

**Grand Prairie Independent School District**  
**Dickinson Elementary**  
**2018-2019 Campus Improvement Plan**

# Mission Statement

Dickinson Elementary School is a neighborhood school dedicated to providing a positive learning environment that addresses:

- Increasing student achievement
- Offering current and effective curriculum and instruction
- Involving parents and community in the learning process
- Maintain a highly qualified and effective teaching staff
- Providing a safe learning environment

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Students:

Ethnicity: Hispanic- 52%, AA- 26%, White-13%, Asian AND 2 or more-9%

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

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

#### Staff Data, Dickinson hired:

- 13 new teachers 2016-2017, 7 new 2017-18, 1 new in 2018-19
- 7 new paraprofessionals 2016-2017 , 5 new 2017-18, 1 new in 2018-19
- a new counselor 2016-2017, new 2017-18, same counselor returned 2018-19
- a new Asst. Principal 2016-2017, new principal 2017-18, same admin returned in 2018-19

### Demographics Strengths

#### Trends are improving in the last 3 school years:

- Eco disadvantaged increased by 10%
- Only 2 hires in 2018-19
- Return of ALL office staff in 2018-19

### 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 Academic Achievement

## Student Academic Achievement Summary

### STAAR 2018

Dickinson earned a 76 Rating =C on 2018 STAAR

No distinctions were earned for 2018.

	Component Score	Scaled Score	Rating
Overall		76	Met Standard
Student Achievement		64	Met Standard
STAAR Performance	37	64	
College, Career and Military Readiness			
Graduation Rate			
School Progress		77	Met Standard
Academic Growth	73	77	Met Standard
Relative Performance (Eco Dis: 75.8%)	37	66	Met Standard
Closing the Gaps	67	75	Met Standard

## Student Academic Achievement Strengths

- Dickinson met minimum requirements in all areas with a Total Score of 76.
- 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 Academic Achievement 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. **Root Cause:** Need to improve strategies with Tier 1 instruction, adopting the best practices of DL and ESL in every classroom.

**Problem Statement 3:** African American students are performing lower than all other student groups. **Root Cause:** Lack of training with staff dealing with African American students and their specific needs.

## School Processes & Programs

### School Processes & Programs Summary

#### 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

#### 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
- RTI Tier 2 and 3 Interventions and Documentation

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 during this time.
- Most teachers, parents, and students are following expectations with procedures on campus.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Lack of a Schoolwide approach to working together and consistency on safety, discipline, incentives, improving TIER I instruction, and providing a more rigorous engaging atmosphere for ALL students. **Root Cause:** No consistence and procedures put in place and followed by all staff, students, and parents. This also includes lack of accountability in these areas.

**Problem Statement 2:** The planning process, breaking down the IFD, and teaching the Specificities to the level of the verb needs to improve. **Root Cause:** lack of accountability of teachers coming prepared to PLC.



# Perceptions

## Perceptions Summary

- Parent Liaison assists with parent and community involvement. The liaison works collaboratively with GPISD LEAP Parent Involvement Center. At the campus we will focus on efforts of student achievement by reaching out to parents to build relational capacity in order to assist parents and students with school and home learning.
- 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 Parites, 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.
- 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 the is rapid growing. We have embraced Capturing Kids Hearts, Rachel's Challenge, and recognizing students for their academic, behavioral, and citizenship achievements. We want every child to feel welcome everyday and know that they can be successful.

## 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:** Parent complaints have increased regarding the classrooms and building. There has not been a consistency among the complaints to pin point one problem. **Root Cause:** Increase in PreK students that have not attended school before. Parents wanting to have special exceptions, but want others to follow the expectations.

**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.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating 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
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified 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
- T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data

# 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:** 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.

**Evaluation Data Source(s) 1:** PLC rosters, training agendas, intervention documentation, tutoring records

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Instructional Coach position will address instructional needs with teachers through planning, modeling, classroom observations, and feedback with the teachers.</p>	2.4, 2.5	Administration ICoach	High Teacher Achievement with the planning and teaching process for Tier 1 instruction  Increase Student Achievement				
Funding Sources: 211 - Title 1 - 66876.00							
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) Teachers will participate in PLC to unpack PA's, break down grade level TEKS and SE's, identifying the specificity stated, and collaboratively plan effective lessons. Teachers will collaborate with the Instructional Coach and Teaching and Learning strategist to identify what additional professional development is needed to be vertically and horizontally aligned during this process.</p>	2.4, 2.5	Administration District Teaching and Learning Dept. ICoach	High Teacher Achievement with the planning and teaching process for Tier 1 instruction  Increase Student Achievement				











