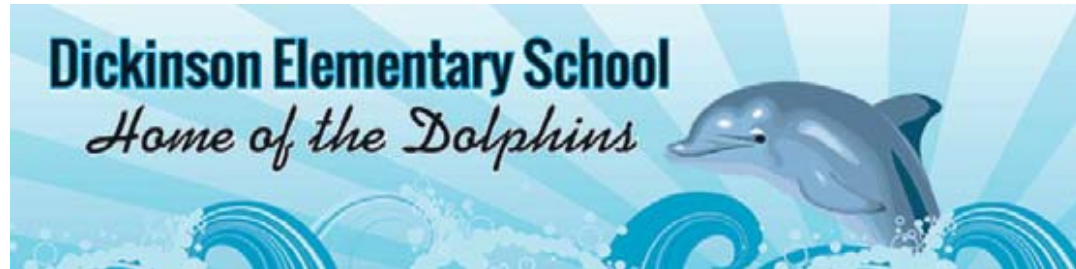# Lamar Consolidated Independent School District

Dickinson Elementary

2023-2024 Campus Improvement Plan

Mission Statement

Our mission is to ensure that all students receive a rigorous, high quality education in a safe and respectful environment that celebrates diversity and life long learning.

Vision

Our vision is to create, inspire, and instill the skills and mindset to thrive in an ever-changing world.

Core Beliefs

- Rigorous Instruction
- Inspire Students
- Lifelong Learners
- Celebrate Diversity

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics:

Of our 561 Students:

- Asian - 9.98%
- African American - 6.24%
- White - 54.72%
- Hispanic - 21.39%
- Multi-Race - 7.49%
- Special Education - 15.15%
- At-Risk - 29.06%
- English Language Learners - 11.59%
- Economically Disadvantaged - 16.04%

Demographics Strengths

Dickinson has a very low mobility rate which enables continuity of student learning.

Dickinson has a culturally diverse population of students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our economically disadvantaged students did not make significant gains on the 2022-2023 STAAR test in all three grade levels based on the campus rating forms provided through the district.   **Root Cause:** Dickinson staff needs to continue to raise the expectations for Tier 1 intervention while providing support to all students during dolphin time.

Problem Statement 2: Our campus did not receive a distinction in the area of language arts.   **Root Cause:** Dickinson needed additional students to score Masters on the 2022-2023 STAAR Test.

Student Learning

Student Learning Summary

Dickinson Elementary is dedicated to raising the number of students who meet and master STAAR in all grade levels and subjects tested.

- 3rd Grade Math 2023- 73% Meets 39% Masters & 3rd Grade Reading 2023- 75% Meets & 40% Masters
- 4th Grade Math 2023- 73% Meets 42% Masters & 4th Grade Reading 2023- 71% Meets & 44% Masters
- 5th Grade Math 2023- 88% Meets 60% Masters & 5th Grade Reading 2023- 92% Meets & 74% Masters & 5th Grade Science 2023 61% Meets & 35% Masters

BOY Guided Reading Assessment

- 80% of Kindergarten students are on or above reading level on GRA
- 72% of 1st grade students are on or above reading level on GRA
- 85% of 2nd grade students are on or above reading level on GRA

Student Learning Strengths

- Dickinson Elementary is an A rated campus.
- First and Second Grade levels met their GRA goal which included lowering the number of student on or above reading level from last year.
- Our fifth grade students were number one in their Masters scores for ELA (writing) based on the 2022-2023 STAAR scores.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our Special Education students struggled to achieve the Meets and Masters Grade Level performance on STAAR.   **Root Cause:** Teachers must provide effective Tier 1 instruction in order to close gaps and provide access to the curriculum for Special Education students. Special Education staff must work with general education staff to best meet Special Education students' needs and also maintain high expectations. Attendance is an area to monitor with students.

Problem Statement 2: Our GRA levels in kindergarten continue to be below our goal set at the beginning of the year.   **Root Cause:** Teachers must provide effective Tier 1 instruction in order to close gaps and provide access to the curriculum for all students. Teachers must implement small reading groups as a priority of their instruction and track progress. Attendance is an area to monitor with students.

