

MARY LOU DODSON EL

Dodson Elementary Campus Improvement Plan

2026/2027

Every Child. Every Day. Every Opportunity.

Shannon Heuss
300 E. Lavon Trail Parkway
972-843-6250
shannon.heuss@communityisd.org

Date Reviewed:

Date Approved:

Comprehensive Needs Assessment

Demographics

Demographics Strengths

The campus serves a diverse student population that contributes to an inclusive learning environment.

The campus maintained an average daily attendance rate of 95.17%, demonstrating consistent student participation.

Favorable class sizes support relationship-building and individualized instruction.

The campus serves a diverse population, including 28.5% Emergent Bilingual students and 49.8% economically disadvantaged students, allowing opportunities to provide targeted supports and culturally responsive instruction.

Staff have established systems that foster a welcoming environment for students and families as enrollment continues to grow.

Demographics Weaknesses

As part of a rapidly growing district, the campus experienced significant student mobility during the 2025–2026 school year, enrolling 103 new students while continuing to experience student withdrawals throughout the year.

Frequent enrollment changes require ongoing review of student records, scheduling, program placement, and intervention services.

Student mobility can delay continuity of instruction and relationship-building for newly enrolled students.

Demographics Needs

Maintain efficient enrollment and onboarding procedures that allow new students to transition successfully into the campus community.

Ensure cumulative records, assessment data, accommodations, intervention history, and language support information are reviewed promptly to provide appropriate services.

Continue refining transition procedures that help students and families become connected quickly while minimizing instructional disruptions.

Monitor enrollment and mobility trends to proactively plan staffing and student support services.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

Students demonstrated significant academic growth in reading and mathematics during the 2025–2026 school year. i-Ready diagnostic data showed the percentage of students performing at or above grade level increased to 66% in both reading and mathematics by the end of the year.

Reading achievement was a campus strength, with strong performance across multiple grade levels, including Grade 5, which earned a projected B in Academic Achievement.

Emergent Bilingual students demonstrated strong academic performance across tested grade levels, meeting or exceeding campus averages in several reading and mathematics indicators.

Teachers regularly analyze assessment data through PLCs and utilize diagnostic information to monitor student progress and adjust instruction.

Student Achievement Weaknesses

Although students demonstrated strong academic growth, the percentage of students achieving the Meets and Masters Grade Level standards remains below campus expectations in several tested subjects

. Mathematics performance, particularly in Grade 5, continues to lag behind reading performance at the Meets and Masters levels.

Achievement gaps persist for students receiving Special Education services, as well as for some Economically Disadvantaged and At-Risk student groups, particularly at higher performance levels.

Student Achievement Needs

Increase the percentage of students achieving the Meets and Masters Grade Level standards across all tested subjects.

Strengthen Tier 1 instruction through consistent implementation of rigorous instructional practices that require students to analyze, justify, explain, problem solve, and apply their learning.

Reduce achievement gaps for students receiving Special Education services while continuing to support high levels of achievement among Emergent Bilingual students.

Utilize PLCs and student data to refine instruction, intervention, and enrichment opportunities based on identified student needs.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

Staff builds strong relationships with students and families, creating a safe, supportive, and inclusive school culture.

Teachers are committed to student success and work together through PLCs to support instructional planning and problem solving.

The campus provides opportunities for families to participate in school events and has established partnerships with community organizations.

School Culture and Climate Weaknesses

Communication between stakeholders can be strengthened to ensure staff and families have a shared understanding of campus expectations.

Staff attendance and punctuality impacts the overall school climate.

School Culture and Climate Needs

Consistent communication between families and staff.

Opportunities for parents to gain more information regarding the campus academic strengths and weaknesses.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Dedicated and student centered staff who are committed to providing high-quality instruction.

Collaborative professional culture that encourages teamwork, shared problem-solving and continuous learning.

Staff Quality, Recruitment and Retention Weaknesses

Recruitment of highly qualified candidates remains competitive.

Staff retention is impacted by workload and demands creating a need of continued support.

Leadership capacity among staff is developing and opportunities to expand teacher leadership is needed.

Staff Quality, Recruitment and Retention Needs

Increase staff retention through meaningful recognition, mentoring, and opportunities for professional growth.

