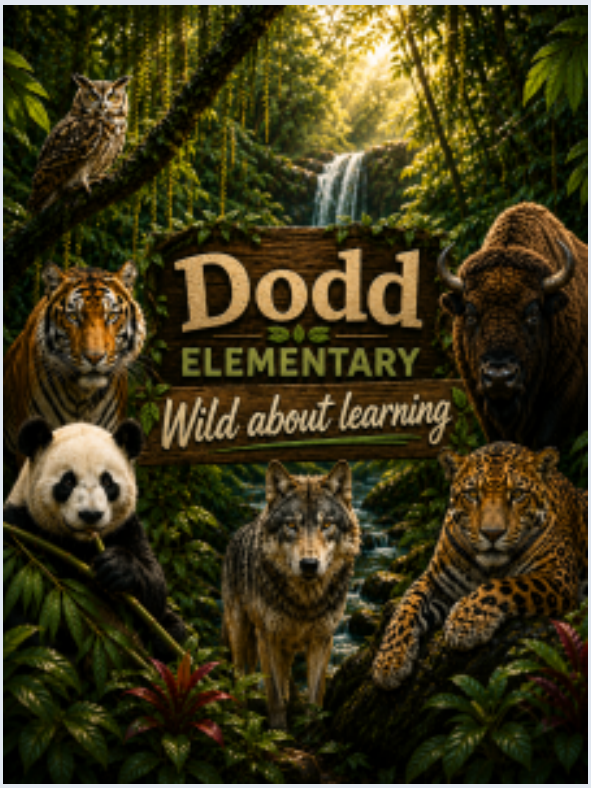
Krum Independent School District



Blanche Dodd Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

Blanche Dodd Elementary Mission Statement

It is our mission to facilitate our students' academic, social, and emotional growth through the use of *quality instruction* and *positive relationships*. We will strive to *motivate* and *encourage* each student to discover their potential and to have a positive impact in their communities.

Vision

Blanche Dodd Elementary Vision Statements

We are a family of passionate professionals with varied talents and abilities who nurture future generations! We motivate, inspire, love, and equip students with the tools to define and achieve their own success.

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

We promote a positive atmosphere with quality, engaging lessons, while understanding the individual needs of our students.

Value Statement

Campus Values

Trustworthiness **Fairness**

Respect **Caring**

Responsibility **Citizenship/Teamwork**

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Comprehensive Needs Assessment

Demographics

Summary

Blanche Dodd Elementary started the 2025-2026 school year serving approximately 355 students in grades PK-5 with a full day PreK3 and PreK4 program offered. By the end of the school year, the enrollment had increased to 362 students. We expect the total student population to continue to grow over time as new homes are built in the Dodd attendance zone.

The ethnic make up of the campus is predominantly a mix of white (57.73%) and Hispanic (33.15%). We serve a small percentage of African American students (3.31%), Multi-ethnic (3.31%), Native Hawaiian/Pacific Islander (1.38 %), Asian (.55%), and American Indian (.55%). 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. Due to the explicit needs of these students, a full time teacher has been added for the coming school year to support our EB students a long with our gifted population.

Instructional coaches 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 math curriculum this school year for grades K-5. The instructional coaches will work closely with all math teachers to ensure fidelity in the delivery of the lessons.

Students who receive special education services (35.64%) 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 district-wide, a STEP class will be provided at each of the three elementary campuses; thus allowing students to attend their home school for the needed services.

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 now provides a full time GT teacher on each of the elementary campuses that will also serve our EB population.

Finally, the campus average daily attendance rate for 2025-2026 was 95.75%. It is our goal to have a 97% average daily attendance rate for the 2026-2027 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 will be provided throughout the year including quarterly incentives as well as mid-year and end-of-year awards given during an awards assembly. Recognition will be provided for those students maintaining a 97%

attendance rate for the entire school year.

Strengths

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 implementation of the Bluebonnet ELAR curriculum was supported by the instructional coaches throughout the year. Their research into effective strategies, their work to align the assessment calendars to the scope and sequence, and their willingness to create and provide materials to the teachers made the adoption of the Bluebonnet curriculum a success. The coaches will once again support all math teachers with the implementation of the Bluebonnet Math curriculum the school year.

