Grand Prairie Independent School District

Dickinson Elementary

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Our mission is to provide an exemplar Montessori education to **all** children in order to enable them to realize his/her richest potential and to become independent and self-motivated learners.

Vision

We are a learning community that prepares our students for success by meeting the academic and social-emotional needs of each student and empowers them to be leaders today and tomorrow.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2020-21 Data

Attendance and numbers of in-person and virtual leraners - updates

2019-20 Data

Students:

Ethnicity: Hispanic- 59%, AA- 23%, White-11%, Asian AND 2 or more-7%

Males-47%, Females-53%, GT-7%

SPED - 5%, ELL- 27%, At Risk- 47%, Eco disadvantaged- 83%, 504-3%

Staff Data, Dickinson hired:

- Continue to monitor new staff members as they are hired. The gradual change to Montessori will effect retention numbers on campus.

Demographics Strengths

Trends are improving in the last 3 school years:

- Eco disadvantaged increased to 86% and continues to be a diverse campus
- Dickinson is growing in numbers from the bottom up, with Montessori being our largest group. There is a waiting list for students to attend Montessori.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Training needs to continue for staff and families on the changing demographics of the campus. **Root Cause:** With such a fast increase in eco disadvantaged and at-risk students, needs of the campus and teaching styles need to be adjusted.

Problem Statement 2: Low percentage of Meets and Masters in all subjects with Eco Disadvantage and all Ethnic groups. **Root Cause:** Growing number of students in these

diverse areas. The staff continues to struggle to improve Tier 1 instruction.

Student Learning

Student Learning Summary

2020-21 Data

Attendance and numbers of in-person and virtual learners - assessment data, grades, and attendance updates

STAAR Data

Dickinson earned a 76 Rating =C on 2018 STAAR and in creased to a 79 in 2019.

No distinctions were earned for 2018 while increasing to 1 Distinction in 2019 in student growth.

No STAAR in 2020 due to COVID 19.

Students increased scores and showed growth during the 2019-2020 school year on district Quarter Assessments

Student Learning Strengths

2019-20 Data

- Dickinson increased over-all score for the year and earned a distinction.
- Improvement/Growth was made with percentage of students at the approaches level on STAAR.
- ELL students are out-performing all other groups meeting Approaches and Meets.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Low percentage of Meets and Masters in all subjects with Eco Disadvantage and all Ethnic groups. **Root Cause:** Growing number of students in these diverse areas. The staff continues to struggle to improve Tier 1 instruction.

Problem Statement 2: The gap needs to close with ELL students and all other student groups meeting Approaches and Meets. ELL outperforms all other groups. Gaps will also need to be filled due to COVID 19 for some students. **Root Cause:** Need to improve strategies for all students with Tier 1 instruction, adopting the best practices of DL and ESL in every classroom.

Problem Statement 3: Lack of a School-wide approach with tracking students and providing a more rigorous engaging atmosphere for ALL students virtually and in-person.
Root Cause: Lack of accountability and sense of urgency in student tracking and rigorous instruction balancing virtual and in-person instruction.

School Processes & Programs

School Processes & Programs Summary

Student Tracking Processes put in place

Tier 1 Instruction

- Math, ELA, Science planning before school started with communicated Non-Negotiables for the classroom and modeling of breaking down an IFD.
- Unpacking PA's in content areas and planning assistance from Teaching and Learning Staff during PLC time with I Coach
- Google document used for Lesson Frames/Plans
- Hands on activities, station ideas, assistance with lesson planning by I Coach and Teaching and Learning Staff
- Modeling of lessons by I Coach
- Intentional detailed schedule for each classroom
- Montessori practiced in 3yr-Kinder.

We will continue to mentor, support, and provide professional development opportunities in the areas of need:

- empowering writers
- word journeys
- star 360
- DRA2/EDL2
- ISIP
- guided reading
- guided math
- differentiation
- ELL strategies
- Tier 1 instruction
- RTI Tier 2 and 3 Interventions and Documentation
- Montessori

Dickinson continues to work on tightening Procedures and Safety for the staff, students, and parents.