Develop leadership capacity by providing leadership opportunities and coaching.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

The campus has adopted a comprehensive, standards-aligned curriculum that provides teachers with a consistent instructional framework and clear learning expectations across grade levels.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

Collaborative PLCs provide opportunities for teachers to analyze student data, share instructional strategies, and plan lessons together.

Multiple assessment measures are used to monitor student progress and inform instructional decisions throughout the year.

Curriculum, Instruction and Assessment Weaknesses

This is the first year the campus has implemented a fully established curriculum, requiring teachers to build familiarity with curriculum resources, lesson internalization, and aligned instructional practices.

Tier 1 instructional practices are not consistently implemented across classrooms, resulting in varying levels of student engagement and academic performance.

Data is not consistently used to drive instructional decisions, intervention planning, and differentiation for all learners.

Curriculum, Instruction and Assessment Needs

Build teacher capacity in implementing the newly adopted curriculum through ongoing professional learning, coaching, collaborative planning, and lesson internalization to ensure consistent, high-quality instruction.

Strengthen the PLC process by focusing on curriculum implementation, data analysis, collaborative planning, and monitoring student progress.

Increase the percentage of students performing at the Meets and Masters levels in all tested subjects while increasing the percentage of students performing on or above grade level in non-tested content areas through rigorous Tier 1 instruction and frequent formative assessment.

Family and Community Involvement

Family and Community Involvement Strengths

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

The campus fosters positive relationships with families through regular communication, family events, and opportunities for parent involvement.

Strong community partnerships provide additional resources, programs, and support for students and families.

The campus offers a welcoming environment that encourages families to participate in school activities and engage in their child's education.

Family and Community Involvement Weaknesses

Volunteer and community partnership opportunities can be expanded to increase support for students, staff, and campus programs.

Family and Community Involvement Needs

Increase meaningful family engagement by providing a variety of opportunities for families to participate in school events, learning activities, and campus decision-making.

Strengthen two-way communication by utilizing multiple communication platforms and seeking regular family feedback to improve engagement and collaboration.

School Context and Organization

School Context and Organization Strengths

The campus maintains a safe, welcoming, and student-centered learning environment where students and staff feel valued and supported.

Campus leadership is committed to continuous improvement by using data, stakeholder feedback, and collaborative decision-making to guide school improvement efforts.

Staff work collaboratively across grade levels and departments to support campus goals and provide a cohesive educational experience for students.

School Context and Organization Weaknesses

Comprehensive Needs Assessment

Operational systems and organizational structures continue to be refined to improve efficiency, communication, and consistency.

The alignment of campus initiatives and priorities can be strengthened to ensure staff have a clear focus and shared understanding of expectations.

School Context and Organization Needs

Establish and consistently implement campuswide systems and procedures that promote efficiency, consistency, and accountability across all areas of the school.

Strengthen organizational structures and communication processes to ensure staff are informed, supported, and aligned with campus priorities.

Develop a cohesive system for monitoring campus goals and initiatives through regular progress monitoring, collaborative planning, and data-informed decision-making.

Technology

Technology Strengths

Students and staff have access to technology resources that support communication, organization, and learning when used in alignment with district expectations.

Teachers are developing purposeful ways to incorporate technology to enhance student engagement, collaboration, and access to learning resources.

The campus benefits from district technology systems and support that provide resources, troubleshooting assistance, and guidance for effective technology use.

Technology Weaknesses

Technology integration varies among classrooms, resulting in inconsistent use of digital tools and resources across grade levels.

Technology Needs

Comprehensive Needs Assessment

Technology Needs (Continued)

Provide ongoing professional learning and support to help staff effectively utilize technology within district guidelines and identify meaningful opportunities for technology integration.

Establish consistent campus expectations for technology use that align with district policies while supporting student engagement, digital skills, and instructional goals.

Continue refining technology systems and communication processes to ensure staff and students understand expectations and have access to appropriate resources and support.

MARY LOU DODSON EL

Mission

We are committed to starting strong, staying consistent, and getting better every day through high-quality instruction, meaningful relationships, and a relentless belief that every student can succeed.

Vision

Every student, every educator, every day—growing stronger together.

Nondiscrimination Notice

MARY LOU DODSON EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

MARY LOU DODSON EL

Goal 1. Increase student academic achievement through strong Tier 1 instruction and data-driven decision making.

