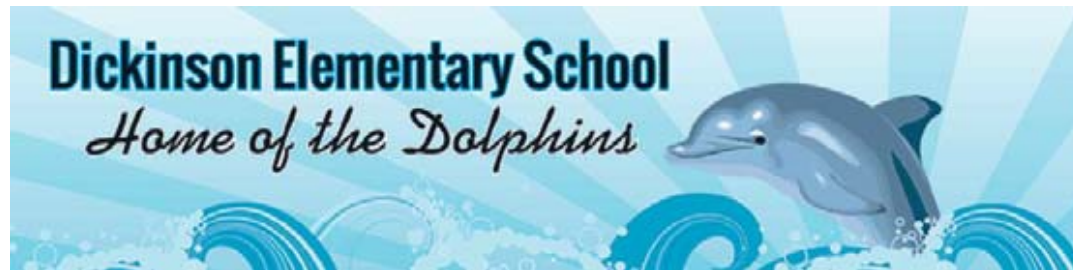


Lamar Consolidated Independent School District

Dickinson Elementary

2022-2023 Campus Improvement Plan



Mission Statement

To educate all students by ensuring access to a superior education through inspired leadership among parents, teachers, administrators, and staff, allowing students to achieve their full potential to participate in future social, economic, and educational opportunities in their community.

Vision

Dickinson Elementary is a place that focuses on learning and success for all. We not only believe that students can learn, but we continually act upon that belief. We will meet the needs of students by providing the best instructional strategies, interventions, and extended learning that is available. Our focus will be on building the capacity of each student's academic, physical, and social-emotional well-being.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics:

Of our 547 Students:

- Asian - 7.9%
- African American - 3.6%
- White - 61.1%
- Hispanic - 19.7%
- Multi-Race - 7.5%
- Special Education - 13.9%
- At-Risk - 7%
- English Language Learners - 7.6%
- Economically Disadvantaged - 14.7%

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our economically disadvantaged students did not make significant gains on the 2021-2022 STAAR test in all three grade levels based on the campus rating forms provided through the district.

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 2021-2022 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 2022- 60% Meets 42% Masters & 3rd Grade Reading 2022- 70% Meets & 42% Masters
- 4th Grade Math 2022- 86% Meets 65% Masters & 4th Grade Reading 2022- 82% Meets & 53% Masters
- 5th Grade Math 2022- 83% Meets 56% Masters & 5th Grade Reading 2022- 92% Meets & 66% Masters & 5th Grade Science 67% Meets & 32% Masters

Information regarding the Guided Reading Assessment is detailed in the Addendum.

- 72% of Kindergarten students are on or above reading level on GRA
- 77% of 1st grade students are on or above reading level on GRA
- 83% of 2nd grade students are on or above reading level on GRA

Student Learning Strengths

- Dickinson Elementary is an A rated campus.
- Dickinson Elementary received A ratings in Student Achievement, School Progress, and Closing the Gaps.
- Dickinson Elementary received distinctions in Math, Science, Postsecondary Readiness, and Comparative Closing the Gaps.

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 (Prioritized): Our 3rd Grade Math scores were lower on the 2022 test than on the 2021 test. 2022: Approaches-86%; 2021: Approaches-93% 2022: Meets-60%; 2021: Meets-62% 2022: Masters-42%; 2021: Masters-35% **Root Cause:** This group of third graders were most impacted by COVID. They missed out on half of their first grade year, possibly virtual in second, and there was a teacher shortage in third grade. This grade level has the highest number of special education students at our school.

Problem Statement 3: Our 3rd Grade Reading scores were lower on the 2022 test than on the 2021 test. 2022: Approaches-88%; 2021: Approaches-93% 2022: Meets-70%; 2021: Meets-76% 2022: Masters-42%; 2021: Masters-46% **Root Cause:** This group of third graders were most impacted by COVID. They missed out on half of their first grade year, possibly virtual in second, and there was a teacher shortage in third grade. This grade level has the highest number of special education students at our school.

