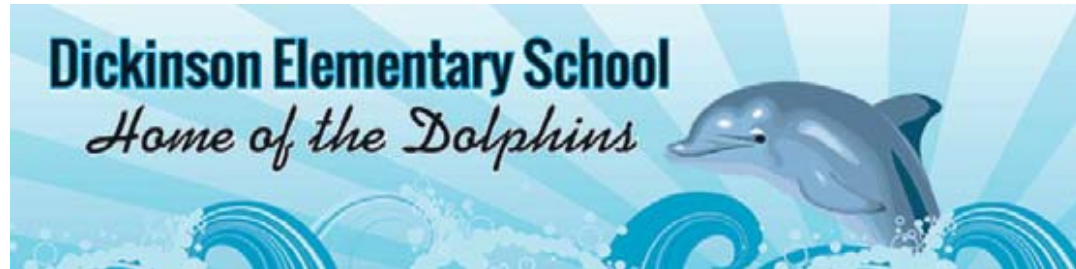


Lamar Consolidated Independent School District

Dickinson Elementary

2024-2025 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

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Goal 5: The percent of 3rd - 5th grade students that score masters grade level on STAAR Math will increase by 5% . EOY 2024 Math STAAR 3rd Grade - 42% Masters 4th Grade- 54% Masters 5th Grade- 42% Masters 2024 Fall Benchmark Data 3rd Grade- 28% Masters 4th Grade- 30% Masters 5th Grade - 55% Masters 2025 Spring Benchmark 3rd Grade- % Masters 4th Grade- % Masters 5th Grade - % Masters 2025 Math STAAR 3rd Grade- % Masters 4th Grade- % Masters 5th Grade- % Masters 27

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Comprehensive Needs Assessment

Revised/Approved: October 10, 2024

Demographics

Demographics Summary

Student Demographics:

Of our 615 Students:

- Asian - 11.22%
- African American - 6.02%
- White - 53.50%
- Hispanic - 22.28%
- Multi-Race - 6.67%
- Special Education - 16.42%
- At-Risk - 18.05%
- English Language Learners - 13.82%
- Economically Disadvantaged - 11.87%

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: Our economically disadvantaged students did not make significant gains on the 2023-2024 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

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 2024- 81% Meets 42% Masters & 3rd Grade Reading 2024- 81% Meets & 56% Masters
- 4th Grade Math 2024- 81% Meets 54% Masters & 4th Grade Reading 2024- 88% Meets & 59% Masters
- 5th Grade Math 2024- 84% Meets 42% Masters & 5th Grade Reading 2024- 87% Meets & 61% Masters & 5th Grade Science 2024 57% Meets & 31% Masters

BOY Guided Reading Assessment

- 85% of Kindergarten students are on or above reading level on GRA
- 92% of 1st grade students are on or above reading level on GRA
- 94% of 2nd grade students are on or above reading level on GRA

Student Learning Strengths

- Dickinson Elementary is an A rated campus.
- Kindergarten, First, and Second Grade levels met their GRA goal which included lowering the number of student on or above reading level from last year.
- 3rd Grade Math ranked first in the district for masters on STAAR.
- Domain 2B was the highest in the district with a 96.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Science STAAR scores are lower than reading and math in meets and masters. **Root Cause:** Teachers must provide effective Tier 1 instruction in order to close gaps and provide access to the curriculum for students. Science needs to be taught daily for mastery and spiraled TEKS reviewed based on data. 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 unit 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! We have a low teacher turnover rate. 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 implements the Ron Clark House System. 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 House Council and No Place for Hate committee.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: According to the K12 Insight survey given to students in grade 5 the percent of students responding as feeling they have not been bullied was at 80% and the goal will be 90% by the end of year social/emotional wellness screener. **Root Cause:** Students and parents need to be taught and understand what bullying means. Students may categorize bullying as a mean student incident.

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 13 years and met all the criteria for the 2023-2024 TEPSA Student Leadership Award.

Our campus 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/house council, safety patrol, house leaders and our broadcasting team.

