

**David O. Dodd Elementary School
Comprehensive Needs Assessment & Plan Overview
2018-2019**

Focus Area 1: Cultivating a Culture of Leadership

Goal: To improve adult practices that support student achievement through distributive leadership among staff and students.

David O. Dodd practices distributive or shared decision-making to improve adult practices that support student achievement. We will continue to implement a "team" structure to reflect distributive leadership in our school community. Currently, our master schedule reflects adequate time for the various building level teams to meet regularly to improve instructional practices as well as engage with our parents and community stakeholders. We have assessed multiple indicators of effective practice to develop, implement and monitor team structure. **Our goal is that 100% of staff and students at David O. Dodd Elementary School will have a leadership role and have input on all decisions made during the school year.**

The discipline committee will develop a school-wide behavior plan that helps to cultivate leaders at Dodd. The plan will be comprised of expectations for each major area in the school, a flowchart that show the steps in the referral process, create a t-chart that outlines for teachers what behaviors are office managed and teacher managed behaviors. We will also intentionally teach rituals and routines to students during the first two weeks of school. All staff members at Dodd will assist in this effort. We will continue to make sure that our rituals and routines are in place to provide the structure and support needed for student achievement. **Our expectation is that 85% of students will meet their behavior goal each week. We will monitor using our data from our new office referral process.**

Current Practices:

- Selected individuals were members of the leadership team
- Selected students were given leadership roles in the school
- The school did not have a systematic way to deal with problematic behaviors.

Areas for Improvement:

- All decisions about the school will be made collaboratively with input from all stakeholders-staff members, students as well as parents.
- All students and staff will have a leadership role at the school.
- All students feel they are safe physically and emotionally at school.

- Students are then given the responsibility of teaching expectations during booster sessions. They will create videos to help teach expectations in each area.
- Students will learn how to tout our school on various social media outlets.

Researchers specifically examined how distributing leadership roles among all stakeholders increases student achievement increases and has a positive impact on the culture of the school. The study revealed that 93% of participants believed that giving students leadership roles directly impacted student achievement.

For our leadership practices to evolve and deepen, we have utilized the Shared Leadership Assessment Tool [<http://www.indistar.org/app/Resources/IndicatorResources/SharedLeadershipSelfAssessment.pdf>] to assess the current status of key elements of a shared decision-making system. The school team will engage in a book study that will illustrate for the team how to deepen their understanding of distributive leadership. The leadership team will visit schools that are fluent in distributing leadership among staff and students. The team will then build capacity with teachers and staff by coming back to share what they have learned from the school visits.

As an instructional leadership team, we have identified areas that need improvement. Each area is aligned to appropriate indicators of effectiveness. We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended to build greater leadership capacity in our school community. Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar.

Possible Indicators might include the following:

- **ID08:** The Leadership Team serves as a conduit of communication to the faculty and staff.
- **IE02:** The principal develops the leadership capacity of others in the school.
- **IE03:** Principal models and communicates the expectations of improved student learning through commitment, discipline, and careful implementation of sound practices.
- **IE10:** The principal celebrates individual, team and school successes, especially related to student learning outcomes.
- **IIIC08:** All teacher display classroom rules and procedures in the classroom
- **IIIA32:** All teacher interact with students reinforcing rules and procedures

- **IIIC10:** All teacher reinforce classroom rules and procedures by positively teaching them

Professional Development:

- Book Study-Leader in Me (Title I funds-\$250.00)
- Wise Ways Videos on building strong leadership teams
(<http://www.indistar.org/app/video.aspx?v=123>)
- School-based PD on creating, implementing and sustaining a school-wide behavior system(<http://www.indistar.org/app/video.aspx?v=73>, <http://www.indistar.org/app/video.aspx?v=74>, <http://www.indistar.org/app/video.aspx?v=75>.)
- School-based PD on addressing the needs of students exhibiting challenging behaviors.(www.pbisworld.org)
- Professional development around ways to celebrate students, staff, and school successes (Google Classroom, Class Dojo, Twitter, Facebook, etc.)

Other Support tied to specific Barriers:

- The leadership team will visit campuses that are fluent in distributing leadership among staff and students. The team will then build capacity with teachers and staff at Dodd.
- Colleague visits to other school who have implemented a school-wide behavior system
- District RTI coach provides assistance with building capacity as it relates to implementing school-wide behavior systems.

