



***Dodd Elementary School  
Campus Improvement Plan  
2009-2010***

**Grade Level: Pre-Kindergarten**

**Goal #1:** Pre-K students will be able to name 20 uppercase and 20 lowercase letters by EOY.

**Strategies:** Students will receive letter instruction in large group setting every day. Students will meet in a small group setting at least once a week to work strictly on letter recognition. Any students still struggling at MOY will have small group instruction increased to twice a week. Students will be provided opportunities daily in centers to practice these skills.

<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b><u>BOY</u></b>	<b><u>MOY</u></b>	<b><u>EOY</u></b>
Teacher and teaching assistant		Informal assessment tools used to help complete pre-k report card	%	%	%

**Summative Data:**

<b><u>Assessment Tool</u></b>	<b><u>Summative Data (Results)</u></b>	<b><u>Was the goal met?</u></b>	<b><u>Next Step toward success</u></b>

**Goal #2:** Pre-K students will demonstrate growth of phonological awareness skills (rhyming, onset/rime, alliteration, syllables, and words in a sentence) from BOY to EOY.

**Strategies:** Students will receive large group instruction on phonological awareness skills. Students will receive small group instruction based on results from CIRCLE focusing on the skills they are struggling with. Students will be provided opportunities daily in centers to practice these skills.

<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b><u>BOY</u></b>	<b><u>MOY</u></b>	<b><u>EOY</u></b>
Teacher and teaching assistant		CIRCLE assessment			

**Summative Data:**

<b><u>Assessment Tool</u></b>	<b><u>Summative Data (Results)</u></b>	<b><u>Was the goal met?</u></b>	<b><u>Next Step toward success</u></b>

**Goal #3:** Pre-K students will count orally from 1 to 30, recognize basic shapes (circle, square, triangle, rectangle and rhombus), and create simple patterns by

the EOY

**Strategies:** Students will receive instruction daily in large group to review the skills. Students will receive small group instruction once a week based on needs decided by assessment tools. Any students struggling with these skills at MOY will receive additional small group time. Students will be provided opportunities daily in centers to practice these skills.

<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Teacher and teaching assistant		CIRCLE Pre-K report card assessment tools observations			

**Summative Data:**

<b><u>Assessment Tool</u></b>	<b><u>Summative Data (Results)</u></b>	<b><u>Was the goal met?</u></b>	<b><u>Next Step toward success</u></b>

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**Grade Level: Kindergarten**

**Goal #1:** Kindergarten students will be developed on TPRI by EOY.

**Strategies:** Students at risk at BOY screening will receive additional small group and individual instruction to help insure that they are no longer at risk by EOY. Students who continue to be at risk at MOY will receive intense tutoring as well as small group and individual instruction so that by EOY testing they will be developed. We will involve the parents and provide additional activities for reinforcement at home.

<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Kindergarten teachers and support staff		TPRI			

**Summative Data:**

<b><u>Assessment Tool</u></b>	<b><u>Summative Data (Results)</u></b>	<b><u>Was the goal met?</u></b>	<b><u>Next Step toward success</u></b>
TPRI			Each teacher will conference with the parents of the children who are still developing. Parents will be given suggestions to use to help the child be successful. Materials will be sent home with these students to work

			with over the summer. Some will go to summer school.
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**Goal #2:** Kindergarten students will be developed in the areas of counting and number identification on MClass Math by EOY.

**Strategies:** Students will receive small group and individual instruction to meet their individual needs in math concepts. We will provide encouragement and support to parents as they help their child at home with ideas and activities that will reinforce the areas of concern for their child.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
Kindergarten teachers and support staff		MClass Math			

**Summative Data:**

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
MClass Math			The teachers will give parents suggestions and materials to use to work with their child at home to help the child be successful in math. Materials will also be sent home with these students to work with over the summer.