The reconfiguration of the district's GT program will allow each elementary campus to attain one GT teacher providing students with a more robust approach to their support.

The creation of specialized programs on each campus, such as the STEP program, will allow for students to receive the support needed at their home campus, thus providing the students the opportunity to be more connected to their neighborhood peers.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	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.	Teachers are ESL certified; however, a dual language/bilingual setting is needed for students who are newcomers to the U.S.

★ = Priority

Student Learning

Summary

According to the Texas Academic Performance Reporting, Blanche Dodd Elementary received the following school ratings:

2018-2019 - A

2019-2020 - not rated

2020-2021 - not rated

2021-2022 - A

2022-2023 - not rated

2023-2024 - C

2024-2025 - A

In 2025-2026, the following groups were targeted for our accountability rating: All students, White students, Hispanic students, and students in our high focus group (ie. economically disadvantaged, EB students, current special education students, and students with high mobility). We held a strong focus on the growth of each student on each test; however, the growth measure for the campus dropped considerably. We anticipate our TEA rating for 2025-2026 to be a C.

STAAR Data Tracking 2026

						W	H	EB	ED	Sped
			Campus Goal: 83%	State Goal: 46%		59%	39%	37%	35%	26%
			Approaches	Meets	Masters	Meets/Masters				
3 STAAR	Reading	2026	82%	47%	16%	46%	44%	25%	42%	19%
4 STAAR	Reading	2026	67%	36%	7%	34%	25%	33%	27%	12%
5 STAAR	Reading	2026	85%	68%	28%	78%	60%	75%	46%	21%
						W	H	EB	ED	Sped
			Campus Goal: 83%	State Goal: 49%		60%	44%	45%	40%	29%
			Approaches	Meets	Masters	Meets/Masters				
3 STAAR	Math	2026	67%	37%	5%	37%	31%	25%	21%	14%
4 STAAR	Math	2026	73%	42%	13%	45%	33%	17%	33%	29%
5 STAAR	Math	2026	93%	70%	31%	76%	55%	63%	56%	29%
			Campus Goal: 83%							
5 STAAR	Science	2026								
						Meets/Masters				
Grade	Subject	Date	Approaches	Meets	Masters	W	H	EB	ED	Sped
			Campus Goal: 83%	State Goal: 46%		59%	39%	37%	35%	26%
3-5 STAAR	Reading	2026	78%	50%		53%	43%	44%	38%	17%

			Campus Goal: 83%	State Goal: 49%		60%	44%	45%	40%	29%
3-5 STAAR	Math	2026	78%	50%		53%	40%	35%	37%	24%
3-5 STAAR	All Subjects	2026	78%							

The above data indicates areas where accountability targets were met and areas where deficits were demonstrated. The math results across 3rd-4th grade fell short of reaching campus goals across all populations. We are committed to identifying areas of need and supporting those areas through the implementation of the Bluebonnet Math curriculum.

Strengths

Fifth grade students continue to perform well on ELAR and Math assessments. Our 5th grade math teacher received a TEA Master Teacher designation, and her expertise consistently helps our students grow in their skills. The 5th grade ELAR teacher was a strong first year teacher who excelled with the support of the instructional coaches as she internalized the Bluebonnet curriculum.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Third and fourth grade students did not meet the campus or state goals with their math scores.	Additional conceptual learning must take place in order for students to understand and build upon their learning.

★ = Priority

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 be equipped with the tools to achieve success.

We are proud to offer comprehensive student support through a variety of specialized programs. Our continuum of special education services provides tailored support for students with diverse abilities. Our gifted and talented program challenges advanced learners while our tiered system of instruction offers differentiated teaching strategies to meet the varying needs of all students including inclusion, resource, STEP, CABS, and dyslexia supports. Additionally, all teachers are ESL certified to provide our emergent bilingual students with the supports they need. These initiatives reflect our dedication to nurturing the unique strengths and addressing the individual challenges of every student in our care.

