuring that our School Improvement Plan is focused on strengthening student achievement and character development/wellness. | X | | | | |
| 2. | Operational Principles guide our meetings. | X | | | | |
| 3. | Our team has agreed on procedures for holding efficient and effective meetings. | X | | | | |
| 4. | All SDM members have equal opportunities to share creative, innovative ideas. | X | | | | |
| 5. | Each member of our team takes responsibility for doing his/her fair share of work. | X | | | | |
| 6. | We communicate SDM plans and progress with all stakeholder groups. | X | | | | |
| 7. | We collaborate with the entire school community to meet our SDM goals/plans. | X | | | | |
| 8. | We celebrate and publicize our SDM success. | X | | | | |
| 9. | Our team is most proud of: The building wide consistency of the data team goals, which has created a laser like focus in the building on instruction and learning, as well as a strong sense of a team. | | | | | |
| 10. | One way that we could improve: Is to make sure that the lines of communication are always open. | | | | | |

**WILLIAMSVILLE SHARED DECISION MAKING
SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN
Dodge Elementary 2025-2026**

School Goals:

Dodge Elementary School
Shared Decision Making Goals
2025-2026

Mission: We are a community that puts kids first. We are all in!

- 1.) All students will have consistent language in literacy through the Science of Reading, as well as an intense focus on UFLI for k-2 phonics.
- 2.) To refine and enhance our response to intervention and student response team meetings for both Mathematics and ELA
- 3.) To continue to build a positive, welcoming, inviting and uplifting environment that is conducive and inclusive for learning and instruction.
- 4.) To assist and support students with social, emotional and academic challenges building wide. Additionally, further build our social emotional learning and mindfulness initiative, professional development, being aware and building stronger relationships.
- 5.) To be systematic and consistent in our thinking, learning and teaching by stressing common language through grade level and vertical team meetings.
- 6.) To celebrate learning and successes, whether it be inside of school or outside of school.

**WILLIAMSVILLE SHARED DECISION MAKING
SCHOOL IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PLAN ROSTER
Dodge Elementary 2025-2026**

| Stakeholder Group | Name | Dates of Term | Signature |
|--------------------------|---------------------|----------------------|------------------|
| Charles Smilinich | Principal | Ongoing | |
| Nicole Mayers | Assistant Principal | Ongoing | |
| Sue LaDuca | Support Staff | 2023-2026 | |
| Justina Pelonero | Support Staff | 2023-2026 | |
| Karen Chirayth | Teacher | 2024-2027 | |
| Ellen Schaab | Teacher | 2024-2027 | |
| Gabe Loewer | Teacher | 2024-2027 | |
| Lindsay Mang | Parent | 2024-2027 | |
| Genny Kinyon | Parent | 2023-2026 | |