School Processes & Programs

School Processes & Programs Summary

As we continue to prepare for upcoming changes on the STAAR test, and in order to meet and exceed our goals, we will meet every month in professional learning communities to discuss At-Risk students, MTSS, assessment data, and instructional/curricula issues. We will continue to implement research-based strategies at all grade levels consistently throughout each subject area. Instructional Coaches will provide help with planning to increase rigor and vertical alignment. Teachers will continue to teach close reading and deep practice strategies to support struggling students.Teachers will emphasize writing across the curriculum and increase support in writing through vertically aligned strategies. Students will utilize short answer response strategies in all subject areas on major assignments. Teachers in grades 1st -5th will utilize district online assessments to increase rigor and be sure we are vertically aligned.

In order to best serve our Special Education, At-Risk, Emergent Bilingual Learners, and Economically Disadvantaged populations the general education teachers and special education teachers along with coaches and administrators work collaboratively to ensure all students succeed. Students are closely monitored and interventions are provided for students as needed to promote academic growth and success. Instructional coaches provide modeling, small group, and co-teach opportunities face to face. They also provide after-school tutorials to students in grades 3-5 to prepare for STAAR testing. HB 1416 is addressed for our struggling students during our Dolphin Time during the school day.

Instructional coaches meet with teachers weekly for planning and to review assessments. The coaches support our staff by providing just-in-time training and offer classroom modeling and coaching.

School Processes & Programs Strengths

Our staff is our strength! One teacher transferred to junior high last year and the rest of the staff was retained. 98% of our classroom teachers are ESL certified and 100% are highly qualified and certified to teach in the areas they are currently teaching. Our teachers participate in a variety of after-school activities including UIL, Science Olympiad, PTO events, local art contests, and other events. We have a variety of family outreach nights including STEAM, Reading, and PTO activities.Our campus is implementing the Ron Clark House System this year. We are also providing opportunities for extracurricular activities including Chess Club and Girls on the Run in the spring semester. Our campus continues to have a Student Council and No Place for Hate committee.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to the K12 Insight survey given to students in grade 5 the percent of students responding as feeling stressed or anxious will reduce from 35% to 30% by the end of year social/emotional wellness screener.   **Root Cause:** Students don't feel like they are praised for their hard work. They also report that they do not have an adult or counselor to talk to when they are feeling stressed.

Perceptions

Perceptions Summary

It is imperative to maintain a strong connection with our students, parents, and our community. We feel that by building on the pillars of Character Counts and implementing solution-focused conversations into the ways we speak with students and parents we are able to build strong relationships. These relationships foster an understanding that together we form a partnership that is focused on developing the whole child. Dickinson has been a nationally recognized No Place for Hate campus for 11 years and met all the criteria for the 2022-2023 TEPSA Student Leadership Award.

Our campus has started implementing the Ron Clark House system school wide for the 2023-2024 school year. This goal will impact building a school culture focused on student engagement and community.

We develop student leaders through many opportunities including student council, safety patrol, house leaders and our broadcasting team.

Perceptions Strengths

Based on the K12 Insight Survey taken by the district:

- 94% of our parents agree or strongly agree that teachers set high learning standards for their child(ren).
- 98% of our teachers agree or strongly agree that they set high learning standards for children.
- 94% of our 5th-grade students agree or strongly agree that their teachers tell them what they need to know to do well in school.

- 89% of our parents agree or strongly agree that teachers give timely and helpful feedback on their child's schoolwork.
- 96% of our teachers agree or strongly agree that teachers give timely and helpful feedback on their child's schoolwork.
- 86% of our 5th-grade students agree or strongly agree that their teachers tell them how well they do on assignments and tests.

- 92% of our parents agree or strongly agree that there is a teacher, counselor, or other staff members to whom their child can go for help with a school problem.
- 100% of our teachers agree or strongly agree that there is a teacher, counselor, or other staff members to whom children can go for help with a school problem.
- 87% of our 5th-grade students agree or strongly agree that there is a teacher, counselor, or other staff members to whom they can go for help with a school problem.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the K12 Insight survey given to students in grade 5 the percent of students responding as feeling stressed or anxious will reduce from 35% to 30% by the end of year social/emotional wellness screener. **Root Cause:** Students don't feel like they are praised for their hard work. They also report that they do not have an adult or counselor to talk to when they are feeling stressed.