Objective 1. Increase the percentage of students scoring at Meets Grade Level standard in all tested subjects by at least 10 percentage points from previous year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure consistent implementation of high-quality of Tier 1 instruction in every classroom. (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 1,1.1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	All teachers, Assistant Principals, Campus Administration, Classroom Teachers, Instructional Coaches, Leadership Team	August to May		Criteria: Walkthrough data, T-TESS observations, lesson plan reviews, PLC artifacts, and student achievement data will demonstrate consistent implementation of Tier I instructional practices across classrooms, with 90% of classrooms meeting campus expectations by the end of the school year.
2. Increase opportunities for students to engage in higher-level questioning, academic discourse, and rigorous tasks aligned to the TEKS. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	All Staff, Classroom Teachers, Leadership Team	August to May		Criteria: Walkthrough data will show an increase in these strategies. PLC meetings will focus on implementation discussions.

MARY LOU DODSON EL

Goal 1. Increase student academic achievement through strong Tier 1 instruction and data-driven decision making.

Objective 2. Increase the percentage of students scoring at the Masters Grade Level standard in all tested subjects by at least 5 percentage points from previous year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase opportunities for rigorous, high-level thinking through Tier 1 instruction. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	All teachers, Campus Principals & Assistant Principals, Leadership Team	August-May		Criteria: Walkthrough data demonstrates increased use of rigorous questioning and higher-level tasks in classrooms. Lesson plans and student work samples reflect opportunities for application, analysis, and evaluation. Student performance on formative assessments shows increased mastery of grade-level standards.

MARY LOU DODSON EL

Goal 1. Increase student academic achievement through strong Tier 1 instruction and data-driven decision making.

Objective 3. Close achievement gaps among student groups through targeted interventions and differentiated instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement targeted, data-driven interventions and progress monitoring for identified student groups. (Target Group: EB, SPED) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Campus Principals & Assistant Principals, Instructional Coaches, Special Education Teachers, Teachers	August-May		Criteria: Progress monitoring data demonstrates academic growth for Special Education and Emergent Bilingual students. PLC documentation reflects data analysis, intervention planning, and adjustments to instruction. Increased percentage of identified student groups meeting growth goals on district assessments, i-Ready, and STAAR.
2. Administer iReady Diagnostic at BOY, MOY, and EOY windows; hold a structured PLC data-dig immediately following each window to identify trends and regroup students. (Strategic Priorities: 2) (ESF: 5.3)	Administrative Team, All teachers	August to May		Criteria: BOY to EOY iReady growth

MARY LOU DODSON EL

Goal 1. Increase student academic achievement through strong Tier 1 instruction and data-driven decision making.

Objective 4. Increase the percentage of students in non-tested grade levels performing at or above grade level on the iReady Diagnostic in Reading and Math by at least 10 percentage points from beginning of year to end of year assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement targeted small-group instruction (Braves Time) based on iReady diagnostic data. (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 4.1,5.3)	Instructional Coaches, Teachers	May 2027		Criteria: iReady growth reports show a 10-point increase in students at/above grade level from BOY to EOY; small-group logs show consistent use of diagnostic data to form groups
2. Provide teachers with training and ongoing support on using iReady data to differentiate instruction. (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 5.3)	Administrative Team, Instructional Coaches	September-May		Criteria: PLC artifacts and walkthrough data show teachers using iReady pathways/lessons; mid-year iReady checkpoint shows growth trending toward the 10-point target.

MARY LOU DODSON EL

Goal 2. Strengthen the PLC process to ensure collaborative planning, data-driven instruction, and shared accountability for student learning.

Objective 1. Ensure all grade level teams engage in weekly PLC meetings with a consistent agenda.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and distribute a standard PLC agenda template used by all grade-level teams. (Strategic Priorities: 2) (ESF: 4.1,5.3,5.4)	Administration, Instructional Coaches, Team Leads	August-May		Criteria: Weekly PLC agendas/minutes on file for all teams reflecting consistent structure.
2. Administrators and instructional coaches rotate attendance at PLCs to monitor fidelity and provide real-time coaching feedback. (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.2,5.3)	Administration, All teachers	August-May		Criteria: Master schedule reflects protected PLC time; sign-in sheets/attendance logs show 100% of teams meeting weekly.

MARY LOU DODSON EL

Goal 2. Strengthen the PLC process to ensure collaborative planning, data-driven instruction, and shared accountability for student learning.