**Goal #3:** Kindergarten students will show mastery of the science bundles through the use of the CBAs.

**Strategies:** Students will participate in hands on experiments, projects and investigations to help them master the concepts of presented in our science bundles and to explore the world around them. We will use the district provided assessments to check for mastery.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
Kindergarten teachers and support staff		Science CBAs											

**Summative Data:**

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
CBA			These areas will be re-taught by the teacher. The Kindergarten teachers will look at the content area and

			make certain they are covering the science bundles fully.
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**Grade Level: First Grade**

<b><u>Goal #1:</u></b> All first grade students will publish three writing compositions during the school year.									
<b><u>Strategies:</u></b> Teachers will model the writing process daily; use Lucy Calkins and Six Traits writing as a resource.									
<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	
All first grade teachers		Three published writing in hallway.							

<b><u>Summative Data:</u></b>			
<b><u>Assessment Tool</u></b>	<b><u>Summative Data (Results)</u></b>	<b><u>Was the goal met?</u></b>	<b><u>Next Step toward success</u></b>
Published Writings			

<b><u>Goal #2:</u></b> All first grade students will achieve 70% or above on science CBA or show 12% growth.									
<b><u>Strategies:</u></b>									
<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	
All first grade teachers.		Science CBA'S							

<b><u>Summative Data:</u></b>			
<b><u>Assessment Tool</u></b>	<b><u>Summative Data (Results)</u></b>	<b><u>Was the goal met?</u></b>	<b><u>Next Step toward success</u></b>

<b><u>Goal #3:</u></b> All first grade students will have the basic understanding of addition facts to 18.					
<b><u>Strategies:</u></b>					
<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
All first grade teachers.		M-class			

<b><u>Summative Data:</u></b>			
<b><u>Assessment Tool</u></b>	<b><u>Summative Data (Results)</u></b>	<b><u>Was the goal met?</u></b>	<b><u>Next Step toward success</u></b>
MClass EOY			

***Grade Level: Second Grade***

<b><u>Goal #1:</u></b> All second grade students will show growth in fluency of math facts.					
<b><u>Strategies:</u></b> Students will participate in fluency stations, small group instruction, and timed tests.					
<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b><u>BOY</u></b>	<b><u>MOY</u></b>	<b><u>EOY</u></b>
All second grade teachers and support staff.		MClass and teacher assessments		88% Emerging	90% Proficient

<b><u>Summative Data:</u></b>			
<b><u>Assessment Tool</u></b>	<b><u>Summative Data (Results)</u></b>	<b><u>Was the goal met?</u></b>	<b><u>Next Step toward success</u></b>
Mclass			

**Goal #2:** 90 % of 2<sup>nd</sup> grade students will reach a DRA Level of 28 with 90 wpm fluency.

**Strategies:** Students will be assessed during the beginning, middle and end of the year with DRA and TPRI. These assessments will be used to monitor and assess progress on fluency, comprehension and accuracy on grade level texts. Teachers will use Intervention and research based strategies during small group direct instruction to meet the needs of their students.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
All second grade teachers and support staff		DRA	1 <sup>st</sup> grade EOY Scores of individual students	Level 24/80wpm 85%	Level 28/90 wpm 90%

90

**Summative Data:**

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>
DRA EOY			

**Goal #3:** All second grade students will publish four compositions this year.

**Strategies:** Students will write weekly in writer's workshop to become proficient writers. We will use a variety of writing process such as; Six Traits, Lucy Caulkins, Writing House and Empowering Writers.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11/12</u>
All second grade teachers and support staff													

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>BOY</u>	<u>MOY</u>	<u>EOY</u>
All second grade teachers and support staff		Writing Rubric	Emerging	Developing	Proficient

90

**Summative Data:**

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>

**Goal #4:** All second grade students will score a 70% or higher on Science CBA assessments.

**Strategies:** Teachers will provide TEKS based lessons using higher order thinking skills during Science instruction. Required labs will be completed to provide students with the background knowledge and necessary skills to draw conclusions communicate and discuss investigations.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	1	2	3	4	5	6	7	8	9	10	11/12
All second grade teachers and support staff		Science CBA											

**Summative Data:**

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>

**Goal #5** All 2nd grade students will identify and practice healthy habits on a daily basis therefore reducing their absences.