Dickinson is a Mindfulness Campus with Morning Meetings daily led by students.

School Processes & Programs Strengths

- Teachers are improving coming prepared to PLC with pre-work complete for each unit's IFD.
- Students are responding to the Morning Meeting and taking leadership roles running the meeting themselves.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of a School-wide approach with tracking students and providing a more rigorous engaging atmosphere for ALL students virtually and in-person.
Root Cause: Lack of accountability and sense of urgency in student tracking and rigorous instruction balancing virtual and in-person instruction.

Problem Statement 2: Interventions and assessing student needs. Where to find time and have quality grade level Tier 1 instruction and individualized small group Tier 2 and Tier 3 instruction. **Root Cause:** COVID 19

Perceptions

Perceptions Summary

Change the official name to Suzanna Dickinson Montessori Academy

Rebranding of school and Montesssori Program

Advertise and recruit high quality teachers for the Montesssori Academy

Start again with families using the Experience as a platform due to the decline of enrollment from COVID 19.

- Parents are given a parent survey that will provide input to build upon and encourage participation on the campus. This includes but is not limited to: Campus Improvement Committee, PTA, Room Parent for Parties, and meetings that are held by each grade level.
- PTA and Volunteers continue to increase in numbers.
- More transfers have been collected and approved than the previous 3 years put together. There is a wait list for the Montressori classes
- Dickinson Parent Involvement Policy and Parent/School Compact required for the Title I program and Dickinson will be available on the website, sent home with every student, and the Compact is returned signed.
- Dickinson Elementary has a unique culture and climate due to it being a small school that is rapidly growing, especially in the lower Montessori classrooms.

Perceptions Strengths

- Parent support, participation, and volunteer efforts have significantly increased in the last 2 years.
- Parents are choosing to bring their student to Dickinson on transfer.
- Students are leading the Morning Meeting and continue to take other leadership roles on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Finding good quality candidate for the Montessori positions. **Root Cause:** COVID 19 and Montessori new to the public school system. Most are still in a private school mindset.

Problem Statement 2: Parent involvement has increased, but still needs to continue to improve. **Root Cause:** Parents work and there is a time factor during the school day. Night activities have a better participation rate.

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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- STEM/STEAM data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 1: Increase the academic achievement for all students as measured by district and state assessment performance and growth.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: District Data Sources and State Accountability Ratings

Summative Evaluation: None

Strategy 1: School wide process put in place tracking student's reading levels and mastery of the SE's. This will include the documenting of all interventions and progress monitoring.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Student Growth and Success	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Classroom Teacher ICoach Admin	0%	0%	0%	
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 2: Implement Needs Assessment processes and Professional Learning Communities (PLC) at each campus for data analysis of student achievement and behaviors for timely and effective instructional planning and delivery and interventions for all students in all subject areas, to produce student academic growth.

> **Targeted or ESF High Priority**
>
> **Evaluation Data Sources:** PLC rosters, training agendas, intervention documentation, tutoring records
>
> **Summative Evaluation:** None

Strategy 1: Instructional Coach position will address instructional needs with teachers through planning, modeling, classroom observations, and feedback to the classroom teachers.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: High Teacher Achievement with the planning and teaching process for Tier 1 instruction	**Nov**	**Jan**	**Mar**	**June**
Increase Student Achievement				
Staff Responsible for Monitoring: Administration ICoach				
Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math				
Funding Sources: Title 1 Salary ICoach - 211 - Title 1 - $60,312				