Evaluation:

We will monitor our implementation regularly by using (SMART) and will evaluate our practices using the Shared Leadership Assessment Tool in Indistar

(<http://www.indistar.org/app/DashboardDocs/LeadershipTeamSelf-AssessmentRubric.pdf>).

- Attend grade level team meetings
- Conduct informal classroom observations
- Administer culture and climate surveys to staff as well as students
- Analyze discipline and attendance reports monthly

Title I funds will be used to cover the cost of professional development and professional literature such as:

- **Leader in Me Book Study**- (\$250.00)

Focus Area 2: Effective Instructional Practice

Goal: To improve core instructional practices that support student growth.

Dodd Elementary will continue to use the team structure to ensure *sound instructional practices to support student achievement*. Within professional learning communities (PLCs), our instructional staff *will continue to refine and implement selected evidenced based strategies that have previously proven effective in our core content areas such as Kagan, R.I.S.E.* research in literacy, CGI/ECM to support math instruction and Step Up to Writing to support teachers in writing instruction. David O. Dodd's Leadership will continue to ensure sound instructional practices are in place to support student achievement.

All staff will continue to implement researched based best practices to improve growth in literacy and math. Our instructional and classified staff will provide tiered instruction to struggling students. We hope that implementing a strategic plan for students receiving Tier 2 and Tier 3 interventions as well as implementing a progress monitoring system, we will see growth in the areas of literacy and mathematics. **Our expectation is that at least 92% of our core content teachers will use these selected strategies daily with fidelity. The team will review multiple data sources to see if the strategies that we have in place increase student growth. This goal will be monitored by informal and formal observations by the Administrator, Instructional Facilitators, along with the leadership team.**

Our instructional teams will focus on developing standards based units of instruction along with pre/post testing and/or common formative assessments (i.e., CFAs). These units will help us deliver instruction more uniformly by content or by grade level. Additionally, this strategy will assist us in identifying gaps in our curriculum. The instructional teams will rely heavily on the district's assessment department to guide us on how to use the new assessment tool.

During PLC's, teachers will analyze assessments to ensure test questions are rigorous and will also make sure test items have varied DOK levels. Students as well as all core teachers will set goals as it relates to literacy and math. Teachers will conduct data conferences with students and then celebrate successes. The expectation at David O. Dodd is that 100% of our core content teachers will create CFA's and analyze test questions to ensure they are various DOK levels. strategies. **This goal will be monitored by informal and formal observations by the Administrator, Instructional Facilitators, along with the leadership team.**

Parents of second language learners will also engage in classes that will enhance their ability to assist their children in both literacy and math. **Our expectation is that at least 50% of parents will attend classes. The implementation will be monitored by reviewing expectations for the group, parent surveys, and student formative and summative data.**

Current Practices:

- 95% of classroom teachers are Kagan trained
- K-2nd teachers have started the RISE training
- 84% of classroom teachers are CGI/ECM trained
- 92% of teachers have been through the Step Up to Writing training
- Interventionist use Metra Structured Tutoring (reading), Do the Math as well as Journeys intervention materials to provide targeted tiered interventions.

Areas for Improvement:

- All teachers will use Kagan structures to increase student engagement and growth.
- All teachers in K-2nd grades will attend RISE training and teachers in grades 3rd-5th grades will attend training when they become available.
- All teachers will use CGI/ECM strategies in the classroom
- All teachers will use Step Up to Writing as a resource in the classroom.
- Interventionist will work with teachers to provide targeted tiered interventions for students.

As an instructional leadership team, we have identified indicators of effectiveness in the categories of (a) Curriculum, Assessment and Instructional Planning and (b) Classroom Instruction to improve our practices. We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended to deepen our knowledge and skills relative to effective instructional practice. Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar. The indicators of effective practice that we have identified are the following:

Curriculum, Assessment and Instructional Planning

- IC01: Units of instruction include specific learning activities aligned to objectives.
- IID02: The school tests each student at least 3 times each year to determine progress toward standards-based objectives.
- IID09: Instructional Teams use student learning data to plan instruction.

- IID10: Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
- IID07: The Leadership Team monitors school-level student learning data

Classroom Instruction

IIIA02: All teachers develop weekly lesson plans based on aligned units of instruction.