Priority Problem Statements

Problem Statement 1: Our Special Education students struggled to achieve the Meets and Masters Grade Level performance on STAAR.

Root Cause 1: Teachers must provide effective Tier 1 instruction in order to close gaps and provide access to the curriculum for Special Education students. Special Education staff must work with general education staff to best meet Special Education students' needs and also maintain high expectations. Attendance is an area to monitor with students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: According to the K12 Insight survey given to students in grade 5 the percent of students responding as feeling stressed or anxious will reduce from 35% to 30% by the end of year social/emotional wellness screener.

Root Cause 2: Students don't feel like they are praised for their hard work. They also report that they do not have an adult or counselor to talk to when they are feeling stressed.

Problem Statement 2 Areas: School Processes & Programs - Perceptions

Problem Statement 3: Our economically disadvantaged students did not make significant gains on the 2022-2023 STAAR test in all three grade levels based on the campus rating forms provided through the district.

Root Cause 3: Dickinson staff needs to continue to raise the expectations for Tier 1 intervention while providing support to all students during dolphin time.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: The percent of students responding as feeling teased will reduce from 34% to 30% by the end of year social/emotional wellness screener.

Performance Objective 1: Increase student and parent understanding of what bullying means.

High Priority

Evaluation Data Sources: Social/Emotional Wellness Screener
K12 Insight (Campus Climate Survey)

Strategy 1 Details	Formative Reviews		
Strategy 1: Host a Bullying Assembly during Bullying Prevention Month in October.	**Formative**		
Strategy's Expected Result/Impact: Students will know what bullying means.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Suzanne Lowe **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: We will participate in No Place For Hate lessons and activities in order to earn the designation as a No Place For Hate school.	**Formative**		
Strategy's Expected Result/Impact: Students will learn to be more accepting of others and how to treat each other.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Counselor and NO Place for Hate Coalition	100%	100%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue			

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: According to the K12 Insight survey given to students in grade 5 the percent of students responding as feeling stressed or anxious will reduce from 35% to 30% by the end of year social/emotional wellness screener.   **Root Cause**: Students don't feel like they are praised for their hard work. They also report that they do not have an adult or counselor to talk to when they are feeling stressed.
Perceptions
Problem Statement 1: According to the K12 Insight survey given to students in grade 5 the percent of students responding as feeling stressed or anxious will reduce from 35% to 30% by the end of year social/emotional wellness screener.   **Root Cause**: Students don't feel like they are praised for their hard work. They also report that they do not have an adult or counselor to talk to when they are feeling stressed.

Goal 1: The percent of students responding as feeling teased will reduce from 34% to 30% by the end of year social/emotional wellness screener.

Performance Objective 2: Counselor will conduct monthly Character Counts guidance lessons, with an increased focus on teasing and bullying.

    Evaluation Data Sources: Social/Emotional Wellness Screener
K12 Insight (Campus Climate Survey)

Strategy 1 Details	Formative Reviews		
Strategy 1: The counselor visits each classroom 6 times per year to focus on social/emotional skills related to each Character Counts trait.	**Formative**		
Strategy's Expected Result/Impact: Increase students' awareness of ways to get along well with others, and handle stressful situations in the learning environment.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Counselor **ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: The counselor will provide small group support for students based on student, teacher and parent referrals.	**Formative**		
Strategy's Expected Result/Impact: Small groups will focus on self awareness and strategies to manage stress, solve conflicts and set personal goals.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Suzanne Lowe	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will support the counselor with implementation of bullying strategies as modeled through the Character Counts lessons.	**Formative**		
Strategy's Expected Result/Impact: Teachers will be able to support the students needs by sitting in on the lessons and reviewing tips when applicable.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Suzanne Lowe **Problem Statements:** School Processes & Programs 1 - Perceptions 1	100%	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: According to the K12 Insight survey given to students in grade 5 the percent of students responding as feeling stressed or anxious will reduce from 35% to 30% by the end of year social/emotional wellness screener.   **Root Cause**: Students don't feel like they are praised for their hard work. They also report that they do not have an adult or counselor to talk to when they are feeling stressed.
Perceptions
Problem Statement 1: According to the K12 Insight survey given to students in grade 5 the percent of students responding as feeling stressed or anxious will reduce from 35% to 30% by the end of year social/emotional wellness screener.   **Root Cause**: Students don't feel like they are praised for their hard work. They also report that they do not have an adult or counselor to talk to when they are feeling stressed.