Perceptions Strengths

Based on the K12 Insight Survey taken by the district:

- 93% of our parents agree or strongly agree that teachers set high learning standards for their child(ren).
- 96% of our teachers agree or strongly agree that they set high learning standards for children.
- 88% of our 5th-grade students agree or strongly agree that their teachers tell them what they need to know to do well in school.
- 80% of our parents agree or strongly agree that teachers give timely and helpful feedback on their child's schoolwork.
- 94% 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.
- 91% 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.
- 98% 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.
- 96% 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: Based on the K-12 2023-2024 Student School Climate Survey, only 62% of the fifth grade students feel they get feedback on assignments and tests.

Priority Problem Statements

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
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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

- Discipline records

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 percentage of students who report being bullied will be less than 10% of the student population evidenced of tracking throughout the 2024-2025 school year.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Host a Bullying Assembly for the whole school to encourage students to stand up against bullying. Staff Responsible for Monitoring: Counselor	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Bullying Lessons during Innovative School Day Rotations Staff Responsible for Monitoring: counselor	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide Parents/Teachers with information about what bullying is and is not in Counselor Newsletter Staff Responsible for Monitoring: counselor	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: The percentage of students who report being bullied will be less than 10% of the student population evidenced of tracking throughout the 2024-2025 school year.

Performance Objective 2: Staff will implement the Ron Clark House System in order to build positive peer relations.

Strategy 1 Details	Formative Reviews		
Strategy 1: All new students and staff will be sorted into one of the four houses in August so that all feel a sense of belonging Staff Responsible for Monitoring: Counselor and administration	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will award house points for positive student behaviors in order to encourage positive peer interactions Staff Responsible for Monitoring: All Staff	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Staff will have nine week celebrations to recognize the house with the most points earned to encourage positive behaviors. Staff Responsible for Monitoring: All Staff	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: The percentage of students who report being bullied will be less than 10% of the student population evidenced of tracking throughout the 2024-2025 school year.

Performance Objective 3: Counselor will conduct monthly Character Counts guidance lessons, with an increased focus bullying and positive peer interaction

Strategy 1 Details	Formative Reviews		
Strategy 1: The counselor will conduct lessons during the innovative plan day rotations 6 times per year to focus on social/emotional skills related to each Character Counts trait. Staff Responsible for Monitoring: Counselor	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Counselor will conduct small groups based on teacher/parent referrals.	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 2: The percent of 5th grade students that score meets grade level on STAAR Science will increase by 5%.

2024 Science STAAR: 57% Meets

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

High Priority

Evaluation Data Sources: Lesson plans, walk-throughs, vertical team planning at staff meetings, and formal observations, PLC's

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will meet once a month to discuss the vertical alignment K-5 of the district roadmaps.</p> <p>Strategy's Expected Result/Impact: Teaching strategies and learning misconceptions will be addressed and discussed.</p> <p>Staff Responsible for Monitoring: Admin., Coaches, & Staff</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 2: The percent of 5th grade students that score meets grade level on STAAR Science will increase by 5%.

2024 Science STAAR: 57% Meets

Performance Objective 2: Teachers will participate in PD for science utilizing the district science coach.

High Priority

Evaluation Data Sources: Lesson plans, walk-throughs, PD feedback, and formal observations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Beginning of year we will have the district science lead come and train our teachers about the new TEKS and science resource.</p> <p>Strategy's Expected Result/Impact: Teachers will have a better understanding of the TEKS and how to implement them in daily instruction.</p> <p>Staff Responsible for Monitoring: Admin., Coaches, & Staff</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: The percent of 5th grade students that score meets grade level on STAAR Science will increase by 5%.

2024 Science STAAR: 57% Meets

Performance Objective 3: Students will spend 15 minutes four times a week in Progress Learning on science in grades Kinder-5th.

High Priority





Evaluation Data Sources: Progress Learning

Goal 2: The percent of 5th grade students that score meets grade level on STAAR Science will increase by 5%.

2024 Science STAAR: 57% Meets

Performance Objective 4: Students will be attending science lab at least twice a month.

High Priority

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: This year we have an innovative para that plans with the K-5 teachers to do science activities.</p> <p>Strategy's Expected Result/Impact: Science scores will improve by reviewing the student SE tracker during PLC meetings.</p> <p>Staff Responsible for Monitoring: Teachers & Innovative Paras</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			


Goal 2: The percent of 5th grade students that score meets grade level on STAAR Science will increase by 5%.

2024 Science STAAR: 57% Meets

Performance Objective 5: Core content vocabulary will be pre-taught, embedded, and/or visually supported through real-world situations.

