Wylie Independent School District



Dodd Elementary School

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth, Postsecondary Readiness

2026-2027 Campus Improvement Plan

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Mission Statement

Campus Mission Statement:

The Dodd community provides an atmosphere which ensures that all students become life-long learners while achieving their individual potential.

Vision

Campus Vision Statements:

- Dodd Elementary is a school family, where everyone feels valued, respected, and supported by others.
- Dodd Elementary actively promotes and utilizes collaboration between all stakeholders to work toward our common goals.
- Dodd Elementary nurtures and promotes caring, positive relationships.
- Dodd Elementary upholds high expectations for all students.

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Comprehensive Needs Assessment

Demographics

Summary

Dodd Elementary is a community of educators and families who work together to ensure that all students learn at high levels achieving their individual potential. We serve students in the Dodd neighborhood in grades K through 4th. We have a team of highly qualified educators who are themselves lifelong learners participating in various professional development opportunities throughout the school year including after school learning opportunities, 32 Foot Field Trips, monthly staff meetings, monthly leadership team meetings and weekly PLC meetings.

Due to our growing number of students that are at-risk, economically disadvantaged, and LEP, as well as moving in from out-of-state school districts, it is necessary that Dodd focus on serving these populations carefully by providing the services and accommodations needed to succeed within grade-level expectations. When staffing our campus, it would be beneficial to aim for diversity in educational teaching experience, without lowering our standards for hiring qualified staff members. Students at Dodd tend to stay here for all five years.

Updated subpopulations:

Total Students: 541

- 25.6% Hispanic-Latino 131
- 0.2% American Indian - Alaskan Native 1
- 13.5% Asian 69
- 15.3% Black - African American 78
- 0.4% Native Hawaiian - Pacific Islander 2
- 39.1% White 200
- 5.9% Two-or-More 30
- ELLs 136
- SPED 93
- Economically disadvantaged 254
- **There are currently 28 languages spoken on our campus.**
- **Our attendance rate is currently 95.9% over the last 90 days.**

We have a close relationship with our school PTA, increasing membership and participation from year to year. We welcome parents to volunteer on our campus through traditional room parent volunteers as well as the MODD Squad and Watch DOGS programs. We foster volunteerism, as well as welcoming high school students as mentors and students teachers working towards completing their course work to become educators. We welcome clubs to our school, promoting extracurricular activities for our students to participate in after school hours. We have noticed an increase in mobility of our students and families. Many new students to our school are coming from out of district or state and showing a need for intervention a majority of the time.

Strengths

The Dodd Community continues to grow and change, yet we are able to maintain an attendance rate above 95%. Additionally our population continues to become more culturally diverse over time, which provides our students and families with a rich educational experience. The continued engagement of our families and community members also contributes to the strengths of this campus. During the past year, we have worked to further increase our family engagement through our Title 1 family engagement nights and opportunities. These factors led to Dodd Elementary being named an inaugural Lone Star Ribbon School (formerly National Blue Ribbon School). This distinction was awarded in the fall of 2025.

Student Learning

Summary

3rd Grade

Reading STAAR:

- Comparing our 2025 STAAR data to our 2026 data, our students performed at lower levels of achievement with math scores
    - decreasing from 91% to 82% approaching grade level expectations,
    - decreasing from 76% to 64% meeting grade level expectations, and
    - decreasing from 47% to 41% mastering grade level expectations.
- This is an area of need and growth for our campus. Our goal for the 2026-2027 school year is to increase our reading scores in approaches, meets and masters in order to show growth.

Math STAAR:

- Comparing our 2025 STAAR data to our 2026 data, our students performed at lower levels of achievement (with the exception of masters level) with math scores
    - decreasing from 92% to 78% approaching grade level expectations,
    - decreasing from 67% to 61% meeting grade level expectations, and
    - increasing from 39% to 41% mastering grade level expectations. This is a celebration for the level of instruction in this grade level.
- This is an area of need and growth for our campus. Our goal for the 2026-2027 school year is to increase our math scores in approaches, meets and masters in order to show growth.

4th Grade

Reading STAAR:

- Comparing our 2025 STAAR data to our 2026 data, our students performed at similar levels of achievement with reading scores
    - decreasing from 88% to 86% approaching grade level expectations,
    - increasing from 68% to 73% meeting grade level expectations, and
    - decreasing from 47% to 48% mastering grade level expectations.
- This is an area of need and growth for our campus. Our goal for the 2026-2027 school year is to increase our reading scores in approaches, meets and masters in order to show growth.

Math STAAR:

- Comparing our 2025 STAAR data to our 2026 data, our students performed at lower levels of achievement with math scores
    - decreasing from 94% to 91% approaching grade level expectations,
    - decreasing from 82% to 77% meeting grade level expectations, and
    - decreasing from 51% to 46% mastering grade level expectations.
- This is an area of need and growth for our campus. Our goal for the 2026-2027 school year is to increase our math scores in approaches, meets and masters in order to show growth.

K-2 Reading Data:

In grades K-2, our BAS data indicates that our students are improving in Phonemic Awareness and decoding skills, but are still presenting with some gaps. This will continue to be an area of focus for our campus as we work with our curriculum and instruction team, as well as our Reading Interventionist and Title 1 Facilitator, to provide consistent phonics instruction and intervention. Purchases have been made to support Phonemic Awareness and decoding skills with our Title 1 funds.

The growth of our subpopulations of white, Hispanic, African American and special education for math will continue to be closely monitored to ensure high levels of achievement for these groups. In reading, we saw improvement all subpopulations and will

continue to monitor all students. As a Title 1 campus, we are using our resources and additional staff to support these student groups.

Strengths

MAP data shows a close correlation to STAAR. Our teachers are using this data to fill academic gaps and help with student achievement.