Goal 1: The percent of students responding as feeling teased will reduce from 34% to 30% by the end of year social/emotional wellness screener.

Performance Objective 3: Staff will implement the Ron Clark House System in order to build positive peer relations.

    Evaluation Data Sources: Social/Emotional Wellness Screener
K12 Insight (Campus Climate Survey)

Strategy 1 Details	Formative Reviews		
Strategy 1: In August, all staff will be sorted into one of four houses in order to build positive peer relationships.	**Formative**		
Strategy's Expected Result/Impact: give students more opportunities to build positive relationships with a variety of people.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Counselor/House Leadership	100%	100%	100%
ESF Levers: Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will award house points for positive behaviors and academic successes to allow for students to work together to win the 9 week House Challenge.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Allow for opportunities to encourage and support each other and to work as a team. **Staff Responsible for Monitoring:** All staff	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: All K - 5th grade students will be sorted into a house during the month of October 2023.	**Formative**		
Strategy's Expected Result/Impact: Giving students more opportunities to build positive relationships with a variety of people.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Counselor and House Leaders	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: According to the K12 Insight survey given to students in grade 5 the percent of students responding as feeling stressed or anxious will reduce from 35% to 30% by the end of year social/emotional wellness screener.   **Root Cause**: Students don't feel like they are praised for their hard work. They also report that they do not have an adult or counselor to talk to when they are feeling stressed.
Perceptions
Problem Statement 1: According to the K12 Insight survey given to students in grade 5 the percent of students responding as feeling stressed or anxious will reduce from 35% to 30% by the end of year social/emotional wellness screener.   **Root Cause**: Students don't feel like they are praised for their hard work. They also report that they do not have an adult or counselor to talk to when they are feeling stressed.

Goal 2: The percent of Kindergarten through 2nd grade students that score below grade level in Reading on the Guided Reading Assessment will decrease by 5% in each grade level by 2024.

EOY GRA 2023
Kindergarten - 21.98%
1st Grade- 14.12%
2nd Grade- 8.33%

December 2023
Kindergarten- 26.58%
1st Grade- 18.81%
2nd Grade- 9.76%

Performance Objective 1: Teachers will plan and implement rigorous Tier 1 reading instruction daily in the classroom.

> **HB3 Goal**
>
> **Evaluation Data Sources:** Guided Reading Assessment
> Lesson Plans
> Walkthroughs
> MAPS Data
> TX-Kea

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase usage of Guided Reading lesson plan templates, and maintain accurate records.	**Formative**		
Strategy's Expected Result/Impact: The percent of Kindergarten through 2nd grade students that score below grade level in Reading on the Guided Reading Assessment will decrease by 5%.	Nov	Feb	June
Staff Responsible for Monitoring: Teachers, Instructional Coaches	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement systematic phonics instruction using the adopted UFLI reading phonics program K-2	**Formative**		
Strategy's Expected Result/Impact: The percent of Kindergarten through 2nd grade students that score below grade level in Reading on the Guided Reading Assessment will decrease by 5%.	Nov	Feb	June
Staff Responsible for Monitoring: Teachers, Instructional Coaches	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: The leadership team will review major assessment data in reading.	**Formative**		
Strategy's Expected Result/Impact: This will assure rigorous assessments for each grade level. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Coaches, Reading Interventionist **ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Feb**	**June**
	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: The percent of Kindergarten through 2nd grade students that score below grade level in Reading on the Guided Reading Assessment will decrease by 5% in each grade level by 2024.

EOY GRA 2023
Kindergarten - 21.98%
1st Grade- 14.12%
2nd Grade- 8.33%

December 2023
Kindergarten- 26.58%
1st Grade- 18.81%
2nd Grade- 9.76%

Performance Objective 2: Professional development opportunities will be provided to target areas of Reading improvement to ensure student growth.