**Strategies:** Teachers will provide TEKS based lessons and practice good hygiene.

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	BOY	MOY	EOY
All second grade teachers and support staff		In Class Assessments			

**Grade Level: Third Grade**

**Goal #1:** 90% of students will achieve a fluency rate of 120 WPM by the end of the year.

**Strategies:** After school tutoring, progress monitoring, small group teaching/rotations, utilize Smart Lab and Alpha Phonics

<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	BOY	MOY	EOY
3rd Grade Team, Weeks		TPRI	90 WPM	105 WPM	120 WPM

**Summative Data:**

<u>Assessment Tool</u>	<u>Summative Data (Results)</u>	<u>Was the goal met?</u>	<u>Next Step toward success</u>

**Goal #2:** 100% of students will pass the math portion of the TAKS test

<b>Strategies:</b> In-school and after school tutoring, objective rotation rooms, small group teaching, utilize Smart Lab													
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	1	2	3	4	5	6	7	8	9	10	11/12
3rd grade Team, Support Staff		Mclass, TAKS test, CBA tests	CBA	CBA	CBA Benchmark	CBA	CBA	CBA	CBA Benchmark	CBA	CBA	CBA TAKS test	CBA

<b>Summative Data:</b>													
<u>Assessment Tool</u>			<u>Summative Data (Results)</u>			<u>Was the goal met?</u>			<u>Next Step toward success</u>				
<b>Goal #3:</b> All students will score a minimum of 70% on Science CBA's.													
<b>Strategies:</b> Utilize bundles, small group for re-teach, provide hands on manipulates for experiments													
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	1	2	3	4	5	6	7	8	9	10	11/12
3rd Grade Team Support Staff		Science CBA	CBA	CBA	CBA	CBA	CBA	CBA	CBA	CBA	CBA	CBA	CBA
<b>Summative Data:</b>													
<u>Assessment Tool</u>			<u>Summative Data (Results)</u>			<u>Was the goal met?</u>			<u>Next Step toward success</u>				

<b>Goal #4:</b> All students will be able to write a complete paragraph with supporting details, BME, that follows a complete thought and sequence.													
<b>Strategies:</b> Utilize write traits, small groups, consistency in writing. Discuss strategies with 1st and 2nd grade teachers.													
<u>Person Responsible</u>	<u>Funding Allocations</u>	<u>Assessment Tool</u>	<u>BOY</u>			<u>MOY</u>			<u>EOY</u>				
3rd grade team		4 published writing samples											

<b>Summative Data:</b>													
<u>Assessment Tool</u>			<u>Summative Data (Results)</u>			<u>Was the goal met?</u>			<u>Next Step toward success</u>				

<b>Goal #5:</b> All Alpha Phonic students will add a year growth or more in single word decoding and fluency.													
<b>Strategies:</b> Take Flight curriculum, fluency and sight word practice.													

<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b>BOY</b>		<b>EOY</b>
Alpha Phonics	Alpha Phonics/Dyslexia	TPRI, AP benchmarks	90 CWPM		110-120 CWPM

<b><u>Summative Data:</u></b>			
<b><u>Assessment Tool</u></b>	<b><u>Summative Data (Results)</u></b>	<b><u>Was the goal met?</u></b>	<b><u>Next Step toward success</u></b>
DRA, TPRI			

**Strategies:** Take Flight curriculum, small group testing

<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
Alpha Phonics, classroom teacher	Dyslexia	2009-2010 reading TAKS											

**Grade Level: Fourth Grade**

**Goal #1:** All Dodd fourth grade students will meet at least minimum expectations on math TAKS.

**Strategies:** Weekly "objective based rooms" for tutoring./ Additional tutoring with support staff

<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Assessment Tool</u></b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
4 <sup>th</sup> grade teachers		Math CBAs											
Special Education		Benchmarks											
		Math TAKS											
		G-Math											

<b><u>Summative Data:</u></b>			
<b><u>Assessment Tool</u></b>	<b><u>Summative Data (Results)</u></b>	<b><u>Was the goal met?</u></b>	<b><u>Next Step toward success</u></b>
Math CBAs			
Math TAKS			

**Goal #2:** All 4<sup>th</sup> grade students will meet at least minimum expectations on reading TAKS.

<b>Strategies:</b> Ability groups for guided reading					
<b>Person Responsible</b>	<b>Funding Allocations</b>	<b>Assessment Tool</b>	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>
4 <sup>th</sup> grade teachers ESL Special Education Alpha Phonic		Reading Benchmarks DRA – guided reading			