The data presented above shows a student strengths in both reading and math are in need of improvement. Our teachers will be using this data to set goals for the 2025-2026 school year and develop a systematic plan for intervention and extension.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	For the 2025-2026 school year students in K, 1st, and 2nd grades continue to struggle to meet end of year reading level expectations at the percentage expected on our campus.	The focus on phonics instruction has caused teachers to move away from the guided reading framework and rigorous questioning strategies. The BAS reading assessment did not align with the Science of Reading. Wylie READ will be implemented across campus this year to address this concern.
2 ★	For the 2025-2026 school year students in 2nd, 3rd, and 4th grades are struggling to meet their RLA growth projection at the meets and masters level expected on our campus.	Teachers confidence in MAP data and use of Student Profiles to target instruction are a concern. Lack of accountability for students using Progress Learning is another contributing factor.
3 ★	For the 2025-2026 school year students in 2nd, 3rd, and 4th grades are struggling to meet their math growth projection at the meets and masters level expected on our campus.	Teachers confidence in MAP data and use of Student Profiles to target instruction are a concern. Lack of accountability for students using Progress Learning is another contributing factor.
4	For the 2025-2026 school year emergent bilingual students struggled to meet growth expectations from the previous year.	Understanding the vocabulary and questioning used on assessments are issues for these students and need to be further addressed.

★ = Priority

School Processes & Programs

Summary

Dodd Elementary, a part of the Wylie ISD, is served by an administrative team of a Superintendent, Assistant Superintendents: Human Resources and Student Services, Finance and Operations, Curriculum and Instruction. Each assistants' department contains directors who manage programs serving throughout the district. A series of instructional specialists in the content areas and assigned by grade-spans work with individual campus's professional learning teams to facilitate the delivery of the district's highly effective written curriculum. Also a special education instructional specialist was hired to support instruction in both resource and inclusion.

All teachers have access to all the on-line and after school professional development available through the district as well as are supported on campus by a mentor who observes and works with them on their daily instruction and management.

The Interventionist on campus helps to intervene for our struggling students. Additionally, as a Title 1 campus, we have additional staff members: Instructional Facilitator and Paraprofessionals, to support student growth through intervention and purchasing resources.

Teachers have been trained in Guided reading in grades K-4. Additionally, all teachers in grades K-4 as well as special area teachers have completed TEA Reading Academy. Teachers also engaged in workshop math working on specific skills with students. Unit assessment data, MAP growth, BAS, and other assessments are used to level groups and meet students where they are working instructionally.

This school year, our campus has added 2 dual language first grade classes. Additionally, we have 3 Special Education Units on our campus giving that serve students with unique learning and behavioral needs. These programs help foster a diverse and inclusive environment.

Strengths

We welcome the support and guidance of our instructional specialists in the form of modeling lessons, observing lessons and/or meeting with teams to help unpack IFDs and help with instructional planning. Our Reading and Math Interventionists alongside our Title 1 Instructional Facilitator are also able to provide modeling of best practices and meeting with teams for instructional planning purposes.

We consistently meet weekly in our professional learning communities answering the four questions to guide instruction. During our PLC time, we use data to drive intervention groups, whether students need reteach or extension. We have built intervention time into our master schedule. This allows teachers to meet with MTSS students several times per a week. Our intervention time also provides protected time for special area teachers and interventionists to serve students in small group settings. Our GT teacher pulls students identified as gifted and talented for extension weekly as well.

Teachers and instructional paraprofessionals are trained using the LLI kits, Heggerty Phonemic Awareness resources, Flyleaf Decodables and UFLI Foundations for reading intervention. Math intervention kits are also being used with students during supplemental intervention time. Using Title 1 funds additional resources have been purchased for reading intervention: Heggerty Phonemic Awareness Curriculum for grades Pre-K through 2nd, Bridge the Gap for intervention in grades 3 and up, Flyleaf Decodables, Whole Phonics and UFLI Foundations to close the foundational reading gaps we discovered in our students as a result of our participation in TEA Reading Academy.

We have MTSS decision point meetings scheduled three times each year so that we can ensure students are getting the proper and most effective interventions they need to grow academically. Monitoring student progress is done often and communicated with the RtI team during PLCs as needed.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	We have discovered vertical inconsistencies in reading levels when transitioning from Kindergarten to First Grade, and First Grade to Second Grade.	The transition to decodable readers based on TEA Reading Academy learning. Lack of vertical conversations regarding reading instruction looking at how each grade level can better support students as they move to the next grade level

★ = Priority

Perceptions

Summary

The school promotes the Wylie Way Core Values which empowers all students and staff to have recognizable behavior. Because of the proactive nature of the Wylie Way lessons and the campus, bully incidences and DAEP referrals are low. Staff members have a feeling of mutual respect and support for one another. We experience a very low teacher turnover rate on this campus. This is a testament to the climate and culture on our campus.

It is apparent that our campus understands the importance of involving parents and the community in our school. We allow many opportunities for involvement through PTA, Watch DOGS, MODD Squad, parent nights, tutoring/mentoring opportunities, and other volunteering. Parents are communicated with regularly by the campus through the campus website, Parent Square, emails and flyers. All classrooms update their class website and send weekly newsletters. This past year, our parent survey showed in an increase in every area for school celebrations, parent involvement, teacher communication, and overall campus safety.

Additionally, our campus has a strong belief in the professional learning community at work model. Many of our staff have participated in the summer institute and we have implemented the best practices of the 3 pillars:

- Ensure that all students achieve at high levels,
- Establish a culture of collaboration, and
- Develop a results orientation;

and the 4 questions:

- What do we want our students to know and be able to do?
- How will we know when they have learned it?
- How will we respond when they do not learn it?
- How will we respond when they already know it?

into the culture of our campus.