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 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 growth without missing out on core classroom activities. For the upcoming school year, we have identified the need for EB support and have added a full time position to provide this support.

Two dyslexia intervention programs are provided to meet the varying needs among this population. Providing one curriculum that is slower paced is a compliment to the faster paced MTA program. By incorporating both programs, we are able to address the diverse learning needs of our students, ensuring that they have the tools necessary to succeed in their literacy development.

During the second semester of the 2025-2026 school year, we added a special education teacher to lighten the case load of the other special education teachers. This allowed for more individualized instruction and tailored instruction for each student. As we restructure the self contained settings for the coming year, each elementary campus will provide a STEP class for the students on their campus, thus allowing students to remain on their home campus with their peers.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Some students that receive special education services demonstrate limited academic success (on the end of year STAAR assessment).	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.
2	EB students are making slow linguistic progress as measured by TELPAS. Progressed 1 Level 51.72% Progressed 2 or More Levels 17.24% Total Progressing 65.52% Students Staying the Same 82.76% Students Regressing 51.72% *Each % shows the share of students who experienced that outcome in at least one proficiency. Students can appear in multiple categories since they may have different results	EB students are performing below grade level. The educational support in place consists of common ESL strategies and the same level of supports their English speaking peers are provided. They would benefit from specific support to increase their linguistic growth.

★ = Priority

Perceptions

Summary

The results of the Dodd Staff Climate Survey for the 2025-2026 academic year indicate a high level of satisfaction among our staff members; however, there are areas identified for improvement, particularly in the area of culture and morale of staff. 78% of staff members feel that morale at Dodd is high while 22% do not share this sentiment. These scores are an increase over the previous years 69% of staff who agreed that staff morale/climate was high, but this continues to indicate 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 2024-2025 survey highlighted the need for timely student discipline support, with 75% of respondents agreeing that this is currently being met, but 25% expressing dissatisfaction. This years survey indicates that discipline support is handled in a fair, consistent, and timely manner. This feedback indicates the improvement in our disciplinary processes, ensuring they are efficient and effective, and providing the necessary support to both students and staff in a timely manner.

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.

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
- Fair and timely discipline
- Positive communication between administrators and staff

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	There is a perception that campus morale is low.	Reports of negative interactions between colleagues, gossip, and negative attitudes about staff and students have contributed to the overall feeling of a negative campus culture. The lack of professionalism and confidentiality among some staff members must be addressed.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Some students that receive special education services demonstrate limited academic success (on the end of year STAAR assessment).	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.
2 ★	There is a perception that campus morale is low.	Reports of negative interactions between colleagues, gossip, and negative attitudes about staff and students have contributed to the overall feeling of a negative campus culture. The lack of professionalism and confidentiality among some staff members must be addressed.
3 ★	Third and fourth grade students did not meet the campus or state goals with their math scores.	Additional conceptual learning must take place in order for students to understand and build upon their learning.
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.	Teachers are ESL certified; however, a dual language/bilingual setting is needed for students who are newcomers to the U.S.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**

- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Intervention data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

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

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

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 2027, 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 Source: 2027 STAAR data (3rd-5th all subjects)

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

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	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

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	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

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	January	March	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 - Zearn (Math)
Kindergarten-5th grade - IXL (Reading and Math)
K-5 Bluebonnet RLA and Math Curriculum
3rd-5th grade Lowman Blitz and Warm Ups (Math)

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: IXL 211 - Title I Part A, , Zearn 211 - Title I Part A, , Lowman Blitz 199 - Local Funds (campus budget),

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	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 3rd grade students will be to score at the approaches level or higher on 2027 STAAR, and a focus for 4th and 5th grade students will be to maintain or grow from their STAAR accomplishment in 2026 to 2027.

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

Problem Statements: Student Learning 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Strategy 6

Students will participate in STEAM and library experiences to enhance what they are learning in core area instruction.

Strategy's Expected Result/Impact: Increased exposure to science, technology, engineering, art and math through STEAM classes. Students will an have increased access to library times with library para support.