Objective 2. Increase the use of student data to drive instructional decisions and intervention planning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a data protocol for PLCs to analyze common assessment and progress-monitoring data. (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,5.3)	Administration, Instructional Coaches	August-May		Criteria: PLC data protocol documents on file; evidence of instructional adjustments following data review.
2. Provide teachers professional development on data analysis tools and interpreting assessment results. (Target Group: All) (Strategic Priorities: 2) (ESF: 5.2,5.3)	Administration, Instructional Coaches	August-May		Criteria: PD sign-in sheets/agendas; increased teacher confidence and use of data reflected in walkthrough/PLC observations.
3. Maintain a campus data tracker, updated each benchmark cycle, showing student-group progress toward growth goals. (Strategic Priorities: 2) (ESF: 1.1,5.1,5.3)	Administration, Curriculum Coordinators, Instructional Coaches	August to May		
4. Implement a common "data-dig" protocol after each common assessment/benchmark requiring teams to identify trends, reteach targets, and adjust grouping. (Strategic Priorities: 2) (ESF: 5.1,5.3,5.4)	Administration, All teachers, Instructional Coaches	August to May		Criteria: Quarterly assessment data, iReady data, Demonstrations of Learning trackers

MARY LOU DODSON EL

Goal 2. Strengthen the PLC process to ensure collaborative planning, data-driven instruction, and shared accountability for student learning.

Objective 3. Improve alignment of instruction, assessment, and TEKS across classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct vertical/horizontal alignment audits of lesson plans, scope & sequence, and assessments each nine weeks to confirm TEKS coverage and pacing consistency. (Target Group: All,AtRisk) (Strategic Priorities: 2) (ESF: 4.1,5.2,5.3,5.4)	Administration, Instructional Coaches	August-May		Criteria: Alignment meeting notes and updated pacing guides on file; lesson plans reflect TEKS-aligned instruction.
2. Provide calibration training on unpacking TEKS and building common formative assessments aligned to standards. (Target Group: All) (Strategic Priorities: 2) (ESF: 4)	Administration, All teachers, Instructional Coaches	August-May		Criteria: Audit reports identify and document closed gaps between instruction, assessment, and TEKS.

MARY LOU DODSON EL

Goal 3. Create a safe, positive, and welcoming learning environment where every student and staff member feels valued.

Objective 1. Increase student attendance rate to a cumulative rate of 96% by May 2027.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a daily attendance monitoring/early-warning system flagging students at 3, 5, and 10 absences for tiered intervention and parent contact. (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 3.1,3.3,3.4)	All teachers, Assistant Principals, Attendance Committee, PBIS Committee Member, PEIMS Clerk, Team Leads	August-May		Criteria: Attendance data shows a reduction in chronic absenteeism; cumulative rate reaches 96% by year end.
2. Recognize and incentivize strong attendance through monthly celebrations tied to campus attendance data. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.3,3.4)	Administration, All Staff, Counselors	August to May		Criteria: Monthly attendance reports show improved rates; incentive participation data on file.

MARY LOU DODSON EL

Goal 3. Create a safe, positive, and welcoming learning environment where every student and staff member feels valued.

Objective 2. Reduce discipline referrals by 5%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement PBIS (Positive Behavioral Interventions and Supports) utilizing the Capturing Kids Hearts framework expectations and reward systems campus-wide. (Target Group: All) (ESF: 1.2,3.1,3.2)	All Staff	August to May		Criteria: Discipline referral data shows a 5% decrease from prior year; PBIS implementation checklist completed.
2. Use a restorative-conversation protocol as the first response to minor incidents, prior to office referral. (Target Group: All) (Strategic Priorities: 1) (ESF: 3.2,3.3)	Administration, Assistant Principals, Counselors	August to May		Criteria: PD attendance logs; walkthrough data shows use of restorative/classroom management strategies; referral data trending downward.

MARY LOU DODSON EL

Goal 3. Create a safe, positive, and welcoming learning environment where every student and staff member feels valued.

Objective 3. Strengthen relationships among students, staff and families.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement structured relationship-building practices (e.g., Good Things, morning meetings, Launches, Social Contracts, the four questions) in every classroom. (Target Group: All) (Strategic Priorities: 2) (ESF: 3.1,3.2,3.3)	All Staff	August to May		Criteria: Walkthrough data shows consistent implementation; student survey data reflects improved sense of belonging.
2. Host regular staff and student recognition/relationship-building events. (Strategic Priorities: 4) (ESF: 1.2,3.2,3.3)	Administration, Sunshine Committee Members, Team Leads	August to May		Criteria: Event calendar and participation records; climate survey data shows improved relationship indicators.