Strengths

The teacher turnover rate on our campus was low this year. Our climate survey conducted Spring of 2025 showed that:

- Teachers have the autonomy to try new things in the classroom.
- Teachers are seen as being influential over bullying.
- The principal is concerned for students' safety and cares about the school community.
- Parents feel that teachers are responsive to phone calls and emails in a timely manner.
- Students are encouraged by their parents to do well in school and parents care about their grades.
- We provide many opportunities for our families to be involved in their child’s education.
- We are welcoming and inviting to parents and community members.
- We frequently communicate with our parents to keep them updated.
- The partnerships that we currently have are positive and support character development and instructional needs.
- We have established a strong volunteer partnership with First United Methodist Church in Wylie and Horace Mann Insurance.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Some families are unaware of events and volunteer opportunities on our campus.	Communication needs to be offered in a variety of ways to engage with all families including Email, Parent Square, Class/Grade Level Facebook, and hard copies of letters & flyers

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	For the 2025-2026 school year students in K, 1st, and 2nd grades continue to struggle to meet end of year reading level expectations at the percentage expected on our campus.	The focus on phonics instruction has caused teachers to move away from the guided reading framework and rigorous questioning strategies. The BAS reading assessment did not align with the Science of Reading. Wylie READ will be implemented across campus this year to address this concern.
2 ★	For the 2025-2026 school year students in 2nd, 3rd, and 4th grades are struggling to meet their RLA growth projection at the meets and masters level expected on our campus.	Teachers confidence in MAP data and use of Student Profiles to target instruction are a concern. Lack of accountability for students using Progress Learning is another contributing factor.
3 ★	For the 2025-2026 school year students in 2nd, 3rd, and 4th grades are struggling to meet their math growth projection at the meets and masters level expected on our campus.	Teachers confidence in MAP data and use of Student Profiles to target instruction are a concern. Lack of accountability for students using Progress Learning is another contributing factor.

★ = Priority

Goals

Goal 1 Foster a strong sense of community & ethical values in our students.

Performance Objective 1

Throughout the 2026-2027 school year, adults and students will have a common understanding regarding violence prevention and intervention.

Strategy 1

Implement Unity Day on October 21st. Adults and students will be invited to wear orange and unite together with kindness and acceptance.

Strategy's Expected Result/Impact: Students will write or draw ways to show kindness and acceptance, or stand up to bullying on strips of orange paper to create a chain to hang in the main hallway to symbolize our unity.

Staff Responsible for Monitoring: Counselor
Administrators
Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 2

Throughout the 2026-2027 school year, staff will encourage students to arrive to school on time each day that they are well enough to attend classes in order to maintain 95% attendance rate daily.

Strategy 1

Each Nine Weeks students with perfect attendance will be recognized during our awards assembly. They will be rewarded with a certificate and a small prize.

Strategy's Expected Result/Impact: Improved daily attendance rate

Staff Responsible for Monitoring: Classroom Teachers
PIEMS Clerk
Administrators
Counselor

Title I: 2.5.2

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 3

By the end of the 1st 9 weeks, adults and students will have a common definition and understanding regarding the core value of RESPECT and RESPONSIBILITY.

Strategy 1

Implement all activities on the September 16th Wylie Way Day.

Strategy's Expected Result/Impact: Completion of Wylie Way Lessons: Legacy

Staff Responsible for Monitoring: Campus administration
Counselor
Title 1 Facilitator
Teachers

Title I: 2.5.2, 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

Implement Unity Day Activities on October 21st.

Strategy's Expected Result/Impact: Students and staff wear orange and complete all activities within the lesson to improve student relationships and promote unity.

Staff Responsible for Monitoring: Campus administration, Title 1 Facilitator, teachers, counselor

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 4

By the end of the 2nd 9 weeks, adults and students will have a common understanding regarding the core value of CARING and GIVING.

Strategy 1

Adults and Students will participate in district food drive beginning October 26, 2026.

Strategy's Expected Result/Impact: Needed food was collected and boxed properly for delivery to the Christian Care Center.

Staff Responsible for Monitoring: Counselor
Campus Administration
Teachers

Title I: 2.5.2, 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Campus will participate in Wylie ISD Wylie Way Gives at Christmas beginning November 18, 2026.

Strategy's Expected Result/Impact: Christmas gifts provided to families in our community.

Staff Responsible for Monitoring: Counselor
Campus administration
Title 1 Facilitator
Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 5

By the end of the 3rd 9 weeks, adults and students will have a common understanding regarding the core value of GRIT and PREPARATION.

Strategy 1

Implement all activities on February 3rd Grit and Preparation Day.

Strategy's Expected Result/Impact: Completion of lessons will result in improved student work ethic and feelings of empowerment.

Staff Responsible for Monitoring: Counselor
Campus Administration
Title 1 Facilitator
Teachers

Title I: 2.5.2, 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 6

By the end of the 4th 9 weeks, adults and students will have a common understanding regarding the core value of GRATITUDE and CELEBRATION.

Strategy 1

Implement Ripples of Hope April 1st.

Strategy's Expected Result/Impact: Students, teachers, and staff receive and write Ripples of Hope to appreciate the impact of others in their lives and spheres of influence.

Staff Responsible for Monitoring: Counselor
Campus Administration
Title 1 Facilitator
Teachers

Title I: 2.5.2, 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

Implement all activities on April 15th for Day of Gratitude..

Strategy's Expected Result/Impact: Completion of lessons will result in students showing appreciation to those who make positive impacts in their lives on a daily basis.

Staff Responsible for Monitoring: Counselor
Campus Administration
Title 1 Facilitator
Teachers

Title I: 2.5.2, 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 3

Campus will participate in Day of Celebration on May 21st.

Strategy's Expected Result/Impact: Completion of activities for Day of Celebration will result in students past, Graduating seniors, and present feeling honored, valued, and celebrated.