HB3 Goal

Evaluation Data Sources: Staff development agenda, sign-in sheets, and Eduphoria Strive documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will plan with instructional leadership team to unwrap the TEKS and deliver curriculum following the district road maps. An emphasis will be placed on small group instruction to grow all students including At-Risk, EB, and Special Education.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: The percent of Kindergarten through 2nd grade students that score below grade level in Reading on the Guided Reading Assessment will decrease by 5%. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Teachers **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 199 PIC 25 State Bilingual/ESL - $1,564	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Professional development opportunities are provided to ensure vertical alignment through walk throughs that are focused on Reading instruction, K-5.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 3rd grade students that score meets grade level or above on STAAR Reading will increase from 70% to 78%. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, District Literacy Coaches, Assistant Principal, Principal **Problem Statements:** Demographics 1	25%		

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our economically disadvantaged students did not make significant gains on the 2022-2023 STAAR test in all three grade levels based on the campus rating forms provided through the district.   **Root Cause**: Dickinson staff needs to continue to raise the expectations for Tier 1 intervention while providing support to all students during dolphin time.

Goal 2: The percent of Kindergarten through 2nd grade students that score below grade level in Reading on the Guided Reading Assessment will decrease by 5% in each grade level by 2024.

EOY GRA 2023
Kindergarten - 21.98%
1st Grade- 14.12%
2nd Grade- 8.33%

December 2023
Kindergarten- 26.58%
1st Grade- 18.81%
2nd Grade- 9.76%

Performance Objective 3: Staff will utilize Professional Learning Communities (PLCs) to review student Reading data throughout the year.

**HB3 Goal**

Evaluation Data Sources: Results from:
Guided Reading Assessments
TXKEA
MAP
Progress Monitoring Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Through PLCs, determine students who are in need of Tier 2 and 3 interventions and enrichment.	**Formative**		
Strategy's Expected Result/Impact: The percent of Kindergarten through 2nd grade students that score below grade level in Reading on the Guided Reading Assessment will decrease by 5%.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coach, Assistant Principal, Principal **ESF Levers:** Lever 5: Effective Instruction	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure Tier 2 and Tier 3 instruction and enrichment are implemented with fidelity by monitoring the Dolphin Watch process.	**Formative**		
Strategy's Expected Result/Impact: The percent of Kindergarten through 2nd grade students that score on grade level in Reading on the Guided Reading Assessment will increase by 5%. **Staff Responsible for Monitoring:** Instructional Coach, Assistant Principal, Principal **ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Feb**	**June**
	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: The percent of Kindergarten through 2nd grade students that score below grade level in Reading on the Guided Reading Assessment will decrease by 5% in each grade level by 2024.

EOY GRA 2023
Kindergarten - 21.98%
1st Grade- 14.12%
2nd Grade- 8.33%

December 2023
Kindergarten- 26.58%
1st Grade- 18.81%
2nd Grade- 9.76%

Performance Objective 4: A reading tutor will be hired to work with students who are reading below level in grades 1st and 2nd.

High Priority

HB3 Goal

Evaluation Data Sources: Guided Reading Assessments
TXKEA

Strategy 1 Details	Formative Reviews		
Strategy 1: Tutoring	**Formative**		
Strategy's Expected Result/Impact: The goal is to support students reading below level in grades Kinder-Second grade.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Channon Almendarez, Angela Peters, Lisa Morrey **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Reading Tutor - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $4,363	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: The percent of 3rd - 5th grade students that score meets grade level on STAAR Reading will increase by 5% .

EOY 2023 Reading STAAR
3rd Grade - 75% Meets
4th Grade- 72% Meets
5th Grade- 92% Meets

2023 Fall Benchmark Data (November)
3rd Grade- 56% Meets
4th Grade- 62% Meets
5th Grade - 47% Meets

Performance Objective 1: Provide opportunities for vertical alignment in grades K-5 to address quality Tier 1 instruction.