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. We will also begin to implement instructional rounds focusing on high-level questioning in the classroom. Teachers will emphasize writing across the curriculum and increase support in writing through targeted grammar instruction. Students will utilize short answer response strategies in all subject areas on major assignments.

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 4545 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 retired last year and four left because of family moves. 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 has successfully completed the Texas Reading Academy in 2021-2022.

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 10 years and met all the criteria for the 2021-2022 TEPSA Student Leadership Award.

Our campus plans on attending the Ron Clark Academy in January to start implementing the 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, 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 3: 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 3: 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 3 Areas: School Processes & Programs - Perceptions

Problem Statement 2: Our 3rd Grade Math scores were lower on the 2022 test than on the 2021 test. 2022: Approaches-86%; 2021: Approaches-93% 2022: Meets-60%; 2021: Meets-62% 2022: Masters-42%; 2021: Masters-35%

Root Cause 2: This group of third graders were most impacted by COVID. They missed out on half of their first grade year, possibly virtual in second, and there was a teacher shortage in third grade. This grade level has the highest number of special education students at our school.

Problem Statement 2 Areas: Student Learning

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

- 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.

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
- Professional development needs assessment data

Parent/Community Data

- Parent 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 stressed or anxious will reduce from 35% to 30% by the end of year social/emotional wellness screener.

Performance Objective 1: Increase instances of positive feedback and praise using PBIS dolphin dollar system.





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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create a grade level reward strategy for using a monetary based system (Dolphin Dollars).</p> <p>Strategy's Expected Result/Impact: Increase positive praise from staff members.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: 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.

Performance Objective 2: Counselor will conduct monthly Character Counts guidance lessons, with an increased focus on self-awareness and self-care.





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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The counselor visits each classroom 6 times per year to focus on social/emotional skills related to each Character Counts traits.</p> <p>Strategy's Expected Result/Impact: Increase students' awareness of ways to get along well with others, and handle stressful situations in the learning environment.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: 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.

Performance Objective 3: Students and teachers will practice mindfulness and calming techniques as part of daily announcements.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During morning announcements a student leader will guide students and teachers through a deep breathing and mindfulness activity.</p> <p>Strategy's Expected Result/Impact: Reduce student and staff frustration through the use of a mindfulness strategy.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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.

End of Year - 2022

Kindergarten - 28% below level

1st Grade - 23% below level

2nd Grade - 17% below level

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





HB3 Goal

Evaluation Data Sources: Guided Reading Assessment

MAP

TXKEA

Running Records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase usage of The Next Step Forward in Guided Reading lesson plan templates, and maintain accurate records.</p> <p>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%.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement systematic phonics instruction using the adopted HMH reading program K-2</p> <p>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%.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches</p>	Formative		
	Nov	Feb	June
 No Progress  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.

End of Year - 2022

Kindergarten - 28% below level





1st Grade - 23% below level

2nd Grade - 17% below level

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		
<p>Strategy 1: Teachers will plan with instructional coaches 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, EL and Special Education.</p> <p>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%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional development opportunities are provided to ensure vertical alignment through district learning walks that are focused on Guided Reading instruction, K-5.</p> <p>Strategy's Expected Result/Impact: 3rd grade students that score meets grade level or above on STAAR Reading will increase from 70% to 78%.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, District Literacy Coaches, Assistant Principal, Principal</p>	Formative		
	Nov	Feb	June
 No Progress  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.

End of Year - 2022

Kindergarten - 28% below level

1st Grade - 23% below level

2nd Grade - 17% below level

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		
<p>Strategy 1: Through PLCs, determine students who are in need of Tier 2 and 3 interventions</p> <p>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%.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Assistant Principal, Principal</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure incorporation of Tier 1 strategies to focus on higher level questioning in order to minimize the identification of students needing Tier 2 instruction.</p> <p>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%.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principal, Principal</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure Tier 2 and Tier 3 instruction are implemented with fidelity.</p> <p>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%.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Assistant Principal, Principal</p>	Formative		
	Nov	Feb	June
 No Progress  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.