Staff Responsible for Monitoring: Counselor
Campus Administration
Title 1 Facilitator
Teachers

Title I: 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Goal 2

Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 1

During the 2026-2027 school year, we will provide family engagement opportunities to involve and engage our parents and other family members in their student's education.

Strategy 1

Communication via Parent Square, Teacher phone calls, Skyward Emails, and Dodd Facebook posts will prepare families for returning to campus. Our Meet the Teacher night will welcome students and their families back to school.

Strategy's Expected Result/Impact: Families will be welcomed into the school with friendly faces and kind greetings.

Staff Responsible for Monitoring: Administrators and Staff

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Dodd Elementary will host our annual Reading Parade on September 4th to build reading engagement. This year we are partnering with families for One School Reads. All students will receive a copy of Revolutionary War on Wednesday to read at home with their families. This partnership between at home learning and the classroom is designed to increase family reading engagement and foster a lifelong love of reading.

Strategy's Expected Result/Impact: Improved reading engagement and achievement

Staff Responsible for Monitoring: Title 1 Facilitator
Administrators
Teachers

Funding Sources: books Title I, $5,500

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 3

Dodd Elementary will host Family Engagement and Education opportunities in conjunction with our Grade Level Musicals this school year. We will partner with our PTA to provide families attending their student's musical with opportunities to engage in the happenings on campus, and information to help them support their student's learning and transition between grade levels.

Strategy's Expected Result/Impact: improved student achievement
increased family engagement

Staff Responsible for Monitoring: Administrators
Teachers
Title 1 Facilitators
Interventionists

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 4

Dodd Elementary will host our annual Fall Family Reading Engagement Night on September 3rd. During this event dinner will be provided for the first 350 families by Credit Union of Texas and Smith Public Library will provide students with story time and the opportunity to sign up for a library card. Students will have the opportunity to select a book of their choice and create a hat to wear at the reading parade on September 4th. The Reading Interventionist and Title 1 Facilitator will host a parent education session "Helping your child read to succeed."

Strategy's Expected Result/Impact: Improved family engagement and involvement

Staff Responsible for Monitoring: Title 1 facilitator
Administrators
Campus Secretary

Title I: 2.5.2, 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 5

Dodd Elementary will host a spring family engagement night in conjunction with our PTA Family Fun and Fitness Night with experiences designed to engage students and families in STEAM learning opportunities.

Strategy's Expected Result/Impact: improved family engagement and involvement

Staff Responsible for Monitoring: Title 1 Facilitator
Administrators

Title I: 2.5.2

Formative Reviews

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Strategy 6

Dodd Elementary will provide families with resources to support the home-school connection using purple communication folders. These folders will also have reading comprehension questions for families to use during reading times at home. Additionally, math fact fluency probes have been added to support automaticity to aid in problem solving. Parents will receive education in how to use this resource on September 3 at our Fall Family Engagement Night.

Strategy's Expected Result/Impact: Increase family engagement in the learning process
Improved student performance in reading comprehension and math problem solving

Staff Responsible for Monitoring: Title 1 Facilitator
Classroom Teachers
Administrators

Funding Sources: Folders, Sheet protectors, Cardstock, Expo markers, paper Title I, $2,250

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 7

Dodd Elementary will provide every student with a token on his or her birthday to "purchase" a new book from our Book Vending Machine

Strategy's Expected Result/Impact: Improved reading engagement, growth and development

Staff Responsible for Monitoring: Title 1 Facilitator
Librarian
Campus Secretary
Administration

Funding Sources: Books for vending machine Title I, 6328, $5,000

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

For the 2026-2027 school year, at least 75% of kindergarten and first-grade students will score meets or above on Wylie READ by the end of the year.

Evaluation Data Source: Wylie READ data
Guided Reading Data Tracker

Strategy 1

Kindergarten and 1st teachers will implement the UFLI Foundations systematic and explicit phonics program and use Flyleaf Decodables in conjunction with Fountas and Pinnell Leveled Readers in Small Group Guided Reading with fidelity.

Strategy's Expected Result/Impact: Students will increase their reading level from BOY to MOY and EOY BAS data.

Staff Responsible for Monitoring: Administrators
Teachers
Reading Interventionist
Title 1 Facilitator

Funding Sources: Reading Stations Title I, $1,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

We will increase opportunities for students to utilize technology-based programs to increase early reading skills and comprehension. Computer labs open in the mornings before school and designated for Lexia, and Progress Learning.

Strategy's Expected Result/Impact: improved student achievement in reading
increased time in class for other learning opportunities

Staff Responsible for Monitoring: Reading and Math Interventionists
Teachers
Administrators

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

The PLC will identify students in need of targeted reading intervention through RtI. The Reading Interventionist and the Title 1 Facilitator will then implement K-2 reading interventions with fidelity based on student need as determined by BAS and MAP reading assessment data.

Strategy's Expected Result/Impact: Increase student BAS level
Improve student MAP and Unit Assessment scores

Staff Responsible for Monitoring: RtI Committee
Teachers
Administrators
Title 1 Facilitator
Reading Interventionists

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 4

The Title 1 Facilitator will implement the Scottish Rite Build program with First Grade students at risk for Dyslexia based on data provided by the kindergarten teachers from the previous school year.

Strategy's Expected Result/Impact: Close reading gaps
Improved BAS level and Reading MAP and Unit Assessment Scores

Staff Responsible for Monitoring: Administrators
Dyslexia Therapist
Title 1 Facilitator

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

Kindergarten Teachers will create CFAs to evaluate comprehension skills on a monthly basis to support and track student reading growth.

Strategy's Expected Result/Impact: Improved Reading MAP and BAS levels

Staff Responsible for Monitoring: Teachers
Administrators

Formative Reviews

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Strategy 6

The Dual Language Paraprofessional will use the Esperanza program to support dual language students in small groups.