Strategy 2: Teachers will participate in PLC. Teachers will collaborate with the Instructional Coach and Teaching and Learning strategist to plan lessons, accelerated instruction, and interventions based on student data and needs.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: High Teacher Achievement with the planning and teaching process for Tier 1 instruction	**Nov**	**Jan**	**Mar**	**June**
Increase Student Achievement				
Staff Responsible for Monitoring: Administration District Teaching and Learning Dept. ICoach				
Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 3: Data meetings will be held after each Quarter Assessment to review the lowest SE's to guide instruction and intervention planning. This ensures that all students have opportunities to participate in accelerated instruction.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase Student Achievement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration ICoach				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 4: Interventions and accelerated instruction will be provided through morning and afternoon tutoring. Teachers will address instructional needs and low SE's for students based on their individual data. Teachers will also focus on specific gaps and needs of students as a result of COVID 19.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase Student Achievement Assess current Student Academic Level and Needs due to COVID 19	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration All Staff				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: SCE Tutoring Pay - 199 - SCE - $5,100, SCE Teaching and Tutoring Supplies and Programs - 199 - SCE - $6,104.90				

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

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 3: Provide high quality preschool programs to improve educational objectives for eligible children that include activities to engage families and to improve the transition from PreK-Kindergarten into elementary programs. (ESSA requirement)

Targeted or ESF High Priority

Evaluation Data Sources: Enrollment data, GPISD assessment data

Summative Evaluation: None

Strategy 1: Dickinson has 7 Montessori classrooms.	Reviews			
The teachers use Montessori materials in their classroom environment approved by Montessori International. The teachers attend classes and are trained to obtain an International Montessori Certification.		Formative		Summative
The teachers attend PLC with their Montessori ICoach and campus I Coach to collaborate for planning and environment preparation. Teachers attend all expected classes and trainings, and acquire the expected hours of observation and student teaching for Montessori International of North Texas. Montessori classroom aids and the campus ESL/BIL aids will attend Aid Montessori training virtually by MINT.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase Student Achievement providing another choice for parents and students starting at the primary level.				
Staff Responsible for Monitoring: Administration				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: Montessori teacher training, extra duty stipends for teacher planning and off duty training, substitute teachers, classroom materials, Montessori I Coach, and other needed operating expenses - 211 - Title 1 - TEA School Transformation Grant - $1,919,929				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 4: Implement College/Career Ready Initiatives, through Programs and Schools of Choice, with annual increases in successful completion rates and STAAR post-secondary rates, college coursework, college acceptance rates and career and technical learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)

Evaluation Data Sources: College acceptance, AP course data, completion rates, Programs of Study completion, Licenses and certifications received by students.

Summative Evaluation: None

Strategy 1: Implement Counselor's approved Year Plan for college and career readiness activities that include but are not limited to: 1. Career Computer Activities 2. Career Day 3. GenTex Week Activities	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: College and Career Awareness among students				
Staff Responsible for Monitoring: Administration Counselor				
Title I Schoolwide Elements: 2.5				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 5: Decrease dropout rates and increase completion rates for students designated as at risk of dropping out of school by TEA definitions.

Targeted or ESF High Priority

Evaluation Data Sources: PEIMS data, completion rates. STAAR data, GPISD progress reports

Summative Evaluation: None

Strategy 1: Students and Staff will participate in Capturing Kids Hearts and monthly guidance lessons. The school will also practice Mindfulness in Morning Meetings (if allowed by COVID) and in the classroom during small group meetings. The campus will also follow all Be Kind campaigns from the district. This will promote a kind, positive, caring, safe, and secure environment to meet the needs of the students socially and emotionally.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Emotionally Strong Students Decrease in Office Referrals and Incidents in the Classroom **Staff Responsible for Monitoring:** Administration Counselor **Title I Schoolwide Elements:** 2.6				

Strategy 2: Interventions and accelerated instruction will be provided through morning and afternoon tutoring. Teachers will address instructional needs and low SE's for students based on their individual data. Teachers will also focus on specific gaps and needs of students as a result of COVID 19.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in Student Achievement and Students feeling Successful **Staff Responsible for Monitoring:** Administration All Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

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

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 6: Provide prescriptive instructional services and interventions to address identified student needs for specific groups of students as required and necessary, (SPED, LEP, GT, Homeless, Students in Foster Care, Migrant and at risk)