<p align="center"><b>PBMAS Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>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.</p>	2.4, 2.5, 2.6	Administration ICoach	Increase Student Achievement				
<p align="center"><b>PBMAS Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Supplemental 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 on assessments to meet the needs of the students academically.</p>	2.4, 2.5, 2.6	Administration All Staff	Increase Student Achievement				
<p>Funding Sources: 199 - SCE - 8036.85, 211 - Title 1 - 1631.00</p>							
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**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:** 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)

**Evaluation Data Source(s) 2:** Enrollment data, GPISD assessment data

**Summative Evaluation 2:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  1) Dickinson has 5 PreK classes. The teachers follow all curriculum and expectations of the 2 all PreK campuses in GPISD. The teachers attend PLC with their ICoach and collaborate for planning and lesson preparations.	2.4, 2.5, 2.6	Administration	Increase Student Achievement				
<b>Critical Success Factors</b> CSF 1 CSF 6  2) The Dickinson PreK students are provided an all day curriculum following state expectations along with PE, Art, and Music like all elementary students in GPISD.	2.4, 2.5, 2.6	Administration	Increase Student Achievement  Well-Rounded Student				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = 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:** 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 Source(s) 3:** College acceptance, AP course data, completion rates, Programs of Study completion, Licenses and certifications received by students.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>1) Implement Counselor's approved Year Plan for college and career readiness activities that include but are not limited to:</p> <ol style="list-style-type: none"> <li>Career Cruising Presentations</li> <li>Career Day</li> <li>GenTex Week Activities</li> </ol>	2.5	Administration Counselor	College and Career Awareness among students				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							











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

**Evaluation Data Source(s) 4:** PEIMS data, completion rates. STAAR data, GPISD progress reports

**Summative Evaluation 4:**












Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Students and Staff will participate in Capturing Kids Hearts, Rachel's Challenge, Kindness Club, and monthly guidance lessons to help promote a positive, caring, safe, and secure environment to meet the needs of the students socially and emotionally.</p>	2.6	Administration Counselor	Emotionally Strong Students  Decrease in Office Referrals and Incidents in the Classroom				
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>2) Supplemental instruction and Interventions will be provided through morning and afternoon tutoring and the added enrichment block outside of required academic minutes.. Teachers will address instructional needs and low SE's for students based on their individual data on assessments to meet the needs of the students academically.</p>	2.4, 2.5, 2.6	Administration All Staff	Increase in Student Achievement and Students feeling Successful				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**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:** 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)

**Evaluation Data Source(s) 5:** tutoring records, prescriptive interventions cocumentation

**Summative Evaluation 5:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1</p> <p>1) Ensure timely identification of academic services for LEP, Special Education, at-risk, Migrant, and GT students.</p> <p>Refer families to GPISD Migrant Recruiter. Implement TX Migrant supplemental services.</p>	2.4, 2.5, 2.6, 3.1	Administration Front Office Staff/Counselor Special Ed Staff ESL/DL Teachers GT Teacher	Increase Student Achievement				
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>2) All grade levels will have a dedicated Enrichment Block during the instructional day indicated on the Master Schedule. Accelerated instruction, RTI, and/or services are provided for students as needed during this time.</p>	2.4, 2.5, 2.6	Administration ICoach Teachers Specials Staff	Increase Student Achievement				
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>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.</p>		Administration Teachers	Identification, Interventions, and Services for Students in Need				
<p> = Accomplished     = Continue/Modify     = Considerable     = Some Progress     = No Progress     = Discontinue</p>							








**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:** 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.

**Evaluation Data Source(s) 6:** Program documentation (Rachel's Challenge and/or Capturing Kids' Hearts), student/teacher feedback

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 6</p> <p>1) Students and Staff will participate in Capturing Kids Hearts, Rachel's Challenge, Kindness Club, and monthly guidance lessons to help promote a positive, caring, safe, and secure environment to meet the needs of the students emotionally.</p>	2.6, 3.1	Counselor	Emotionally Strong Relationships among the Staff and Students				








<p align="center"><b>PBMAS Critical Success Factors CSF 3 CSF 6</b></p> <p>2) Dickinson has adopted a team concept dividing the campus into 4 school-wide, cross grade level competing teams consisting of mini challenges and a 9 week competition. Students earn points for their team in the areas of:          Academics:          Grades, district assessments, etc          Attendance:          Weekly attendance percentages          School Pride:          Following school expectations (hallway behavior, cafeteria behavior, assembly, class, etc)          School Spirit:          School dress-up days, spirit events, family nights, meet the teacher, etc          Bonus Activities:          PTA activities/participation in fundraisers and events</p>	<p>2.5, 2.6, 3.1</p>	<p>Administration          Team Leaders          Classroom Teachers</p>	<p>Emotionally Strong Relationships among the Staff and Students</p>				
<p align="center">  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

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

**Evaluation Data Source(s) 7:** Attendance Reports

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 4</p> <p>1) Implement attendance checks with PEIMS clerks and contact parents to create a plan for improved attendance.</p>		PEIMS clerk	Improved attendance and improved student achievement.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 2: 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, training records, classroom walkthroughs, teacher 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.