> **HB3 Goal**

> **Evaluation Data Sources:** Lesson plans, walk-throughs, Vertical Team planning at Staff Meetings, and formal observations, PLCs

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional coaches and administrators will work with teachers during planning to ensure vertical alignment. The Instructional Coach meets weekly with all grade levels K-5 to plan ELAR lessons to ensure vertical alignment and consistency across grade levels	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: 3rd grade students that score meets grade level or above on STAAR Reading will increase from 70% to 78%. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Assistant Principal, Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** STAAR 2.0 Resources to use during intervention time. - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $300	100%	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our economically disadvantaged students did not make significant gains on the 2022-2023 STAAR test in all three grade levels based on the campus rating forms provided through the district.   **Root Cause**: Dickinson staff needs to continue to raise the expectations for Tier 1 intervention while providing support to all students during dolphin time.

Student Learning
Problem Statement 1: Our Special Education students struggled to achieve the Meets and Masters Grade Level performance on STAAR.   **Root Cause**: Teachers must provide effective Tier 1 instruction in order to close gaps and provide access to the curriculum for Special Education students. Special Education staff must work with general education staff to best meet Special Education students' needs and also maintain high expectations. Attendance is an area to monitor with students.

Goal 3: The percent of 3rd - 5th grade students that score meets grade level on STAAR Reading will increase by 5% .

EOY 2023 Reading STAAR
3rd Grade - 75% Meets
4th Grade- 72% Meets
5th Grade- 92% Meets

2023 Fall Benchmark Data (November)
3rd Grade- 56% Meets
4th Grade- 62% Meets
5th Grade - 47% Meets

Performance Objective 2: Teachers will implement effective Tier 1 Reading Instructional Practices.

High Priority

Evaluation Data Sources: Guided Reading Handbook, lesson plans, walk-throughs, and formal observations.

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional development opportunities are provided to ensure the use of research based reading instructional practices.	**Formative**		
Strategy's Expected Result/Impact: The percent of 3rd - 5th grade students that score meets grade level on STAAR Reading will increase by 5% .	Nov	Feb	June
Staff Responsible for Monitoring: Teachers, Instructional Coaches, District Literacy Coaches, Assistant Principal, Principal	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: All reading teachers in K-5 will attend a refresher session on GRA protocol to ensure validity and reliability of the assessment.	**Formative**		
Strategy's Expected Result/Impact: The percent of 3rd - 5th grade students that score meets grade level on STAAR Reading will increase by 5% .	Nov	Feb	June
Staff Responsible for Monitoring: Teachers, Instructional Coaches, District Literacy Coaches, Assistant Principal, Principal	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will work with the Instructional Coach to use district provided Eduphoria assessments to review mastery of the TEKS and plan for Tier 1 instruction.	Formative		
	Nov	Feb	June
Staff Responsible for Monitoring: Administrators, Instructional Coach, and Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1	95%	100%	100%

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our economically disadvantaged students did not make significant gains on the 2022-2023 STAAR test in all three grade levels based on the campus rating forms provided through the district.   **Root Cause**: Dickinson staff needs to continue to raise the expectations for Tier 1 intervention while providing support to all students during dolphin time.

Student Learning
Problem Statement 1: Our Special Education students struggled to achieve the Meets and Masters Grade Level performance on STAAR.   **Root Cause**: Teachers must provide effective Tier 1 instruction in order to close gaps and provide access to the curriculum for Special Education students. Special Education staff must work with general education staff to best meet Special Education students' needs and also maintain high expectations. Attendance is an area to monitor with students.

Goal 3: The percent of 3rd - 5th grade students that score meets grade level on STAAR Reading will increase by 5% .

EOY 2023 Reading STAAR
3rd Grade - 75% Meets
4th Grade- 72% Meets
5th Grade- 92% Meets

2023 Fall Benchmark Data (November)
3rd Grade- 56% Meets
4th Grade- 62% Meets
5th Grade - 47% Meets

Performance Objective 3: Dolphin Time, MAPS, and GRA data will be analyzed at BOY and MOY to form tiered groups for intervention or enrichment to target student growth in reading.

    HB3 Goal

    Evaluation Data Sources: MAPS
    GRA
    Dolphin Time Lesson Plans

Goal 3: The percent of 3rd - 5th grade students that score meets grade level on STAAR Reading will increase by 5% .