Targeted or ESF High Priority

Evaluation Data Sources: tutoring records, prescriptive interventions documentation

Summative Evaluation: None

Strategy 1: Teachers provide and document specific student activities/lessons for compliance to the RTI process. Ensure timely identification of academic services for LEP, Special Education, at-risk, Migrant, and GT students.	Reviews			
	Formative			Summative
Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services.	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase Student Achievement				
Staff Responsible for Monitoring: Administration Front Office Staff Counselor Special Ed Staff ESL/DL Teachers GT Teacher Classroom Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1				

Strategy 2: All grade levels will have a dedicated Enrichment Block during the instructional day indicated on the Master Schedule. Accelerated instruction and interventions are provided for students that might not be able to attend before or after school tutoring.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase Student Achievement	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administration ICoach Teachers Specials Staff				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 3: Campus level RTI meetings will be held every 6 to 9 weeks in order to identify students who have data indicating an educational need.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Identification, Interventions, and Services for Students in Need	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administration Teachers				

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

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 7: Implement curriculum to improve relational capacity between administrators, teachers and students and their families to improve the teaching and learning environment, including dating violence, bullying, being drug free, etc.

Targeted or ESF High Priority

Evaluation Data Sources: Program documentation (Rachel's Challenge and/or Capturing Kids' Hearts), student/teacher feedback

Summative Evaluation: None

Strategy 1: Students and Staff will participate in Capturing Kids Hearts and monthly guidance lessons by the counselor addressing bullying, kindness, and stress with virtual learning. The school will also practice Mindfulness in Morning Meetings (if allowed by COVID) and in the classroom during small group meetings. The campus will also follow all Be Kind campaigns from the district. This will promote a kind, positive, caring, safe, and secure environment to meet the needs of the students socially and emotionally.	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Emotionally Strong Students Good relationships between staff and students **Staff Responsible for Monitoring:** Administration Counselor **Title I Schoolwide Elements:** 2.6				

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

Goal 1: Student Achievement: Students will demonstrate exemplary performance in comparison to state, national and international standards in the areas of reading and writing of the English language and in the understanding of mathematics, science and social studies. Measurements: District benchmark/assessment data, STAAR/EOC data, graduation/completion rates, attendance rate. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 8: Improve student attendance with software that monitors attendance, provides student detail reports, sends notifications in home language and prepares reports for PEIMS and administrators.

Targeted or ESF High Priority

Evaluation Data Sources: Attendance Reports

Summative Evaluation: None

Strategy 1: Implement attendance checks with PEIMS clerks and contact parents to create a plan for improved attendance.	Reviews			
Each 9 weeks we will have drawings for bikes and other prizes for students with no tardies and perfect attendance. Due to COVID 19 and virtual learning, increase drawings to every 3 weeks.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved attendance and improved student achievement. **Staff Responsible for Monitoring:** PEIMS clerk **Title I Schoolwide Elements:** 2.5				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Unlocking Leadership, Recruitment, Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, campus/district training records, evidence of leadership pipeline implementation, classroom walk-through, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 1: Support instructional leadership development focused on the observation/feedback cycle to create personalized professional development for campus leaders who provide a rigorous evaluation and support system for teachers.

Targeted or ESF High Priority

Evaluation Data Sources: classroom walkthrough data, teacher evaluation system data

Summative Evaluation: None

Strategy 1: Teachers will collaborate with the Instructional Coach and Teaching and Learning strategists to identify what additional and/or exchange day credit professional development is needed to be vertically and horizontally aligned for success in PLC and the classroom. Feedback from administrators during walkthroughs and observations will also be used for these decisions and discussions.	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Higher level of instruction Increase Student Achievement				
Staff Responsible for Monitoring: Administration District Teaching and Learning Dept. ICoach				
Title I Schoolwide Elements: 2.4, 2.5				