End of Year - 2022

Kindergarten - 28% below level

1st Grade - 23% below level

2nd Grade - 17% below level





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

High Priority

HB3 Goal

Evaluation Data Sources: Guided Reading Assessments

TXKEA

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tutoring</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</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Reading Tutor - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$4,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 70% to 75% by June 2023 and increase to 80% by June 2024.

2022
3rd Grade - 70%

Performance Objective 1: Implement strategies focusing on Word Study (i.e. phonemic and phonological awareness).

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Reading Academy training strategies. 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: Kindergarten through 3rd grade teachers, Instructional Coaches, Administration</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement systematic phonics instruction through the use of the HMH reading program K-3. 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</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 70% to 75% by June 2023 and increase to 80% by June 2024.





2022

3rd Grade - 70%

Performance Objective 2: Provide opportunities for vertical alignment in grades K-3 to address "Masters Performance" measure.

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instructional coaches will work with teachers during planning to ensure vertical alignment. The Literacy Coach meets weekly with all grade levels K-5 to plan ELAR lessons to ensure vertical alignment and consistency across grade levels</p> <p>Strategy's Expected Result/Impact: 3rd grade students that score meets grade level or above on STAAR Reading will increase from 70% to 78%.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math -</p> <p>Funding Sources: STAAR 2.0 Resources to use during intervention time. - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$300</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 70% to 75% by June 2023 and increase to 80% by June 2024.

2022

3rd Grade - 70%

Performance Objective 3: Teachers will implement The Next Step Forward in Guided Reading strategies and lesson plans.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional development opportunities are provided to ensure vertical alignment through district learning walks that are focused on Guided Reading instruction, K-5.</p> <p>Strategy's Expected Result/Impact: 3rd grade students that score meets grade level or above on STAAR Reading will increase from 70% to 78%.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, District Literacy Coaches, Assistant Principal, Principal</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All teachers in K-5 will attend at least one of The Next Step Forward in Guided Reading training sessions, either through the district or provided by the campus Literacy Coach.</p> <p>Strategy's Expected Result/Impact: 3rd grade students that score meets grade level or above on STAAR Reading will increase from 70% to 78%.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, District Literacy Coaches, Assistant Principal, Principal</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 60% to 65% by June 2023 and increase to 70% by June 2024.

2022

3rd Grade - 60%

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


HB3 Goal


Evaluation Data Sources: Lesson plans, walk-throughs, formal observations, informal observations by the instructional coach, PD by instructional coach.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During weekly planning meetings Instructional Coaches will work on guided math strategies that ensure rigorous Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 62% to 67%.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principal, Principal</p> <p>TEA Priorities: Build a foundation of reading and math -</p> <p>Funding Sources: STAAR 2.0 Resources for Math in school tutorials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$353</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide professional development opportunities focused on guided math to ensure student growth. Teachers will implement strategies and components of Guided Math: A Framework for Mathematics Instruction by Laney Sammons.</p> <p>Strategy's Expected Result/Impact: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 62% to 67%.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principal, Principal</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Coaches will work with Kindergarten through 3rd grade teachers during planning to ensure vertical alignment.</p> <p>Strategy's Expected Result/Impact: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 62% to 67%.</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Teachers, Instructional Coach, Assistant Principal, Principal

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 60% to 65% by June 2023 and increase to 70% by June 2024.