Strategy's Expected Result/Impact: Close reading gaps
Improved BAS level and Reading MAP and Unit Assessment Scores

Staff Responsible for Monitoring: Dual Language Teachers
Administrators
ESL Teacher

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Performance Objective 3

For the 2026-2027 school year, second-grade students will achieve EOY Reading MAP projection of STAAR scores at 95% approaches, 76% meets, and 35% masters; third-grade students will achieve EOY Reading MAP projection of STAAR scores at 95% approaches, 80% meets, and 50% masters; and fourth-grade will achieve EOY Reading MAP projection of STAAR scores at 95% approaches, 78% meets, and 48% masters.

Evaluation Data Source: EOY MAP to STAAR projection
Unit assessment data
STAAR Scores

Strategy 1

The PLC will review MAP data to determine students' strengths and weaknesses in order to target skills and close the gaps. The PLC will determine students in need of intervention through the RtI process and these students will received targeted math intervention.

Strategy's Expected Result/Impact: Students' MAP data will show growth with students meeting their growth goals MOY and EOY.

Staff Responsible for Monitoring: Teachers
Administrators
Title 1 Facilitator
RtI Team

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Students will be invited to participate in our SMART Lab before school to use Progress Learning and the IXL program to help close math gaps.

Strategy's Expected Result/Impact: Student's MAP data will show growth after participation in SMART lab on a consistent basis.

Staff Responsible for Monitoring: Administrators
Interventionists
Teachers

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3

For the 2026-2027 school year students attending CAMP-L will expose student to Tier 2 vocabulary that support instruction in the classroom. We will measure success through the impact of student MAP scores (BOY, MOY, EOY).

Strategy's Expected Result/Impact: Improved performance on MAP

Staff Responsible for Monitoring: CAMP-L teachers
Classroom teachers
Administrators

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	June

Strategy 4

The Interventionist and the Title 1 Facilitator and Paraprofessional will implement reading interventions with fidelity based on student need as determined by Wylie READ and MAP testing BOY, MOY, and EOY.

Strategy's Expected Result/Impact: Student's MAP data will show growth as a result of interventions

Staff Responsible for Monitoring: Administrators
Math Interventionist
Title 1 Facilitator

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	June

Strategy 5

Second, Third and Fourth Grade RLA teachers will have access to resources and materials to support their students reading accuracy, fluency and comprehension.

Strategy's Expected Result/Impact: Improved Math MAP scores from BOY to EOY

Staff Responsible for Monitoring: Classroom Teachers
Reading Interventionist
Title 1 Facilitator
Administrators

Title I: 2.5.2

Formative Reviews

December	March	June

Performance Objective 4

For the 2026-2027 school year, third-grade students will achieve EOY Math MAP projection of STAAR scores at 92% Approaches, 80% Meets, 50% Masters; fourth-grade students will achieve EOY Math MAP projection of STAAR scores at 90% Approaches, 75% Meets, 50% Masters.

Evaluation Data Source: EOY MAP to STAAR Projection
Unit Assessment Data
STAAR Scores

Strategy 1

The PLC will review MAP data to determine students' strengths and weaknesses in order to target skills and close the gaps. The PLC will determine students in need of intervention through the RtI process and these students will received targeted reading intervention.

Strategy's Expected Result/Impact: Students' BAS and MAP data will show growth MOY and EOY

Staff Responsible for Monitoring: Teachers
Title 1 Facilitator
Administrators

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	June

Strategy 2

MAP Student Profiles will be utilized to create individualized Progress Learning skills trackers to help close math gaps in 2nd, 3rd, and 4th grades. Tier 2 and 3 students will be invited to SMART lab to do Math Fact Lab or Progress Learning before school.

Strategy's Expected Result/Impact: Student's MAP data will show movement to the next level

Staff Responsible for Monitoring: Administrators
Teachers
Interventionists

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

December	March	June

Strategy 3

For the 2025-2026 school year students attending CAMP-L will expose student to Tier 2 vocabulary that support instruction in the classroom. We will measure success through the impact of student MAP scores (BOY, MOY, EOY).

Strategy's Expected Result/Impact: Improved BAS and MAP scores

Staff Responsible for Monitoring: CAMP-L teachers
Classroom teachers
Administrators

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	June

Strategy 4

The the Title 1 Facilitator will oversee the implementation of math interventions provided by the Title 1 paraprofessionals with fidelity based on student need as determined by BAS and MAP assessments BOY, MOY, and EOY.

Strategy's Expected Result/Impact: Improved BAS and MAP scores

Staff Responsible for Monitoring: Title 1 Facilitator
Administrators

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	June

Strategy 5

Math teachers will have access to resources and materials to support their students math growth and achievement.

Strategy's Expected Result/Impact: Improved MAP and BAS scores

Staff Responsible for Monitoring: Classroom Teachers
Title 1 Facilitator
Administrators

Funding Sources: Math Stations Title I, $1,500

Title I: 2.5.2

Formative Reviews

December	March	June

Strategy 6

A teacher tutor will be hired to support third and fourth-grade growth in math.

Strategy's Expected Result/Impact: Improved math MAP data and STAAR projections

Staff Responsible for Monitoring: Title 1 Facilitator
Administrators

Funding Sources: teacher tutor Title I, $8,000

Formative Reviews

December	March	June

Performance Objective 5

For the 2026-2027 school year, 4th grade reading students will meet their expected growth projection for STAAR test at the end of the school year.

Evaluation Data Source: BOY, MOY, EOY reading MAP growth projection and scores
3rd to 4th STAAR comparison data

Strategy 1

Fourth grade teachers will utilize MAP data to set goals individually with students and put strategies in place to help them achieve their growth goal. The implementation of Progress Learning and Small Group Guided Reading with fidelity using the MAP learning profiles to guide their instruction will be an essential task.