Strategy 2: Teachers, Classroom Aids, and Administrators will be provided opportunities to attend trainings and conferences to collaborate and present to the staff on new learning that supports the district and campus initiatives in all areas such as GT, ESL/DL, Reading, Math, Writing, Science, Management, Montessori, and Special Education. This also includes new initiatives on campus like Mindfulness, Montessori, and the Morning Meetings.	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Emotionally Strong Staff and Students Increase Student Achievement				
Staff Responsible for Monitoring: Administration All Staff				
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Targeted Support Strategy**				
Funding Sources: Montessori Trainings, School Visits, and Conferences - 211 - Title 1 - 211 - Grant - $50,000, Substitutes for Teachers to Attend Trainings and Workshops - 199 - General Fund - $4,000, Admin Travel and Trainings for Montessori - 199 - General Fund - $3,500				

| 0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Unlocking Leadership, Recruitment, Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, campus/district training records, evidence of leadership pipeline implementation, classroom walk-through, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 2: Develop and implement initiatives to recruit, hire and retain effective teachers, campus administrators and other instructional leaders. Special attention will be given to address the needs of high-need campuses receiving effective and experienced teachers.

Targeted or ESF High Priority

Evaluation Data Sources: retention data, recruitment data

Summative Evaluation: None

Strategy 1: Staff will read and adhere to the business operations handbook, safe schools training, campus faculty handbook, and district handbook to make certain all policies, procedures, laws, and expectations are followed. The campus will follow all CDC and district COVID safety procedures and expectations. This ensures a consistant, safe, and orderly campus for all.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Smooth and Orderly Operation of Daily Procedures	Nov	Jan	Mar	June
Consistency				
Staff Responsible for Monitoring: Administration Front Office Staff				
TEA Priorities: Recruit, support, retain teachers and principals				
Strategy 2: Provide Attendance Incentives for Staff to build Relational Capacity. Each Staff member that has no absences, no arrives late, or no leaves early will receive the new GPISD shirt to wear with jeans on any day of their choice the next 9 weeks.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase in Staff Attendance, Quality, and Relationships	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administration Front Office Staff				
TEA Priorities: Recruit, support, retain teachers and principals				

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

Goal 2: Unlocking Leadership, Recruitment, Support and Retention of Personnel: Teachers and administrators will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques to improve student learning. Measurements: Recruitment data, retention rates, campus/district training records, evidence of leadership pipeline implementation, classroom walk-through, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 3: Provide ongoing technical assistance to teachers and PLC members for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, LEP, GT, Migrant and at-risk students as identified) in all subject areas.

Targeted or ESF High Priority

Evaluation Data Sources: PLC feedback, lesson plans, student achievement data

Summative Evaluation: None

Strategy 1: Using data from Edugence, all teachers and students will track their performance on Quarter Assessments with documented goals. Students will track their own data in their data folders and attend grade level meetings with staff and administrators. Teachers will continue to progress monitor each student using assessment data also from Circle, KTEA, TPRI/Tejas Lee, Star 360, and DRA/EDL. These assessments are also included in the campus FIT plan through Empower Schools as a tool to show student growth.		Reviews		
		Formative		**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Emotionally Strong Relationships among the Staff and Students Increase Student Achievement				
Staff Responsible for Monitoring: Administration Team Leaders Classroom Teachers				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: Academic and Attendance Awards and Incentives and Bus Transportation - 199 - General Fund - $2,100				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students.

Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

Performance Objective 1: GPISD Education Improvement Committee and Campus Improvement Committees will utilize GPISD Board Policy requirements (parents, community, teachers) to assist with the annual Comprehensive Needs Assessment and District and Campus Improvement Plan development.