2022

3rd Grade - 60%

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

HB3 Goal





Evaluation Data Sources: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 62% to 70%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PLC meetings are held to determine students who are in need of Tier 2 and 3 interventions.</p> <p>Strategy's Expected Result/Impact: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 62% to 67%.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Assistant Principal, Principal</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure incorporation of Tier 1 strategies focused on implementing higher level questioning in guided math groups to minimize identification of students needing Tier 2 instruction.</p> <p>Strategy's Expected Result/Impact: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 62% to 67%.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principal, Principal</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: The percent of 3rd-5th grade LEP students showing TELPAS growth of at least one proficiency level (or maintain Advanced High) on the yearly progress indicator, will increase from 48% in 2023 to 53% in 2024.

Performance Objective 1: Increase teachers' depth of understanding and practice of the Emergent Bilingual sheltered strategies.





Evaluation Data Sources: TELPAS

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: EB Coach will work with teachers individually to focus on EB student needs and discuss student's current levels and how to differentiate instruction.</p> <p>Strategy's Expected Result/Impact: The percent of 3rd-5th grade LEP students showing TELPAS growth of at least one proficiency level (or maintain Advanced High) on the yearly progress indicator will increase from 48% in 2022 to 55% in 2024.</p> <p>Staff Responsible for Monitoring: EB Coach, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide BOY Staff Development to K-5 teachers on sheltered strategies emphasizing academic discourse and vocabulary development.</p> <p>Strategy's Expected Result/Impact: The percent of 3rd-5th grade LEP students showing TELPAS growth of at least one proficiency level (or maintain Advanced High) on the yearly progress indicator will increase from 48% in 2022 to 55% in 2024.</p> <p>Staff Responsible for Monitoring: EB Coach, Teachers</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: The percent of 3rd-5th grade LEP students showing TELPAS growth of at least one proficiency level (or maintain Advanced High) on the yearly progress indicator, will increase from 48% in 2023 to 53% in 2024.

Performance Objective 2: Increase students' academic vocabulary and opportunities for higher-level questioning.

Evaluation Data Sources: TELPAS

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Incorporate academic language in sentence stems in the classroom</p> <p>Strategy's Expected Result/Impact: The percent of 3rd-5th grade LEP students showing TELPAS growth of at least one proficiency level (or maintain Advanced High) on the yearly progress indicator will increase from 48% in 2022 to 55% in 2024.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will provide adequate wait time and scaffolding for EB students.</p> <p>Strategy's Expected Result/Impact: The percent of 3rd-5th grade LEP students showing TELPAS growth of at least one proficiency level (or maintain Advanced High) on the yearly progress indicator will increase from 48% in 2022 to 55% in 2024.</p> <p>Staff Responsible for Monitoring: Teachers, EB Coach</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide EB students' opportunities to increase structured conversations in all content areas.</p> <p>Strategy's Expected Result/Impact: The percent of 3rd-5th grade LEP students showing TELPAS growth of at least one proficiency level (or maintain Advanced High) on the yearly progress indicator will increase from 48% in 2022 to 55% in 2024.</p> <p>Staff Responsible for Monitoring: Teachers, EB Coach</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Dickinson Elementary

Total SCE Funds: \$4,653.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

A reading specialist will 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	Kathryn Reaves	Counselor
Non-classroom Professional	Lisa Morrey	Instructional Coach
Administrator	Angela Peters	Assistant Principal
ESL/At-Risk Coach	Yadira Salinas	EB Coach
District-level Professional	Michelle Reynolds	Finance Department
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	Shannon Paquet	Second Grade Teacher
Classroom Teacher	Brooke Cochran	Third Grade Teacher
Classroom Teacher	Dawn Hopkins	Fourth Grade Teacher
Classroom Teacher	Pam Heikkila	Fifth Grade Teacher
Non-classroom Professional	Courtney Ross	Special Education 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		\$4,000.00
3	2	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					\$4,653.00
Budgeted Fund Source Amount					\$89,113.00
+/- Difference					\$84,460.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,564.00
+/- Difference					\$1,564.00
282 - CARES/ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,485.00
+/- Difference					\$4,485.00
Grand Total Budgeted					\$95,162.00
Grand Total Spent					\$4,653.00
+/- Difference					\$90,509.00