**Evaluation Data Source(s) 1:** classroom walkthrough data, teacher evaluation system data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 7</p> <p>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.</p>	2.4, 2.5	Administration District Teaching and Learning Dept. ICoach	Higher level of instruction Increase Student Achievement				
<p><b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 3 CSF 7</p> <p>2) Teachers and Administrators (TEPSA or others available for admin that meet completion of Goals) will be provided opportunities to attend trainings to collaborate and present to the staff on new learning that supports the district initiatives in all areas such as GT, ESL/DL, Reading, Math, Writing, Science, Management, and Special Education. This also includes new initiatives on campus like Mindfulness and the Morning Meetings.</p>	2.4, 2.5, 2.6	Administration All Staff	Emotionally Strong Staff and Students Increase Student Achievement				
<p>Funding Sources: 211 - Title 1 - 664.00, 199 - General Fund - 5500.00</p>							

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 2:** 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, training records, classroom walkthroughs, teacher 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.

**Evaluation Data Source(s) 2:** retention data, recruitment data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>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. This ensures a safe and orderly campus.</p>		Administration Front Office Staff	Smooth and Orderly Operation of Daily Procedures  Consistency				
<p><b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>2) Track and Implement Staff Social Committee activities and attendance at the events.</p>		Administration Committee Leaders	Increase in Staff Attendance, Quality, and Relationships				
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>3) 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.</p>		Administration Front Office Staff	Increase in Staff Attendance, Quality, and Relationships				
<p> = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue</p>							





**Goal 2:** 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, training records, classroom walkthroughs, teacher 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.

**Evaluation Data Source(s) 3:** PLC feedback, lesson plans, student achievement data

**Summative Evaluation 3:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>1) Using data from Edugence, all teachers and students will track their performance on Quarter Assessments with documented goals. Teachers will continue to progress monitor each student using the required literacy assessments, STAR 360, DRA, and TPRI. Students will work for academic incentives for their academic progress.</p> <p>Dickinson has adopted a team concept dividing the campus into 4 school-wide, cross grade level competing teams with performance on DRA, District, and State Assessments as a criteria to win Awards, Field Trips, and Positive Incentives for your team.</p>	2.4, 2.5, 2.6	Administration Team Leaders Classroom Teachers	Emotionally Strong Relationships among the Staff and Students Increase Student Achievement				
Funding Sources: 199 - General Fund - 2100.00							
							

**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 Source(s) 1:** CIC documentation, CIC feedback, Title 1 requirements documentation, CNA documentation

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>1) Parents will be invited to provide feedback and give input on the CIC, PTA, and Parent Involvement Survey this school year at BOY. All required CIC meetings will be held, documented, and posted according to the law.</p>	3.1, 3.2	Administration	Increase in Parent Involvement and Input				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**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 Source(s) 2:** Numbers of parents/family/ community members served, in attendance. Feedback forms.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>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.</p>	3.1, 3.2	Administration Parent Liaison	School Improvement				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Parent/School Compact, Parent Involvement Policy, Parent Calendars, and Communication Information are sent to all parents on the first day of school, given at registration, and posted on the webpage.</p>	3.1	Administration	Increase in Parent Involvement and Climate				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Active PTA Board, membership, and meetings with grade level performances. The PTA will serve as a voice of the community and parents.</p>	3.1, 3.2	Administration Specials Teachers Parent Liaison	Increase in Parent Involvement				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**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.

**Evaluation Data Source(s) 3:** Session planning documentation, agendas and attendance, Parent Involvement policy review, parent surveys

**Summative Evaluation 3:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 5 CSF 6  1) Classes and Workshops will be offered to parents in different areas to support and address parent and student needs.	3.1, 3.2	Counselor Parent Liaison	Increase in Parent Involvement Support Parent and Students Needs				
	Funding Sources: 211 - Title 1 - 614.00						
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 4 CSF 5 CSF 6  2) Academic Family Nights for all grade levels before every PTA meeting. Included is Math, Science, ELAR, etc...	3.1, 3.2	Administration Coach	Increase in Parent Involvement Support Parent and Students Needs				
	Funding Sources: 211 - Title 1 - 514.00						
<b>Critical Success Factors</b> CSF 5 CSF 6  3) Parent Liaison will attend a Parent Involvement Conference in Frisco, TX to improve strategies on campus. Cost will be shared with sharing campus.	3.1, 3.2	Administration Parent Liaison	Increase in Parent Involvement Support Parent and Students Needs				
	Funding Sources: 211 - Title 1 - 100.00						
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = 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.