High Priority

Evaluation Data Sources: * Grades that measure student performance based on the TEKS and ELPS (English Language Proficiency Standards), MAP, UNIT assessments,





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement academic vocabulary that includes content specific vocabulary as well as additional words necessary to express understanding of academic content.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual students will acquire the Vocabulary necessary to participate fully and confidently in academic learning in all content areas.</p> <p>Staff Responsible for Monitoring: Teachers, EB Coach, Instructional coach, Administrators</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Purchase materials to be used for Small group instruction to preview and view content and vocabulary for EB students.</p> <p>Strategy's Expected Result/Impact: *Emergent Bilingual student achievement on TELPAS, STAAR will improve.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, EB Coach and Administrators</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: GF Educators - 199 PIC 25 State Bilingual/ESL - \$1,440</p>	Formative		
	Feb	Apr	June
			

Goal 3: The percent of Kindergarten through 2nd grade students that score on or above grade level for reading will be 90% for Kindergarten, and 95% for 1st and 2nd grade levels.

Performance Objective 1: Professional development opportunities will be provided to target areas of Reading improvement to ensure student growth.

Goal 3: The percent of Kindergarten through 2nd grade students that score on or above grade level for reading will be 90% for Kindergarten, and 95% for 1st and 2nd grade levels.






Performance Objective 2: Staff will utilize Professional Learning Communities (PLCs) to review student Reading data throughout the year.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A reading tutor will be hired to work with students who are reading below level in grades Kinder-2nd based on PLC data review.</p> <p>Strategy's Expected Result/Impact: The goal is to support students reading below level in grades Kinder-Second grade.</p> <p>Staff Responsible for Monitoring: Channon Almendarez, Angela Peters, Lisa Morrey, & Leslie Norra</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$5,643</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: The percent of Kindergarten through 2nd grade students that score on or above grade level for reading will be 90% for Kindergarten, and 95% for 1st and 2nd grade levels.

Performance Objective 3: Increase kindergarten reading proficiency for EB students by implementing an evidence-based phonics readers kit as part of core reading instruction to strengthen phonemic awareness, decoding skills, and early literacy comprehension.

Evaluation Data Sources: UFLI Progress Monitoring

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Analyze assessment data and teacher feedback at the end of each term to determine the kit's impact on reading proficiency and identify areas for improvement.</p> <p>Strategy's Expected Result/Impact: Analyze assessment data and teacher feedback at the end of each term to determine the kit's impact on reading proficiency and identify areas for improvement.</p> <p>Staff Responsible for Monitoring: Teachers, EB Coach, Administration, Instructional Coach</p> <p>Targeted Support Strategy</p> <p>Funding Sources: Hand 2 Mind Kits - 199 PIC 25 State Bilingual/ESL - \$600</p>	Formative		
	Feb	Apr	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: The percent of 3rd - 5th grade students that score masters grade level on STAAR Reading will increase by 5% .

EOY 2024 Reading STAAR

3rd Grade - 56% Masters

4th Grade- 59% Masters

5th Grade- 61% Masters

2024 Fall Benchmark Data (November)

3rd Grade- 21% Masters

4th Grade-32 % Masters

5th Grade - 35% Masters





2025 Reading STAAR

3rd Grade- % Masters

4th Grade- % Masters

5th Grade- % Masters

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will meet once a month to discuss the vertical alignment k-5 of the district roadmaps.</p> <p>Strategy's Expected Result/Impact: Teaching strategies and learning misconceptions will be addressed and discussed</p> <p>Staff Responsible for Monitoring: Admin, Coaches & Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: The percent of 3rd - 5th grade students that score masters grade level on STAAR Reading will increase by 5% .

EOY 2024 Reading STAAR

3rd Grade - 56% Masters

4th Grade- 59% Masters

5th Grade- 61% Masters

2024 Fall Benchmark Data (November)

3rd Grade- 21% Masters

4th Grade-32 % Masters

5th Grade - 35% Masters

2025 Reading STAAR

3rd Grade- % Masters

4th Grade- % Masters





5th Grade- % Masters

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

High Priority

Evaluation Data Sources: Fall benchmark, unit assessments,

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Our campus has built in time for long range planning and data analysis to plan effective instruction.</p> <p>Strategy's Expected Result/Impact: Improve data results on the student SE tracker.</p> <p>Staff Responsible for Monitoring: Admin, coaches and Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will work with the Instructional Coach to utilize online assessments and disaggregate data for math. Strategy's Expected Result/Impact: Tier 1 instruction Staff Responsible for Monitoring: instructional coach, teachers, Admin	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: The percent of 3rd - 5th grade students that score masters grade level on STAAR Reading will increase by 5% .