Staff Responsible for Monitoring: Principal
STEAM para
Library para

Funding Sources: 211.11.61xx 211 - Title I Part A, $40,000

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November	January	March	June

Strategy 7

EB students will receive additional support from a dedicated EB/ESL certified teacher. The students will be monitored to ensure they student is performing at the target level.

Strategy's Expected Result/Impact: Students will demonstrate growth within their linguistic skills and perform on or above the academic targets.

Staff Responsible for Monitoring: Principal
Asst. Principal
EB Teacher

Problem Statements: Demographics 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	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.	Teachers are ESL certified; however, a dual language/bilingual setting is needed for students who are newcomers to the U.S.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Third and fourth grade students did not meet the campus or state goals with their math scores.	Additional conceptual learning must take place in order for students to understand and build upon their learning.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Some students that receive special education services demonstrate limited academic success (on the end of year STAAR assessment).	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.

Performance Objective 2 ☑ High Priority

By May 2027, 3rd-5th grade students will grow from 78% to 83% "Approaches Expectations", from 50% to 53% "Meets Expectation and above", and from 17% to 22% at the Masters level in all tested subjects.

Evaluation Data Source: 2027 STAAR data (3rd-5th all subjects)

Strategy 1

2026-2027 STAAR data, interim assessments, and aligned assessments will be disaggregated according to the sub-populations (White, Hispanic, 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

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	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

Formative Reviews

November	January	March	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Third and fourth grade students did not meet the campus or state goals with their math scores.	Additional conceptual learning must take place in order for students to understand and build upon their learning.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Some students that receive special education services demonstrate limited academic success (on the end of year STAAR assessment).	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.

Performance Objective 3

By May 2027, at least 83% of all 4th-5th grade students will demonstrate targeted growth scores on STAAR reading and STAAR math.

Evaluation Data Source: 2027 STAAR data

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
Students will be involved in tracking their data.

Staff Responsible for Monitoring: Principal
Asst. Principal
Teachers
Instructional Coaches
Students

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	January	March	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

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Strategy 3

Tutoring will be provided after the 2nd interim to target the final skills students needed to demonstrate mastery on STAAR. Lowman STAAR Blitz will be used for this intervention.

Strategy's Expected Result/Impact: to increase student performance on STAAR

Staff Responsible for Monitoring: Principal
Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: tutoring protocol 211 - Title I Part A, 211.11.6399, $1,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November	January	March	June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Third and fourth grade students did not meet the campus or state goals with their math scores.	Additional conceptual learning must take place in order for students to understand and build upon their learning.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Some students that receive special education services demonstrate limited academic success (on the end of year STAAR assessment).	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.

Performance Objective 4

By May 2027, at least 80% of 3rd-5th grade students will be reading on the expected level

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

Strategy 1

3rd - 5th grade students will be assessed during the school year (BOY and EOY) for progress monitoring.

Strategy's Expected Result/Impact: Results of BOY, EOY
Intervention lists through RTI

Staff Responsible for Monitoring: Principal
Asst. Principal
ELAR teachers
Instructional coaches

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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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 through RTI
STAAR results

Staff Responsible for Monitoring: Principal
Asst. Principal
ELAR teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Third and fourth grade students did not meet the campus or state goals with their math scores.	Additional conceptual learning must take place in order for students to understand and build upon their learning.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Some students that receive special education services demonstrate limited academic success (on the end of year STAAR assessment).	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.

Performance Objective 5

By May 2027, 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 Source: mClass reading inventory for each student
Campus data compilation

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 through RTI

Staff Responsible for Monitoring: Principal
Asst. Principal
ELAR teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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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 using Mclass Intervention materials.

Strategy's Expected Result/Impact: Intervention list through RTI

Staff Responsible for Monitoring: Principal
Asst. Principal
ELAR teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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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 Source: Mentor agendas
Professional development agendas
Lesson plans
Observations

Strategy 1

New PreK teachers will receive direct coaching from the ESC11 staff and district 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

Funding Sources: All Aboard registration for 1 teacher 199 - Local Funds (campus budget), $150

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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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
Team Leaders/Teachers
Instructional Coaches

Formative Reviews

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Strategy 3

All new 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: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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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: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews

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Strategy 5

All math teachers will attend Bluebonnet Math training.