Addendums

3 rd Grade Math	
Approaches	97.67%
Meets	76.74%
Masters	47.67%

3 rd Grade Reading	
Approaches	94.29%
Meets	77.14%
Masters	47.14%

4 th Grade Math	
Approaches	97.01%
Meets	80.6%
Masters	53.73%

4 th Grade Reading	
Approaches	94.37%
Meets	77.46%
Masters	49.3%

4 th Grade Writing	
Approaches	97.06%
Meets	63.24%
Masters	29.41%

5 th Grade Math	
Approaches	94.74%
Meets	86.84%
Masters	71.05%

5 th Grade Science	
Approaches	89.47%
Meets	67.11%
Masters	31.58%

GRA Reading Level Data 2020-2021

Kinder

Reading Levels 2021	Above Grade Level	On Grade Level	Below Grade Level
Bertuglia	67%	33%	0%
Blair	43%	14%	43%
Johnson	50%	23%	27%
Pearce	48%	29%	23%
Grade Level	49%	23%	28%
2018-2019	36%	21%	43%

1st Grade

Reading Levels 2021	Above Grade Level	On Grade Level	Below Grade Level
Gehring	29%	24%	47%
Meihaus	64%	14%	22%
Moeller	82%	0%	18%
Murphy	62%	19%	19%
Nguyen	50%	7%	43%
Grade Level	58%	13%	29%
2018-2019	44%	18%	38%

2nd Grade

Reading Levels 2021	Above Grade Level	On Grade Level	Below Grade Level
Cedillo	26%	22%	52%
Dickson	79%	17%	4%
Paquet	54%	21%	25%
Ramon	50%	8%	42%
Grade Level	53%	18%	29%
2018-2019	45%	18%	37%

3rd Grade

Reading Levels 2021	Above Grade Level	On Grade Level	Below Grade Level
Carr	61%	26%	13%
Love	45%	23%	32%
Naranjo	40%	10%	50%
Wehring	26%	26%	48%
Grade Level	44%	23%	33%
2018-2019	44%	29%	27%

4th Grade

Reading Levels 2021	Above Grade Level	On Grade Level	Below Grade Level
Estimbo	13%	12%	75%
Harper	41%	12%	47%
Hopkins	41%	18%	41%
Jones	24%	38%	38%
Tran	38%	38%	24%
Grade Level	32%	23%	45%
2018-2019	46%	19%	35%

5th Grade

Reading Levels 2021	Above Grade Level	On Grade Level	Below Grade Level
Atkins	44%	12%	44%
Bates	14%	27%	59%
Heikkila	26%	43%	31%
Kimpler	0%	36%	64%
Grade Level	19%	31%	50%
2018-2019	38%	30%	32%

Early Childhood Literacy Campus Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 71% to 84% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
71%	74%	78%	81%	84%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	**	50%	74%	**	83%	**	**	23%	60%	**	40%	72%	60%
2021	**	53%	77%	**	86%	**	**	26%	63%	**	43%	75%	63%
2022	**	57%	80%	**	90%	**	**	30%	67%	**	47%	79%	67%
2023	**	60%	83%	**	93%	**	**	33%	70%	**	50%	82%	70%
2024	**	63%	86%	**	96%	**	**	36%	73%	**	53%	85%	73%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 69% to 75% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
69%	72%	76%	79%	82%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	**	33%	75%	**	83%	**	**	15%	60%	**	40%	72%	50%
2021	**	36%	78%	**	86%	**	**	18%	63%	**	43%	75%	53%
2022	**	40%	82%	**	90%	**	**	22%	67%	**	47%	79%	57%
2023	**	43%	85%	**	93%	**	**	25%	70%	**	50%	82%	60%
2024	**	46%	88%	**	96%	**	**	28%	73%	**	53%	85%	63%