<b>Summative Data:</b> guided reading groups, using literacy closet material			
<b>Assessment Tool</b>	<b>Summative Data (Results)</b>	<b>Was the goal met?</b>	<b>Next Step toward success</b>
DRA			

<b>Goal #3:</b> All Dodd 4 <sup>th</sup> grade students will meet at least minimum expectations on science CBAs													
<b>Strategies:</b> Reinforcement of “I Can” statements and essential questions, vocabulary practice, required labs using the scientific method.													
<b>Person Responsible</b>	<b>Funding Allocations</b>	<b>Assessment Tool</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11/12</b>
4 <sup>th</sup> grade teachers		Science CBAs Lab reports Vocabulary games Science journals											

<b>Summative Data:</b> using essential questions and vocabulary from the bundles United Streaming for additional support			
<b>Assessment Tool</b>	<b>Summative Data (Results)</b>	<b>Was the goal met?</b>	<b>Next Step toward success</b>
CBAs			

<b>Goal #4:</b> All Dodd students will meet the minimum expectations on writing TAKS						
<b>Strategies:</b> Focus on the 6 Traits, writer’s notebook, modeling of each trait, and benchmarks						
<b>Person Responsible</b>	<b>Funding Allocations</b>	<b>Assessment Tool</b>	<b>1<sup>st</sup> 9-wks</b>	<b>2<sup>nd</sup> 9-wks</b>	<b>3<sup>rd</sup> 9-wks</b>	<b>4<sup>th</sup> 9-wks</b>
4 <sup>th</sup> grade teachers ESL, Special Ed Alpha Phonics		District writing days Campus writing days Classroom samples				

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<b><u>Summative Data:</u></b> scored and shared writings, integrated writing across the different subject areas			
<b><u>Assessment Tool</u></b>	<b><u>Summative Data (Results)</u></b>	<b><u>Was the goal met?</u></b>	<b><u>Next Step toward success</u></b>
Six Traits rubric TAKS			

CAMPUS SAFETY

<b><u>Goal:</u></b> The Dodd community will provide a safe facility to encourage a positive learning environment for all students.			
<b><u>Strategies:</u></b> Continually review and update the crisis management plan to ensure efficiency and effectiveness.			
<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Strategies</u></b>	<b><u>Comments on Progress/Success</u></b>
Dodd Staff	PTA and Campus Funds	Provide drug, fire prevention and bicycle safety awareness programs throughout the year.	
Principal		Crisis Plan will be practiced once a month throughout the year.	
Principal		Crisis Plan will be reviewed with staff at beginning of the school year and periodically throughout the year.	
Assistant Principal		Fire, tornado, and lock down drills will be practiced throughout the year.	

Technology Teacher		Facilitate the WatchDog program.	
Technology Teacher		Teach required Internet Safety TEKS and monitor student understandin	

<b><u>Summative Data:</u></b>			
<b><u>Assessment Tool</u></b>	<b><u>Summative Data (Results)</u></b>	<b><u>Was the goal met?</u></b>	<b><u>Next Step toward success</u></b>

<b><u>Goal:</u></b> Monitor students that are placed in the DAEP regarding academic progress as compared to all students at the campus.			
<b><u>Strategies:</u></b> Teachers will monitor work sent to students and provide support to DAEP teacher in order to maintain equivalent rigor to the classroom.			
<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Strategies</u></b>	<b><u>Comments on Progress/Success</u></b>
Classroom teacher			

<b><u>Goal:</u></b> Monitor students who are placed in the DAEP to prevent over-representation of students from economically disadvantaged families, with either racial representations, and students with a disability who receive special education and limited English proficiency services.			
<b><u>Strategies:</u></b> Keep in contact with the DAEP instructors to make sure the information being taught is of the same rigor as delivered in the classroom.			
<b><u>Person Responsible</u></b>	<b><u>Funding Allocations</u></b>	<b><u>Strategies</u></b>	<b><u>Comments on Progress/Success</u></b>
Dodd Staff			