    Evaluation Data Sources: CIC documentation, CIC feedback, Title 1 requirements documentation, CNA documentation

    Summative Evaluation: None

Strategy 1: The yearly Title 1 information meeting will be held in September each year. Parents will be invited to provide feedback, give input, and be a member of the CIC, PTA, and discuss the Parent Involvement Survey at this meeting. All required CIC meetings will be held, documented, and posted according to policies and procedures. (may be virtual due to COVID)	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in Parent Involvement and Input				
Staff Responsible for Monitoring: Administration				
Title I Schoolwide Elements: 3.1, 3.2				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

Performance Objective 2: Expand outreach services (based on research) to all parents and family community members and implement programs, activities and procedures for the engagement of parents, families, community members and volunteers.

    Evaluation Data Sources: Numbers of parents/family/ community members served, in attendance. Feedback forms.

    Summative Evaluation: None

Strategy 1: Parents will be invited to provide feedback and give input on a parent survey sent out on the first day of school or given at registration. They can express questions, comments, and concerns. They are addressed by the Parent Liaison and administration.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: School Improvement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Parent Liaison				
Title I Schoolwide Elements: 3.1, 3.2				
Strategy 2: Parent/School Compact, Parent Involvement Policy, and Information are sent at the beginning of the school year and posted on our website along with our social media sites.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase in Parent Involvement and Climate	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Classroom Teachers				
Title I Schoolwide Elements: 3.1, 3.2				
Strategy 3: Active PTA Board, membership, and meetings with grade level performances. The PTA will serve as a voice of the community and parents.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Increase in Parent Involvement	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Specials Teachers Parent Liaison				
Title I Schoolwide Elements: 3.1, 3.2				

Strategy 4: The campus will re-brand and launch the official name change to Suzanna Dickinson Montessori Academy. Steps will be taken to change the name through the school board and TEA. Our updated Mission and Vision statement will also be showcased. Signage will change along with adding our campus seal throughout the campus and on products. These products will be used reaching out to the community and families to increase enrollment, and to other GPISD staff members interested in working at the Montessori campus.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase enrollment Community and Parent Awareness of the Montessori School of Choice **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Community and Family Outreach Products - 211 - Title 1 - 211 - Grant Fund - $20,000				

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

Goal 3: Parent and Community Engagement: Parents and community members will be full partners with educators in the education of GPISD students. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (Local Strategic Priority 3)

Performance Objective 3: Provide district/campus opportunities for parents and community members to participate in academic workshops to strengthen the home/school/community connection.

Targeted or ESF High Priority

Evaluation Data Sources: Session planning documentation, agendas and attendance, Parent Involvement policy review, parent surveys

Summative Evaluation: None

Strategy 1: Academic Family Nights for all grade levels and Montessori Parent Meetings before PTA meetings will be held when we resume in person activities. The campus will encourage all families to participate in the district parent technology trainings.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in Parent Involvement Support Parent and Students Needs				
Staff Responsible for Monitoring: Administration Coach				
Title I Schoolwide Elements: 3.1, 3.2				
Funding Sources: Title 1 Parent Involvement - 211 - Title 1 - $514				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)

Performance Objective 1: Update and improve technology hardware and software applications for instruction and data retention as defined in the GPISD Technology Plan.

Targeted or ESF High Priority

Evaluation Data Sources: Campus inventory, purchase orders, usage data

Summative Evaluation: None

Strategy 1: Teachers will be trained to utilize instructional programs for home and classroom learning (covid 19) to their lessons, stations, interventions, and extra home academic support. Research based programs such as Stem-scopes for Math and Science, Reading A to Z, Fast Forward, STAR 360, Imagine Math and Reading, and Education Galaxy (spring) will be used. All students are provided Ipads.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase Student Achievement Assess current Student Academic Level and Needs due to COVID 19				
Staff Responsible for Monitoring: Administration ICoach				
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - **TEA Priorities:** Build a foundation of reading and math				
Funding Sources: SCE Tech Programs - 199 - SCE - $4,000				

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

Goal 4: Instructional Technology: Instructional Technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments. Measurements: Technology inventory, campus Needs Assessment, purchase orders with CIP references, usage logs. (Local Strategic Priority 4)

Performance Objective 2: GPISD will design and implement a comprehensive digital integration plan to incorporate technology and effective applications into the teaching and learning process.