**Evaluation Data Source(s) 1:** Campus inventory, purchase orders, usage data

**Summative Evaluation 1:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 2 CSF 4 CSF 5 CSF 6</p> <p>1) Teachers will be trained to utilize instructional programs as resources to their lessons and interventions. Research based programs such as Stem-scopes, Reading A to Z, FastForword, STAR 360, and Imagine Reading and Math will be used. We will communicate that some of these may be used at home as well for added support for students and parents.</p>	2.6, 3.1	ICoach	Increase Student Achievement				
<p>Funding Sources: 199 - SCE - 2313.15</p>							
<p>  = Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue                 </p>							

**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.

**Evaluation Data Source(s) 2:** classroom walkthroughs, teacher feedback, usage logs

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 4 CSF 7</p> <p>1) Teachers will be provided training opportunities for student and teacher devices to aid in the Teaching and Learning process in the classroom.</p>	2.4, 2.5	Administration IMS/IMA ICoach	Increase Student Achievement				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 5: Safe and Orderly Environment: GPISD 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, behavior records, PEIMS data. (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 Source(s) 1:** Incident reports. BOE report format.

**Summative Evaluation 1:**



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Kindness is a focus at Dickinson. Students can participate in the Kindness Club, Daily Kindness Announcements are shared, and Monthly Class Students of Kindness are chosen, announced, and honored during Morning Meeting.</p>	2.5, 2.6	Counselor	Increase Kindness while Decreasing Bullying				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Targeted small counseling groups are on Tuesdays and Thursdays are provided, along with monthly guidance lessons for all students.</p>		Counselor	Emotionally Strong Students  Decrease in Office Referrals and Incidents in the Classroom				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 5: Safe and Orderly Environment:** GPISD 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, behavior records, PEIMS data. (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 Source(s) 2:** Incident reports.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) All staff will be trained on the emergency plan, visitor requirements, building security, and will participate in monthly drills such as fire, tornado, lock-down, and reverse evacuation as required by law.</p>		Administration	Safety and Preparedness for all Staff and Students				
<p><b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>2) Dickinson has adopted a team concept dividing the campus into 4 school-wide, cross grade level competing teams consisting of mini challenges and a 9 week competition. Students earn points for their team in the areas of: Academics: Grades, district assessments, etc Attendance: Weekly attendance percentages School Pride: Following school expectations (hallway behavior, cafeteria behavior, assembly, class, etc) School Spirit: School dress-up days, spirit events, family nights, meet the teacher, etc Bonus Activities: PTA activities/participation in fundraisers and events. This provides accountability with behavior among staff and students.</p>	2.5, 2.6	Administration Team Leaders Classroom Teachers	Emotionally Strong Relationships among the Staff and Students				



 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

## Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Whitney Carlisle	
Administrator	April Roberts	
Classroom Teacher	Emilie Boggs	
Classroom Teacher	Lindsey Feliciano	
Classroom Teacher	Bianca Reyes	
Classroom Teacher	Jordan Raymond	
Business Representative	Jason McKnight	
Community Representative	Jesse Cancino	
Paraprofessional	Cynthia Milbers	
Parent	Angela Polico	
Parent	Leslie Guevara	
Non-classroom Professional	MacKenzie Scott	
District-level Professional	Katherine Wiggs	
Business Representative	Robert Martinez	
Classroom Teacher	Elizabeth Sanchez	
Classroom Teacher	Marco Escalera	
Classroom Teacher	Ashley Ketring	
Classroom Teacher	Nancy Blanco	

## District Funding Summary

<b>199 - General Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	2	Substitutes for Teachers to Attend Trainings		\$4,000.00
2	1	2	Admin Travel and Trainings		\$1,500.00
2	3	1	Academic and Attendance Awards and Incentives and Bus Transportation		\$2,100.00
<b>Sub-Total</b>					\$7,600.00
<b>199 - SCE</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	4	SCE Tutoring Pay		\$5,350.00
1	1	4	SCE Tutoring Supplies		\$2,686.85
4	1	1	SCE Tech Programs		\$2,313.15
<b>Sub-Total</b>					\$10,350.00
<b>211 - Title 1</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Title 1 Salary ICoach		\$66,876.00
1	1	4	Title 1 Tutoring Pay		\$1,631.00
2	1	2	Mindfulness Training and Supplies-Title 1		\$664.00
3	3	1	Title 1 Parent Involvement		\$614.00
3	3	2	Title 1 Parent Involvement		\$514.00
3	3	3	Title 1 Parent Involvement		\$100.00
<b>Sub-Total</b>					\$70,399.00
<b>Grand Total</b>					\$88,349.00