Strategy's Expected Result/Impact: Achievement of MAP growth goal MOY and BOY
Improved BAS levels, MAP and STAAR scores

Staff Responsible for Monitoring: 4th Grade Teachers
Administrators
Intervention Team

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	June

Strategy 2

Reading Intervention and extension opportunities will be provided to students as needed during the regular school day, and the SMART lab will be open for students before school to work on technology programs to improve their reading performance. The Reading Interventionist, Title 1 Facilitator, and the Title 1 Paraprofessional will implement reading interventions with fidelity based on student need.

Strategy's Expected Result/Impact: Improved Wylie READ proficiency levels and Reading MAP and STAAR scores

Staff Responsible for Monitoring: Classroom Grade Level Teachers
Intervention Team
Administrators

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	June

Performance Objective 6

By the end of the 2026-2027 school year, 100% of the students in the Alpha Phonics Program will show and improvement in reading fluency by improving their reading accuracy.

Evaluation Data Source: TRSH progress measure increase of 3 words MOY and 5 words EOY

Strategy 1

The Alpha Phonics teacher will implement the Take Flight curriculum with fidelity

Strategy's Expected Result/Impact: Improved reading accuracy and fluency
Improved Dibbels reading rate and accuracy

Staff Responsible for Monitoring: Alpha Phonics Teacher
Administrators

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	June

Performance Objective 7

By the end of the 2026-2027 school year, Fourth Grade Students in Special Education will show a full year of growth in reading according their end of year reading level.

Performance Objective 8

Second Language Learners will continue to hit the academic growth target on TELPAS testing for the 2026-2027 school year.

Strategy 1

The ESL teacher will work with teachers and interventionists to ensure that students are receiving appropriate support in the areas of vocabulary development, writing and reading.

Strategy's Expected Result/Impact: 2nd, 3rd and 4th grade TELPAS scores
K-4th grade writing
Students understanding of the English language

Staff Responsible for Monitoring: Administrators
ESL Teacher

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	June

Goal 3 Encourage involvement in extracurricular activities to enhance character development and academic success.

Performance Objective 1

Dodd Elementary will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and School-Based Activities.

Strategy 1

We will implement Wellness Wednesday in which students and adults are encouraged to engage in healthy habits such as drinking more water, eating healthy snacks, and walking or other exercise.

Strategy's Expected Result/Impact: The Dodd Community will develop healthy habits.

Staff Responsible for Monitoring: Counselor
Administrators
Campus Wellness Team

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June

Strategy 2

We will promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.

Strategy's Expected Result/Impact: Improved student health

Staff Responsible for Monitoring: Administrators
Physical Education Teachers
Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June

Goal 4 Attract, retain, develop, and value a quality staff.

Performance Objective 1

Recruit highly effective teachers through networking, effective screening of applicants, thorough interviews and contacting references.

Strategy 1

The administration and campus leadership team will follow the district interview process in order to ensure the recruitment of highly effective teachers.

Strategy's Expected Result/Impact: Our campus will be staffed with highly qualified teachers and paraprofessionals.

Staff Responsible for Monitoring: Campus Administration
Campus Leadership Team

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

December	March	June

Performance Objective 2

Administration will provide ample opportunities for professional learning that supports professional growth, as well as campus/district goals.

Strategy 1

Administration will hold pre-conferences with each teacher to ensure understanding of each person's goals and how to support them in their areas of growth using the T-TESS evaluation model.

Strategy's Expected Result/Impact: Increase in number of focused, intentional professional development hours earned by staff.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

December	March	June

Strategy 2

Administration will plan needed professional development based on the immediate needs of the teachers, i.e. working with students with ASD, integration of the Progress Learning program, Alpha Phonics yearly training, etc.

Strategy's Expected Result/Impact: Strategies shared are observed during walkthroughs and observations.

Staff Responsible for Monitoring: Campus Administration

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

December	March	June

Strategy 3

The PLC will determine areas for teacher learning and learning specialists and campus personnel will be enlisted to provide teacher training experiences in their areas of expertise as part of the PLC process.

Strategy's Expected Result/Impact: Improved teacher learning and improved student performance

Staff Responsible for Monitoring: Administrators
PLC

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	March	June

Strategy 4

Staff will participate in meaningful staff development opportunities to improve campus culture

and positively impact student growth and development. Including, but not limited to attending Ron Clark Academy and CAMT.

Strategy's Expected Result/Impact: Improved staff and student attendance, Improved STAAR and MAP data points

Staff Responsible for Monitoring: Campus Administration

Funding Sources: Professional Development Title I, 6299 and 6411, $5,500

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

December	March	June

Performance Objective 3

Teachers and staff will be recognized for implementing instructional strategies, supporting the Core Values, and other campus/district goals.

Strategy 1

Administration will provide meaningful feedback through CWT by adding notes in the notes field.

Strategy's Expected Result/Impact: Feedback is provided in a timely manner.

Staff Responsible for Monitoring: Campus administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	March	June

Strategy 2

Teachers will be recognized during faculty meetings, Teacher of the Month, and through staff shout out boxes for the great things they are doing in their classrooms.

Strategy's Expected Result/Impact: Principal, Assistant Principal, and other staff will recognize teachers based on CWT and other areas where teachers are exceeding goals and expectations.

Staff Responsible for Monitoring: Campus administration
Campus staff
Teachers
Title 1 Facilitator

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	March	June

Strategy 3

PTA Luncheons will be held monthly as a means of support and appreciation for teachers.

Strategy's Expected Result/Impact: EOY Climate Survey improvement

Staff Responsible for Monitoring: PTA

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June

Performance Objective 4

Campus will provide opportunities for mentoring new staff members and future educators.