MARY LOU DODSON EL

Goal 3. Create a safe, positive, and welcoming learning environment where every student and staff member feels valued.

Objective 4. Improve staff morale by increasing scores on climate surveys.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer a climate survey each semester and share/act on results through a staff-led action committee. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administrative Team, Instructional Coaches, Leadership Team	August to May		Criteria: Climate survey results show improved morale scores compared to prior year.
2. Implement regular staff recognition and appreciation events/communication (shout-outs, monthly celebrations). (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administration, Teachers, Team Leads	August to May		Criteria: Meeting minutes document staff concerns and resulting action steps; climate survey scores improve year over year.
3. Clarify and communicate staff attendance/punctuality expectations, with recognition for consistent attendance. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administration	August to May		Criteria: Staff attendance data; climate survey items on morale/expectations

MARY LOU DODSON EL

Goal 4. Strengthen partnerships with families and the community to support student success.

Objective 1. Increase meaningful family engagement by providing regular opportunities for families to participate in school events, learning activities, and campus decision-making.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Host a calendar of family engagement events each semester (academic nights, workshops, volunteer days) and track attendance to identify underserved groups. (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Assistant Principals, Campus Principals, Counselors, Team Leads	August-May		Criteria: Event calendar and sign-in records; participation trends by grade level/language group
2. Establish a welcome/transition process for newly enrolled families (orientation packet, campus tour, introduction to teacher and support staff) to support the new students enrolling mid-year. (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Assistant Principals, Campus Principals, Counselors	August-May		Criteria: Welcome-packet distribution log; new-family survey feedback

MARY LOU DODSON EL

Goal 4. Strengthen partnerships with families and the community to support student success.

Objective 2. Strengthen two-way communication with families through consistent, accessible platforms, including required Title I family engagement documentation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and distribute, in partnership with parents, a Parent and Family Engagement (PFE) policy describing Title I, Part A participation and strategies to build parent capacity, with translations available at no cost. (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Campus Principals & Assistant Principals, Counselors	August-May		Criteria: Sign-in sheets from parent input sessions; policy distribution records (English and translated versions)
2. Develop and distribute, in partnership with parents, a school-parent compact describing shared responsibility for learning, with translations available and a review/feedback opportunity at parent-teacher conferences. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	All teachers, Campus Principals & Assistant Principals, Counselors	August to May		Criteria: Sign-in sheets; parent feedback records from conferences
3. Use the attendance committee (PEIMS clerk and counselor) to build family-facing communication on attendance and punctuality expectations. (Strategic Priorities: 4) (ESF: 3.4)	Administration, All teachers, PEIMS Clerk	August to May		Criteria: Family communication log; attendance-committee meeting notes

MARY LOU DODSON EL

Goal 4. Strengthen partnerships with families and the community to support student success.

Objective 3. Expand volunteer and community partnership opportunities to increase support for students, staff, and campus programs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify and formalize at new community/business partnerships (mentoring, materials, guest speakers) building on existing relationships. (Target Group: All) (Strategic Priorities: 2) (ESF: 3)	All teachers, Campus Principals & Assistant Principals, Counselors, Team Leads	August-May		Criteria: Partnership agreements/MOUs on file
2. Recruit and coordinate a campus volunteer program with defined roles and a sign-up/tracking system. (Strategic Priorities: 2) (ESF: 3.1,3.4)	Counselors, PEIMS Clerk	August to May		Criteria: Volunteer sign-in/hours log

MARY LOU DODSON EL

Goal 5. Develop highly effective educators through continuous learning, collaboration, and leadership opportunities.