IIIA31: All teachers interact instructionally with students (explaining, checking, giving feedback).

IIIA32: All teachers interact managerially with students (reinforcing rules procedures).

Professional Development:

- On-going training to use the district selected assessment instrument for progress monitoring our students and as an intermittent assessment
- Provide support to grade level teams of aligned instructional units
<http://www.indistar.org/app/Resources/IndicatorResources/UnitsofInstruction.pdf>
<http://www.indistar.org/app/Resources/IndicatorResources/CreatingUnitPlans.pdf>
- R.I.S.E. professional development that supports Effective Instructional Practices in grades K-5 grades. The training will increase the depth of knowledge for teachers in the area of phonics and phonological awareness and how that knowledge impacts fluency, vocabulary, comprehension and writing.
- School-based PD focused on Depth of Knowledge (DOK) and questioning for teachers as well as specialists.
- Continued Kagan recalibration training to help support the synergistic focus of the school.
- PD for the following supplemental resources to support small group instruction and intervention/enrichment: Lexia Reading Core 5, Accelerated Reader, and MyOn.
- In order to provide all staff and students with high quality technology based instruction, our Instructional Technology Specialist will provide additional professional development to staff. She will also assist the staff to enhance math and literacy through the use of technology.

Other Support tied to specific Barriers:

- LRSD Testing department to provide school-based PD on how to navigate through the NWEA portal, select appropriate reports to prescribe lessons to students, and how to create assessments. Our site-based technology specialist will attend district training on the new assessment system.
- ESOL department to provide school-based professional development centered around SIOP (Sheltered Instruction Observation Protocol) to meet the needs of our growing population of second language learners.
- **Evaluation:** We will monitor our implementation regularly (SMART) and will evaluate our practices using the Shared Leadership Assessment Tool in Indistar (<http://www.indistar.org/app/DashboardDocs/LeadershipTeamSelf-AssessmentRubric.pdf>). We will also monitor our implementation by reviewing lesson plans, sharing grade-level PLC's, agendas/sign-in sheets/minutes, classroom observations, and sharing evidence of implementation in classroom (i.e. student work samples, etc.)

Title I funds will be used to cover the cost of professional development for the following items:

- Lexia Reading Core 5 (approximately \$8,000)
 - Accelerated Reader and Myon
 - Title I funds will also be used to cover the cost of the Instructional Technology Specialist salary. (\$96,059.35)
 - CGI/ECM Training (\$1,400)
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Supporting Data

 Student Information			
Grades	K - 5	Total Enrollment	266
Black	48.50 %	English Learners	38.72 %
Hispanic	42.86 %	Low-Income	89.20 %
White	6.39 %	Special Education	6.02 %

Population	2016 Index Score	2017 Index Score
All Students	61.31	65.37
Black or African American	59.08	63.24
Hispanic/Latino	62.57	65.97
White	62.96	67.46
Economically Disadvantaged	60.6	65.08
English Learners	68.84	66.34
Students with Disabilities	45.29	49.07

- Overall Index score increased from 2016 to 2017
- English Learners had a 2.50 point decrease indicating a possible area of concern.
- All other groups tested showed gains.

	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
3rd Grade Mathematics								
All Students Percentage of Students	100.00	20.00	38.00	26.00	16.00	42.00	51.33	59.53
All Students Number of Students		10	19	13	8	21		
TAGG	100.00	21.28	38.30	23.40	17.02	40.43	44.19	50.43
African American	100.00	32.00	20.00	28.00	20.00	48.00	40.61	39.73
Hispanic	100.00	8.33	54.17	25.00	12.50	37.50	48.38	55.00
Caucasian	RV	RV	RV	RV	RV	RV	82.81	67.01
Economically Disadvantaged	100.00	21.28	38.30	23.40	17.02	40.43	43.18	50.86
Students with Disabilities	RV	RV	RV	RV	RV	RV	19.19	25.84
Limited English Proficient	100.00	0.00	60.00	25.00	15.00	40.00	52.29	43.24
Female	100.00	16.67	33.33	29.17	20.83	50.00	54.03	60.96
Male	100.00	23.08	42.31	23.08	11.54	34.62	48.87	58.16
Migrant	---	---	---	---	---	---	---	---