Strategy 1

Partnership with FYT Academy to help mentor new teachers to the district

Strategy's Expected Result/Impact: Surveys
Summative Conferences

Staff Responsible for Monitoring: Administration
Teachers
Coordinator for Recruitment

Title I: 2.5.3

Formative Reviews

December	March	June

Strategy 2

Partnership with local colleges and universities for pre-service teachers, as well as Wylie High School's AHMOteach program.

Strategy's Expected Result/Impact: Surveys
Participation count

Staff Responsible for Monitoring: Administration
Teachers
Coordinator for Recruitment

Title I: 2.5.3

Formative Reviews

December	March	June

Performance Objective 5

Identify teachers who need growth-for-improvement plans early in the school year in order to provide the support, training, and ample conversations needed to help in their content area.

Strategy 1

Hold preconferences with every teacher in September to identify early needs using T-TESS goals to drive conversations.

Strategy's Expected Result/Impact: Completed conferences will result in improved student performance

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

December	March	June

Strategy 2

Being purposeful with feedback during walkthroughs in order to support and grow those teachers that have identified areas that need to be addressed in a growth-for-improvement plan.

Strategy's Expected Result/Impact: Critical/crucial conversations had with teachers.

Staff Responsible for Monitoring: Administration

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

December	March	June

Strategy 3

Follow the Texas Teacher Evaluation and Support System and Goal Setting Professional Development Appraisal calendar and structure with fidelity to ensure observations, conversations and areas of growth support engaged learning in the classroom and help improve classroom instruction.

Strategy's Expected Result/Impact: Meetings with teachers will enhance student growth

Staff Responsible for Monitoring: Administration

Formative Reviews

December	March	June

Goal 5 Manage growth in a way that provides functional equity, financial responsibility, & assurance for all student needs.

Performance Objective 1

By May 2027, all funds raised at Dodd to improve our outdoor learning space and to provide campus wide resources for our Healthy Zone School initiative will be used.

Strategy 1

Hold campus fundraising events, including My Kindness Fundraiser to meet campus needs, i.e., outdoor learning center updates, and additional instructional resources and supplies.

Strategy's Expected Result/Impact: Money is donated and utilized appropriately

Staff Responsible for Monitoring: Administration
Teachers
Secretary
PE teacher
PTA

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

December	March	June

Performance Objective 2

By the end of the 2026-2027 school year, teachers will be better prepared to serve our growing EB population through training opportunities provided through PLC and Faculty meetings.

Strategy 1

RAZ plus will be purchased from Learning A to Z to provide an additional academic resource for our ELL students in grades 2 through 4. This resource is already purchased for K-1 students through district C&I budget funds.

Strategy's Expected Result/Impact: Teachers utilize the program in their classrooms during stations and small group guided reading and students utilize it at home.

Staff Responsible for Monitoring: Title 1 Facilitator
ELL Teacher
Campus administration
Teachers

Funding Sources: RAZ plus Title I, 6399, $3,000

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

December	March	June

Strategy 2

Dodd ELL teacher will train and work with teachers on how to use the Elevate and other programs as appropriate in regard to working with ELL students in the classroom.

Strategy's Expected Result/Impact: Teachers will be aware of individual student TELPAS levels as well as LPAC accommodations in order to facilitate student growth.

Staff Responsible for Monitoring: ELL Teacher
Classroom Teacher
Campus Administration

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

December	March	June

Performance Objective 3

Monies allotted in the Title 1 Budget and the compensatory fund will adequately serve our at-risk population.

Strategy 1

Identify our At-Risk population and what their academic needs include.
Utilize the funds to purchase resources that will academically support the identified needs of our at-risk population throughout the instructional day in small group guided reading, small group math and protected intervention time.

Strategy's Expected Result/Impact: Needs are identified during data analysis and RtI meetings. Purchases are made.

Staff Responsible for Monitoring: Administration
Counselor
Title 1 Facilitator
Teachers
Campus Secretary

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	June

Goal 6

Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce.

Performance Objective 1

We will enhance the value of student responsibility by implementing leadership strategies and opportunities, and goal setting for every child in all grade levels.

Strategy 1

Students will have opportunities to serve as leaders on campus through a variety of student appropriate jobs.

Strategy's Expected Result/Impact: Students will show leadership characteristics in class and teachers will direct them to areas of leadership such as cafeteria support, morning arrival duty, library support, and green team.

Staff Responsible for Monitoring: Counselor
Camp Administration
Teacher Leader Academy Member
Title 1 Facilitator
Teachers

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June

Strategy 2

Campus Wylie Way Leadership Team will increase excitement and engagement on Wylie Way days by providing extra decoration and activities that will enhance the lessons taught.

Strategy's Expected Result/Impact: PTA and Wylie Way Team will meet and plan days in advance to support classroom teachers as they present lessons that reflect our Wylie Way core values.

Staff Responsible for Monitoring: Campus Administration
Counselor

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June

Strategy 3

PTA will increase the involvement of students in the Kids PTA group.

Strategy's Expected Result/Impact: Students joining will have special activities to participate in at PTA events as well as have kids PTA meetings throughout the year.

Staff Responsible for Monitoring: Campus administration
PTA membership chair

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June

Strategy 4

Students will participate in Social Emotional Learning every Wednesday morning.

Strategy's Expected Result/Impact: Students will implement strategies taught to self-regulate their emotions independently on a more frequent basis

Staff Responsible for Monitoring: Counselor
Administrators
Classroom Teachers

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June

Strategy 5

Adults and Students will engage in Proactive Circles each Monday morning as a way to intentionally build community through a series of questions that allow for practicing empathy, self reflection, feeling and being heard, and learning more about one another.