Targeted or ESF High Priority

Evaluation Data Sources: classroom walkthroughs, teacher feedback, usage logs

Summative Evaluation: None

Strategy 1: Teachers will be provided training opportunities for student and teacher devices to aid in the Teaching and Learning process in the classroom.	Reviews			
Strategy's Expected Result/Impact: Increase Student Achievement		Formative		Summative
Tools for at-home learning due to COVID 19	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administration IMS/IMA ICoach				
Title I Schoolwide Elements: 2.4, 2.5				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 5: Safe and Orderly Environment: Dickinson will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, safety drill reports, discipline records, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

Performance Objective 1: GPISD will ensure the safety and well-being of students, staff, parents and community members and will provide a report to the Board of Education.

Evaluation Data Sources: Incident reports. BOE report format.

Summative Evaluation: None

Strategy 1: Targeted small group counseling, SEL lessons, and monthly guidance lessons are provided for all students by the campus counselor.	Reviews			
Strategy's Expected Result/Impact: Emotionally Strong Students	**Formative**			**Summative**
	Nov	Jan	Mar	June
Decrease in Office Referrals and Incidents in the Classroom				
Staff Responsible for Monitoring: Counselor				
Strategy 2: All staff will be trained and follow COVID procedures, emergency plan, visitor requirements, building security, and will participate in required drills such as fire, tornado, lock-down, and reverse evacuation as required by GPISD.	Reviews			
Strategy's Expected Result/Impact: Safety and Preparedness for all Staff and Students	**Formative**			**Summative**
Staff Responsible for Monitoring: Administration	Nov	Jan	Mar	June

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

Goal 5: Safe and Orderly Environment: Dickinson will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees. Measurements: Safety audit reports, safety drill reports, discipline records, PEIMS data, staff training documentation, community/school events. (Local Strategic Priority 5)

Performance Objective 2: Provide an effective student management framework to ensure student, staff and school safety and reduce the overuse of discipline practices that remove students from the classroom. (ESSA Mandate)

Evaluation Data Sources: Incident reports.

Summative Evaluation: None

Strategy 1: A School Wide Discipline plan with our campus Social Emotional plan is used in every classroom. This is to ensure a consistency in discipline and behaviors across the campus aiding in student success.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Emotionally Strong Relationships among the Staff and Students	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administration All staff members				
Title I Schoolwide Elements: 2.5, 2.6				

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

State Compensatory

Budget for Dickinson Elementary

Account Code	Account Title	Budget
6300 Supplies and Services		
199 11 6399 30 000	6339 Testing Materials	$10,000.00
	6300 Subtotal:	**$10,000.00**

Title I Personnel

Name	Position	Program	FTE
M Scott	Instructional Coach		

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	Substitutes for Teachers to Attend Trainings and Workshops		$4,000.00
2	1	2	Admin Travel and Trainings for Montessori		$3,500.00
2	3	1	Academic and Attendance Awards and Incentives and Bus Transportation		$2,100.00
				Sub-Total	$9,600.00
199 - SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4	SCE Tutoring Pay		$5,100.00
1	2	4	SCE Teaching and Tutoring Supplies and Programs		$6,104.90
4	1	1	SCE Tech Programs		$4,000.00
				Sub-Total	$15,204.90
211 - Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Title 1 Salary ICoach		$60,312.00
1	3	1	Montessori teacher training, extra duty stipends for teacher planning and off duty training, substitute teachers, classroom materials, Montessori I Coach, and other needed operating expenses	TEA School Transformation Grant	$1,919,929.00
2	1	2	Montessori Trainings, School Visits, and Conferences	211 - Grant	$50,000.00
3	2	4	Community and Family Outreach Products	211 - Grant Fund	$20,000.00
3	3	1	Title 1 Parent Involvement		$514.00
				Sub-Total	$2,050,755.00
				Grand Total	$2,075,559.90

Addendums