Objective 1. Improve teacher capacity through ongoing professional learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Build teacher capacity through targeted professional development, instructional coaching, collaborative PLCs, and regular feedback aligned to campus instructional priorities. (Strategic Priorities: 1) (ESF: 2,2.1)	Administration, Instructional Coaches	August-May		Criteria: At least 90% of teachers will demonstrate proficiency in the campus's identified instructional practices during walkthroughs and T-TESS observations, with each teacher participating in monthly coaching or PLC cycles focused on continuous improvement.
2. Develop a needs-based PD calendar aligned to walkthrough/TTESS trends and campus goals, with follow-up coaching cycles. (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,5.1,5.2)	Administration, Instructional Coaches	August to May		Criteria: DMAC walkthrough data, increased scores
3. Implement instructional coaching cycles (model lesson, co-teach, observe, feedback) for identified teachers. (Target Group: All) (Strategic Priorities: 2) (ESF: 1.1,1.2,5.2)	Administration, Instructional Coaches	August to May		Criteria: DMAC walkthrough data, student data for quarterly assessments

MARY LOU DODSON EL

Goal 5. Develop highly effective educators through continuous learning, collaboration, and leadership opportunities.

Objective 2. Foster a collaborative campus culture.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strengthen a collaborative campus culture by promoting shared leadership, regular PLCs, team-building activities, and opportunities for staff voice and recognition. (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,3.2,3.3)	Administration, Instructional Coaches, Leadership Team	August-May		Criteria: Staff climate surveys, one on one meetings with staff, PLC agendas
2. Establish and support teacher-leadership roles (team leads, committees) to build shared ownership of campus culture. (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1)	Administration, Team Leads	August to May		Criteria: Meeting agendas and sign in sheets, staff climate survey

MARY LOU DODSON EL

Goal 5. Develop highly effective educators through continuous learning, collaboration, and leadership opportunities.

Objective 3. Increase effective technology integration through professional learning and consistent campus expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing PD on district-approved technology tools and their instructional use, with follow-up coaching support. (Target Group: All) (Strategic Priorities: 4) (ESF: 5.2,5.3)	Administration, All Staff, Counselors	August to May		Criteria: PD sign-in sheets/agendas; walkthrough data shows increased tech use aligned to instruction
2. Establish and communicate consistent campuswide expectations for technology use aligned with district policy. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,5.2)	Administration, All Staff	August to May		Criteria: Published tech-use expectations document; staff acknowledgment records
3. Monitor technology integration through walkthroughs and provide targeted coaching where use is inconsistent. (Strategic Priorities: 4) (ESF: 5.2)	Administration, Instructional Coaches	August to May		Criteria: Walkthrough data showing reduced variance in tech integration across classrooms

MARY LOU DODSON EL

Goal 6. Build a culture of continuous improvement through intentional planning, consistent implementation, and ongoing reflection.

Objective 1. Monitor progress toward campus goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a campus-wide system of shared calendars, campus dashboard, and newsletters to communicate deadline reminders and tasks. (Target Group: All) (ESF: 1.1,1.2,3.1)	Leadership Team	August-May		Criteria: Criteria: Shared calendar usage and completion records Progress monitoring documentation Meeting agendas and follow-up records
2. Conduct quarterly CIP progress-monitoring meetings with the leadership team, reviewing data against each goal/objective. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,1.2)	Administration, Leadership Team	August to May		Criteria: Progress on the CIP
3. Share CIP progress updates with staff and the site-based decision-making (SBDM) committee each semester. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2)	Administration, Leadership Team	August to May		

MARY LOU DODSON EL

Goal 6. Build a culture of continuous improvement through intentional planning, consistent implementation, and ongoing reflection.

Objective 2. Increase consistency in instructional and operational practices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and distribute a campus instructional/operational handbook outlining consistent expectations and procedures. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.1,1.2,2.1,3.1)	Administrative Team, All teachers	May 2027		Criteria: Compliance and standard operating procedures followed
2. Conduct monthly calibration walkthroughs with the leadership team to ensure consistent application of look-fors and feedback, focusing on operations, safety, and building maintenance. (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2)	Administration, Leadership Team	August to May		Criteria: Maintenance requests, technology tickets, calibrated walkthroughs

MARY LOU DODSON EL Site Base

Name	Position
Heuss, Shannon	Principal
Jackson, Haley	General Education Teacher
Edmoundson, Kaylee	General Education Teacher
Parrish, Casey	General Education Teacher
Barr, Sandi	General Education Teacher
Gayken, Sheila	Special Education Teacher
Fitzpatrick, Dana	Paraprofessional
Korsberg, Laci	Parent
Schuler, Susan	Community Member
Bontrager, Greg	Business Member
Leon, Josie	Counselor
Chapman, Nicole	Instructional Coach
Willaby, Casey	Assistant Principal
Brinkley, Michael	District Level Rep