Strategy's Expected Result/Impact: Increased Classroom Community
Fewer discipline referrals

Staff Responsible for Monitoring: Counselor
Administrators
Classroom Teachers

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June

Performance Objective 2

Implement Mapping Your Future Mondays, Think College Thursdays, and College Week March 8th - 11th to increase Post Secondary Education and Career opportunity awareness.

Strategy 1

Mapping Your Future Monday videos will be shown in each classroom highlighting career opportunities and educational pathways to success.

Strategy's Expected Result/Impact: Increase student knowledge of career opportunities

Staff Responsible for Monitoring: District Staff to provide videos
Administration
Teachers

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

Formative Reviews

December	March	June

Strategy 2

Students and Staff will be invited to wear a college shirt every Thursday throughout the school year. Additionally, all will participate in dress up days for College week, March 8-12, 2027

Strategy's Expected Result/Impact: Increased student awareness of college and career opportunities

Staff Responsible for Monitoring: Dodd Elementary Staff
Counselor

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June

Goal 7 Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff.

Performance Objective 1

Regular exterior door checks by administrators and our security officer.

Strategy 1

Interior and exterior doors will remain closed and locked at all times to ensure campus wide safety.

Strategy's Expected Result/Impact: Increased security

Staff Responsible for Monitoring: Dodd Elementary Staff
Security Officer

Formative Reviews

December	March	June

Performance Objective 2

State required drills for safety and security will be held as required. These include fire drills, inclement weather drills, lockdown drills, medical drills, etc.

Strategy 1

Support staff will ensure that all students exit the classroom and make it to the secure location during fire and inclement weather drills.

Strategy's Expected Result/Impact: Student safety in an emergency

Staff Responsible for Monitoring: Assistant Principal

Formative Reviews

December	March	June

Performance Objective 3

School Resource Officer assigned to our campus to do regular check-ins on campus and with families as needed. The officer also provides staff trainings on updates required regarding the safety of our campus.

Goal 8 Celebrate our excellence.

Performance Objective 1

Share achievements and success of our campus and students with families and the community through Parent Square, the Dodd Facebook Page, and S'more newsletter.

Strategy 1

Student celebrations both inside and outside of school will be read on morning announcements.

Strategy's Expected Result/Impact: Students will feel valued and appreciated as individuals

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June

Strategy 2

We will post pictures and information about various campus events via Parent Square and on our Dodd Elementary Facebook page.

Strategy's Expected Result/Impact: Improved parent climate survey results

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June

Strategy 3

At our Dino beat assemblies, we will recognize students who have exhibited Core Values and have been successful in the classroom.

Strategy's Expected Result/Impact: Improved student performance in the classroom

Staff Responsible for Monitoring: Administration
Teachers
Students

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June

Strategy 4

We will utilize electronic marquee to share our campus activities and celebrations including student birthdays and our Jimmy John's Student of the Week.

Strategy's Expected Result/Impact: Improved climate survey results

Staff Responsible for Monitoring: Administration
Community members
Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June

Strategy 5

For the 2026-2027 school year, positive office referrals will be implemented to celebrate student's demonstrating good citizenship including the Wylie Way Core Values.

Strategy's Expected Result/Impact: Increased positive character traits in students
Fewer student office referrals for negative behaviors

Staff Responsible for Monitoring: Administrators
Counselor

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June

Performance Objective 2

Staff will lead students to celebrate academic and extracurricular successes.

Strategy 1

UIL competition and Awards ceremony will recognize the students who excelled in the district UIL competitions.

Strategy's Expected Result/Impact: Student success in academic competition

Staff Responsible for Monitoring: Administration
UIL Coordinator and Coaches

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June

Strategy 2

Celebrate the Arts will showcase the choir and art projects submitted by students.

Strategy's Expected Result/Impact: Student success in Fine Art exhibitions

Staff Responsible for Monitoring: Choir and Art Teachers
Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

December	March	June

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Alison Greco	Paraprofessional	Title 1	
Rebecca Welch	Paraprofessional	Title 1	
Vicki Patterson	Instructional Facilitator	Title 1	

Committees

Committees

Campus Wide Improvement Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
October 6, 2026 @ 6:00 PM	Dodd Library	--	CIP and Family Engagement Meeting Agenda with minutes.pdf

Members

First Name	Last Name	Position	Committee Role
Rebecca	Welch	Title 1 Paraprofessional	Paraprofessional
Alison	Greco	Title 1 Paraprofessional	Paraprofessional
Crystal	Ensley	3rd Grade Teacher	Teacher
Stephanie	Wehner	Wylie PTA Council Member	Community Representative
Raynell	Veltkamp	Dodd PTA Vice President	Parent
Kalie	Sires	Dyslexia Teacher	LEA representative
Jodi	Thomas	ESL Teacher	Specialized Instructional Support
Lindsey	Ferrell	Assistant Principal	Principals
Crystal	Harrelson	Principal	Principals
Camille	McQuaid	First Grade Teacher	Teacher
Lorena	Reyes	Counselor	Non-Classroom Professional
Vicki	Patterson	Title 1 Instructional Facilitator	Non-Classroom Professional
Kimberly	Eisma	Wylie PTA Council Member	Community Representative
Megan	Benavides	Dodd PTA President	Parent
Jill	Vasquez	Director of Special Services	Non-classroom Professional

Funding Summary

Funding Summary

Title I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	books	--	$5,500.00
2	1	6	Folders, Sheet protectors, Cardstock, Expo markers, paper	--	$2,250.00
2	1	7	Books for vending machine	6328	$5,000.00
2	2	1	Reading Stations	--	$1,000.00
2	4	5	Math Stations	--	$1,500.00
2	4	6	teacher tutor	--	$8,000.00
4	2	4	Professional Development	6299 and 6411	$5,500.00
5	2	1	RAZ plus	6399	$3,000.00
				Sub-Total	$31,750.00
				Budgeted Fund Source Amount	$32,004.00
				+/- Difference	**$254.00**