	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
4th Grade Mathematics								
All Students Percentage of Students	100.00	5.00	62.50	32.50	0.00	32.50	47.85	56.27
All Students Number of Students		2	25	13	0	13		
TAGG	100.00	5.71	62.86	31.43	0.00	31.43	39.49	46.85
African American	100.00	4.76	61.90	33.33	0.00	33.33	36.20	34.55
Hispanic	100.00	6.67	60.00	33.33	0.00	33.33	46.55	50.41
Caucasian	RV	RV	RV	RV	RV	RV	82.37	64.37
Economically Disadvantaged	100.00	6.06	60.61	33.33	0.00	33.33	38.93	47.44
Students with Disabilities	RV	RV	RV	RV	RV	RV	16.14	22.10
Limited English Proficient	100.00	8.33	66.67	25.00	0.00	25.00	44.57	38.78
Female	100.00	5.56	55.56	38.89	0.00	38.89	49.95	57.01
Male	100.00	4.55	68.18	27.27	0.00	27.27	45.78	55.56
Migrant	---	---	---	---	---	---	---	---

	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
5th Grade Mathematics								
All Students Percentage of Students	96.88	9.68	61.29	16.13	12.90	29.03	41.74	53.28
All Students Number of Students		3	19	5	4	9		
TAGG	96.77	10.00	60.00	16.67	13.33	30.00	32.12	43.19
African American	92.31	25.00	66.67	8.33	0.00	8.33	29.99	29.83
Hispanic	100.00	0.00	55.56	22.22	22.22	44.44	39.04	48.33
Caucasian	RV	RV	RV	RV	RV	RV	75.54	61.25
Economically Disadvantaged	96.67	10.34	58.62	17.24	13.79	31.03	31.42	43.92
Students with Disabilities	RV	RV	RV	RV	RV	RV	12.55	18.41
Limited English Proficient	100.00	0.00	55.56	22.22	22.22	44.44	41.11	38.46
Female	100.00	7.14	57.14	21.43	14.29	35.71	42.44	54.71
Male	94.44	11.76	64.71	11.76	11.76	23.53	41.08	51.92
Migrant	---	---	---	---	---	---	---	---

	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
3rd Grade Literacy								
All Students Percentage of Students	100.00	64.00	10.00	10.00	16.00	26.00	33.83	42.22
All Students Number of Students		32	5	5	8	13		
TAGG	100.00	65.96	8.51	10.64	14.89	25.53	25.16	32.65
African American	100.00	56.00	8.00	12.00	24.00	36.00	23.61	23.52
Hispanic	100.00	75.00	8.33	8.33	8.33	16.67	25.41	36.00
Caucasian	RV	RV	RV	RV	RV	RV	68.00	49.47
Economically Disadvantaged	100.00	65.96	8.51	10.64	14.89	25.53	23.87	32.99
Students with Disabilities	RV	RV	RV	RV	RV	RV	9.19	14.83
Limited English Proficient	100.00	75.00	5.00	10.00	10.00	20.00	30.00	23.93
Number of recently arrived LEP students not assessed in 3rd Grade Literacy						---		
Female	100.00	50.00	8.33	16.67	25.00	41.67	38.28	47.71
Male	100.00	76.92	11.54	3.85	7.69	11.54	29.74	36.95
Migrant	---	---	---	---	---	---	---	---

	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
4th Grade Literacy								
All Students Percentage of Students	100.00	37.50	37.50	20.00	5.00	25.00	40.83	49.37
All Students Number of Students		15	15	8	2	10		
TAGG	100.00	37.14	37.14	20.00	5.71	25.71	30.49	39.14
African American	100.00	47.62	23.81	19.05	9.52	28.57	29.50	29.13
Hispanic	100.00	26.67	53.33	20.00	0.00	20.00	32.35	42.38
Caucasian	RV	RV	RV	RV	RV	RV	79.48	57.14
Economically Disadvantaged	100.00	33.33	39.39	21.21	6.06	27.27	29.93	39.73
Students with Disabilities	RV	RV	RV	RV	RV	RV	10.24	15.77
Limited English Proficient	100.00	33.33	58.33	8.33	0.00	8.33	29.80	29.23
Number of recently arrived LEP students not assessed in 4th Grade Literacy								
Female	100.00	27.78	33.33	33.33	5.56	38.89	46.38	54.73
Male	100.00	45.45	40.91	9.09	4.55	13.64	35.33	44.21
Migrant	---	---	---	---	---	---	---	---