Strategy's Expected Result/Impact: Teachers will become familiar with the new curriculum and prepared to facilitate quality instruction.

Staff Responsible for Monitoring: Principal
Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

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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 Source: Mentor assignments
Mentor meeting schedule
Mentor meeting agenda
End of year staff survey

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

Funding Sources: Mentor Stipend 199 - District Budget, $500

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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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

Formative Reviews

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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 Source: 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

Calendars will be utilized to communicate student academic and behavioral performance to parents on a daily 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

Formative Reviews

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Strategy 2

A systematic behavior 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:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

A reward incentive will be utilized at the end of each quarter for desired student behavior.

Strategy's Expected Result/Impact: Students will be encouraged and motivated to be at school, follow expectations, and put forth their best effort.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

Title I: 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 3

Opportunities will be provided for parent/community collaboration and involvement.

Evaluation Data Source: 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

Parents will have the opportunity to participate in the following activities throughout the year:
Parent input into classroom placement - April/May
PTO meetings - monthly
Dads in the House (aka 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
Turkey Trot - 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

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

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 4

Partner with the community to provide mentorship and after school clubs such as:
Run Club
Choir
Dads in the House (aka Watch DOGS)
KHS student interns - Education in Training Class
Robotics Club
NEHS
UIL teams
KHS Athletes for Literacy
House Ambassadors
Rockin' Readers

Evaluation Data Source: Club rosters
Club schedules

Performance Objective 5

Students will be provided with opportunities for encouragement and recognition for academic and behavioral success.

Evaluation Data Source: 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

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, Pawsitive Office Referrals, 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

Funding Sources: Brag tags, award certificates, character medals 199 - Local Funds (campus budget), $1,000, House Prizes - Token Tower 461 - Principals Fund, $750

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 6

Students will be provided with opportunities to increase their social/emotional and character development.

Evaluation Data Source: House meeting agendas/lessons
Guidance lessons/schedule
List of character award winners with behavior example

Strategy 1

The following school clubs/activities may be provided for students:
Robotics (3rd-5th)
Choir (4th-5th)
UIL competition (2nd-5th)
NEHS (4th-5th)
House Ambassadors (4th-5th)
House System (all staff and students)
Counseling groups with the school counselor

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

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

ESF Levers: Lever 3: Positive School Culture

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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. Twelve have been trained so far. House Oppia and House Yachay leaders need to attend.

Strategy's Expected Result/Impact: Instructional strategies to share with staff
Information to enhance the Dodd house system

Staff Responsible for Monitoring: Principal
Teacher

Funding Sources: Sonic Foundation Grants 461 - Principals Fund,

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

All staff will participate in Character Counts training to better understand and enhance our

campus' use of six different character traits.

Strategy's Expected Result/Impact: A common language will be developed for staff, students, and parents.
Students will be taught each of the six character traits using a calendar of training timelines.

Staff Responsible for Monitoring: Principal
Asst. Principal

Problem Statements: Perceptions 1

Funding Sources: Character Counts Training - funded by KEF grant 461 - Principals Fund,

Title I: 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 6 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a perception that campus morale is low.	Reports of negative interactions between colleagues, gossip, and negative attitudes about staff and students have contributed to the overall feeling of a negative campus culture. The lack of professionalism and confidentiality among some staff members must be addressed.

Performance Objective 7

We will create an atmosphere where teachers feel appreciated and valued.

Evaluation Data Source: Staff survey

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 6 times during the year hosted by our staff house groups (ie Fuel and Fun)

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

Formative Reviews

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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
Ongoing use of a help form to indicate if staff need support in an area

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

Formative Reviews

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Strategy 3

Utilize quarterly 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

Funding Sources: Alpaca Staff Pulse Surveys and Celebration Packs 461 - Principals Fund, $2,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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State Compensatory Education

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 Summary

Title I Personnel

Name	Position	Program	FTE
Crystal Brooks	Paraprofessional	Schoolwide	1
Meg Hunter	Paraprofessional	schoolwide	1