EOY 2023 Reading STAAR
3rd Grade - 75% Meets
4th Grade- 72% Meets
5th Grade- 92% Meets

2023 Fall Benchmark Data (November)
3rd Grade- 56% Meets
4th Grade- 62% Meets
5th Grade - 47% Meets

Performance Objective 4: Implement use of Reading Plus and RazKids to increase reading proficiency.

HB3 Goal

Evaluation Data Sources: Reports from Reading Plus and RazKids

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will complete 5 Reading Plus Lesson per week and 20 minutes of RazKids per week.	**Formative**		
Strategy's Expected Result/Impact: The percent of 3rd - 5th grade students that score meets grade level on STAAR Reading will increase by 5% .	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: teachers, librarian	100%	100%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: The percent of 3rd, 4th, and 5th grade students that score meets grade level on STAAR Math will increase 5% by June 2024.

EOY STAAR 2023
3rd Grade- 74%
4th Grade- 73%
5th Grade- 88%

Fall Benchmark November 2023
3rd Grade- 69%
4th Grade- 63%
5th Grade-74%

Performance Objective 1: Continuous improvement in providing rigorous Tier 1 instruction including following the Guided Math framework indicated in the Instructional Handbook.

> **Evaluation Data Sources:** Lesson plans, walk-throughs, formal observations, district learning walks, informal observations by the instructional coach and PD by instructional coach.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize the district and campus learning expectations during weekly planning meetings, the Instructional Coach will work on guided math strategies that ensure rigorous Tier 1 instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: The percent of 3rd-5th grade students that score meets grade level on STAAR Math will increase 5%. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Assistant Principal, Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** STAAR 2.0 Resources for Math in school tutorials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $353	100%	100%	100%

Strategy 3 Details	Formative Reviews

Strategy 3: Coaches will work with Kindergarten through 5th grade teachers during planning to ensure vertical alignment.	Formative		
Strategy's Expected Result/Impact: The percent of 3rd - 5th grade students that score meets grade level on STAAR Math will increase 5%.	Nov	Feb	June
Staff Responsible for Monitoring: Teachers, Instructional Coach, Assistant Principal, Principal	100%	100%	100%

Strategy 4 Details	Formative Reviews

Strategy 4: We will participate in Math Learning Walks focused on student accountability in stations.	Formative		
Strategy's Expected Result/Impact: The goal is to improve Tier 1 instruction by providing feedback in revising stations.	Nov	Feb	June
Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers	100%	100%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Strategy 4 Details	Formative Reviews

Strategy 4	Formative		
	Nov	Feb	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our economically disadvantaged students did not make significant gains on the 2022-2023 STAAR test in all three grade levels based on the campus rating forms provided through the district. **Root Cause**: Dickinson staff needs to continue to raise the expectations for Tier 1 intervention while providing support to all students during dolphin time.

Student Learning
Problem Statement 1: Our Special Education students struggled to achieve the Meets and Masters Grade Level performance on STAAR. **Root Cause**: Teachers must provide effective Tier 1 instruction in order to close gaps and provide access to the curriculum for Special Education students. Special Education staff must work with general education staff to best meet Special Education students' needs and also maintain high expectations. Attendance is an area to monitor with students.

Goal 4: The percent of 3rd, 4th, and 5th grade students that score meets grade level on STAAR Math will increase 5% by June 2024.

EOY STAAR 2023
3rd Grade- 74%
4th Grade- 73%
5th Grade- 88%

Fall Benchmark November 2023
3rd Grade- 69%
4th Grade- 63%
5th Grade-74%

Performance Objective 2: Utilize professional learning communities to review math data including MAP, benchmarks, and formative/summative assessments.

> **Evaluation Data Sources:** The percent of 3rd through 5th grade students that score meets grade level or above on STAAR Math will increase 5%.

Strategy 1 Details			Formative Reviews		
Strategy 1: PLC/Dolphin Watch meetings are held to determine students who are in need of Tier 2 and 3 interventions or enrichment.			**Formative**		
Strategy's Expected Result/Impact: The percent of 3rd -5th grade students that score meets grade level on STAAR Math will increase 5%.			**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers, Instructional Coach, Assistant Principal, Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1			100%	100%	100%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our economically disadvantaged students did not make significant gains on the 2022-2023 STAAR test in all three grade levels based on the campus rating forms provided through the district.   **Root Cause**: Dickinson staff needs to continue to raise the expectations for Tier 1 intervention while providing support to all students during dolphin time.