	% Tested	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
5th Grade Literacy								
All Students Percentage of Students	96.88	51.61	22.58	22.58	3.23	25.81	46.69	55.45
All Students Number of Students		16	7	7	1	8		
TAGG	96.77	53.33	20.00	23.33	3.33	26.67	36.95	45.13
African American	92.31	50.00	16.67	25.00	8.33	33.33	37.52	34.60
Hispanic	100.00	55.56	22.22	22.22	0.00	22.22	35.48	50.84
Caucasian	RV	RV	RV	RV	RV	RV	80.31	62.71
Economically Disadvantaged	96.67	51.72	20.69	24.14	3.45	27.59	36.77	46.03
Students with Disabilities	RV	RV	RV	RV	RV	RV	12.55	16.29
Limited English Proficient	100.00	55.56	22.22	22.22	0.00	22.22	35.63	38.96
Number of recently arrived LEP students not assessed in 5th Grade Literacy								
Female	100.00	28.57	35.71	35.71	0.00	35.71	52.31	62.73
Male	94.44	70.59	11.76	11.76	5.88	17.65	41.38	48.53
Migrant	---	---	---	---	---	---	---	---

Data

Literacy

Grade Level	2015-2016	2016-2017	2017-2018	1 year Growth/Decline	2 year Growth/Decline
3 rd	8.70	26.50	24.39	-2.11	+15.69
4 th	13.60	20.90	20.00	-.90	+6.40
5 th	15.10	8.40	23.33	+14.93	+8.23

Math

Grade Level	2016-2017	2017-2018	1 year Growth/Decline
3rd	42.0	39.02	-2.98
4 th	32.5	31.11	-1.39
5 th	29.03	26.67	-2.36

Focus Area 3: Parental Engagement

Goal: To improve the connection between parents and the school.

David O. Dodd views parents as partners within our school community. We believe that student learning and school culture benefit tremendously when parents are fully aware and in support of our mission, vision and beliefs associated with teaching and learning. Our parents have had an integral role in the development of our School Improvement Plan. Our Parent Involvement Plan will serve as the basis of this priority. In reviewing our parent survey data, we have jointly decided to address the following to improve our parent school partnership.

David O. Dodd Elementary School will use multiple ways to effectively communicate with parents about various leadership opportunities at the school, student academic and behavior goals. The Technology Specialist will provide workshops to parents on how to access various platforms for connecting with the school.

To increase parental involvement, our school's librarian and ESL coordinator will plan ESL and technology classes for parents one day a week. Our team will keep parents involved through the following ways: Class Dojo, Agenda Books, Remind, school newsletters, school website, school marquee, and Parent Link phone calls. In addition, non-staff community members will serve on

Campus Leadership Team. Our expectation is that 100% of our staff and 80% of parents will join PTA and connect with the school using various social media platforms. This goal will be monitored by analyzing Class Dojo and Remind reports, analyzing the number of parents connected to Twitter and Facebook, and analyzing reports from Parentlink.

Current Practices:

- 95% of teachers are members of the PTA and less than 50% of parents are members
- 10% of parents connected to social media
- 15% of parents connected to Class Dojo and Remind
- Newsletters are sent out monthly and school website and marquee is updated weekly.
- Parent link phone calls are made when necessary

Areas of Improvement:

- Technology Specialist will lead workshops to help parents connect with the school and help parents understand test data
- Teachers will use incentives to increase the home family connection
- Visuals will be posted to in the foyer to show how many parents are connected with the school
- Provide opportunities and resources to increase student growth the parents

Professional Development:

- Professional development surrounding how to engage parents and other community partners in the school
- Professional development on how to use different social media platforms

Other Needed Support tied to specific Barriers:

- None

Evaluation: We will monitor our implementation regularly (SMART) and will evaluate our Parent and Family Engagement Plan Annually.

Title I funds will be used to cover the cost of professional development and professional literature such as:

- Rosetta Stone for adult learners (20 licenses \$2,500)
- Child care for adult classes (\$500)
- ESL instructor (\$900.00)
- ESL instructor (\$500.00)