EOY 2024 Reading STAAR

3rd Grade - 56% Masters

4th Grade- 59% Masters

5th Grade- 61% Masters

2024 Fall Benchmark Data (November)

3rd Grade- 21% Masters

4th Grade-32 % Masters

5th Grade - 35% Masters

2025 Reading STAAR

3rd Grade- % Masters

4th Grade- % Masters

5th Grade- % Masters

Performance Objective 3: Students will spend 15 minutes 4 times a week on Progress learning on science.

High Priority

Evaluation Data Sources: Progress

Goal 4: The percent of 3rd - 5th grade students that score masters grade level on STAAR Reading will increase by 5% .

EOY 2024 Reading STAAR

3rd Grade - 56% Masters

4th Grade- 59% Masters

5th Grade- 61% Masters

2024 Fall Benchmark Data (November)

3rd Grade- 21% Masters

4th Grade-32 % Masters

5th Grade - 35% Masters

2025 Reading STAAR

3rd Grade- % Masters

4th Grade- % Masters

5th Grade- % Masters

Performance Objective 4: Increase opportunities for all students to utilize academic vocabulary to articulate and demonstrate their understanding of concepts during structured conversations.

High Priority

Evaluation Data Sources: learning walks, tier 1 , planning

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

EOY 2024 Math STAAR

3rd Grade - 42% Masters

4th Grade- 54% Masters

5th Grade- 42% Masters

2024 Fall Benchmark Data

3rd Grade- 28% Masters

4th Grade- 30% Masters

5th Grade - 55% Masters

2025 Spring Benchmark

3rd Grade- % Masters

4th Grade- % Masters

5th Grade - % Masters

2025 Math STAAR





3rd Grade- % Masters

4th Grade- % Masters

5th Grade- % Masters

Performance Objective 1: 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: Teachers will work with the Instructional Coach to utilize online assessments and data dig for math.	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

EOY 2024 Math STAAR

3rd Grade - 42% Masters

4th Grade- 54% Masters

5th Grade- 42% Masters

2024 Fall Benchmark Data

3rd Grade- 28% Masters

4th Grade- 30% Masters

5th Grade - 55% Masters

2025 Spring Benchmark

3rd Grade- % Masters

4th Grade- % Masters

5th Grade - % Masters

2025 Math STAAR

3rd Grade- % Masters

4th Grade- % Masters





5th Grade- % Masters

Performance Objective 2: 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: PLC/Dolphin watch meetings are held to determine students who are in need of intervention or enrichment.	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

EOY 2024 Math STAAR

3rd Grade - 42% Masters

4th Grade- 54% Masters

5th Grade- 42% Masters

2024 Fall Benchmark Data

3rd Grade- 28% Masters

4th Grade- 30% Masters

5th Grade - 55% Masters

2025 Spring Benchmark

3rd Grade- % Masters

4th Grade- % Masters

5th Grade - % Masters

2025 Math STAAR

3rd Grade- % Masters

4th Grade- % Masters

5th Grade- % Masters

Performance Objective 3: Increase opportunities for all students to utilize academic vocabulary to articulate and demonstrate their understanding of concepts during structured conversations.

High Priority

Evaluation Data Sources: tier 1 ,planning, learning walks

State Compensatory

Budget for Dickinson Elementary

Total SCE Funds: \$5,643.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

This will be used for tutoring and to purchase additional subject related materials to help achieve Science, Math, Reading and STAAR CIP goals.

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$5,643.00
Sub-Total					\$5,643.00
Budgeted Fund Source Amount					\$5,643.00
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	2	GF Educators		\$1,440.00
3	3	1	Hand 2 Mind Kits		\$600.00
Sub-Total					\$2,040.00
Budgeted Fund Source Amount					\$2,040.00
+/- Difference					\$0.00
Grand Total Budgeted					\$7,683.00
Grand Total Spent					\$7,683.00
+/- Difference					\$0.00