Student Learning
Problem Statement 1: Our Special Education students struggled to achieve the Meets and Masters Grade Level performance on STAAR.   **Root Cause**: Teachers must provide effective Tier 1 instruction in order to close gaps and provide access to the curriculum for Special Education students. Special Education staff must work with general education staff to best meet Special Education students' needs and also maintain high expectations. Attendance is an area to monitor with students.

Goal 4: The percent of 3rd, 4th, and 5th grade students that score meets grade level on STAAR Math will increase 5% by June 2024.

EOY STAAR 2023
3rd Grade- 74%
4th Grade- 73%
5th Grade- 88%

Fall Benchmark November 2023
3rd Grade- 69%
4th Grade- 63%
5th Grade-74%

Performance Objective 3: Teachers will plan with instructional coach to unwrap the TEKS and deliver curriculum following the district road maps. An emphasis will be placed on small group instruction to grow all students including At-Risk, EB and Special Education.

Evaluation Data Sources: Lesson plans
PLCs
Vertical teams

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will complete 5 lessons per week in Dreambox.	**Formative**		
Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers,	**Nov**	**Feb**	**June**
	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will work with the Instructional Coach to utilize online assessments for math.	**Formative**		
Strategy's Expected Result/Impact: The goal is to raise the rigor and align with STAAR 2.0 in order to review data for TEK mastery.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1	100%	100%	100%

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our economically disadvantaged students did not make significant gains on the 2022-2023 STAAR test in all three grade levels based on the campus rating forms provided through the district.   **Root Cause**: Dickinson staff needs to continue to raise the expectations for Tier 1 intervention while providing support to all students during dolphin time.

Student Learning
Problem Statement 1: Our Special Education students struggled to achieve the Meets and Masters Grade Level performance on STAAR.   **Root Cause**: Teachers must provide effective Tier 1 instruction in order to close gaps and provide access to the curriculum for Special Education students. Special Education staff must work with general education staff to best meet Special Education students' needs and also maintain high expectations. Attendance is an area to monitor with students.

State Compensatory

Budget for Dickinson Elementary

Total SCE Funds: $5,016.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

A reading specialist with be hired in order to conduct in-school tutorials to work with our at risk students in grades kindergarten - second who are reading below grade level.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Channon Almendarez	Principal
Counselor	Suzanne Lowe	Counselor
Non-classroom Professional	Lisa Morrey	Instructional Coach
Administrator	Angela Peters	Assistant Principal
ESL/At-Risk Coach	Yadira Salinas	EB Coach
District-level Professional	Jennifer Johnson	Curriculum Content Specialist
Parent	Jenny Pennington	Parent
Parent	Amy Wacker	Parent
Parent	Christine Beliard	Parent
Parent	Jason Sulak	Parent
Parent	Marielle Castillo	Parent
Classroom Teacher	Melissa Johnson	Kindergarten Teacher
Classroom Teacher	Lisa Moeller	First Grade Teacher
Classroom Teacher	Stephanie Carr	Second Grade Teacher
Classroom Teacher	Wendy Thome	Third Grade Teacher
Classroom Teacher	Audrey Kimpler	Fourth Grade Teacher
Classroom Teacher	Dawn Hopkins	Fifth Grade Teacher
Non-classroom Professional	Victoria Marine	Art Teacher

Campus Funding Summary

			199 PIC 24 State Compensatory Ed (SCE) Accelerated		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	1	Reading Tutor		$4,363.00
3	1	1	STAAR 2.0 Resources to use during intervention time.		$300.00
4	1	1	STAAR 2.0 Resources for Math in school tutorials		$353.00
				Sub-Total	$5,016.00
				Budgeted Fund Source Amount	$5,016.00
				+/- Difference	$0.00
			199 PIC 25 State Bilingual/ESL		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1			$1,564.00
				Sub-Total	$1,564.00
				Budgeted Fund Source Amount	$1,564.00
				+/- Difference	$0.00
			282 - CARES/ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$6,580.00
				Grand Total Spent	$6,580.00
				+/- Difference	$0.00