

# Grand Prairie Independent School District



## Dickinson Elementary

## 2025-2026 Campus Improvement Plan

# Mission Statement

Inspired by Montessori theories, Dickinson Montessori Academy will prepare our students for success by meeting the academic and social-emotional needs of each student through engaging, student-centered learning experiences fostering independence, encouraging hands-on exploration, and promoting a deep, lifelong love of learning.

# Vision

Dickinson Montessori Academy will be a learning community that empowers our students to be leaders today and tomorrow.

# Table of Contents

<b>Comprehensive Needs Assessment</b>	4
Demographics	5
Student Learning	9
School Processes & Programs	13
Perceptions	15
<b>Priority Problem Statements</b>	18
<b>Data Documentation for CNA</b>	21
Improvement Planning Data	22
Accountability Data	22
Student Data: Assessments	22
Student Data: Student Groups	23
Student Data: Behavior and Other Indicators	23
Employee Data	24
Parent/Community Data	24
Support Systems and Other Data	24
<b>Priority Focus Areas</b>	26
Priority Focus Area 1 : GPISD will ensure student success through engaging learning ex...	27
<b>Policies, Procedures, and Requirements</b>	50



# Comprehensive Needs Assessment

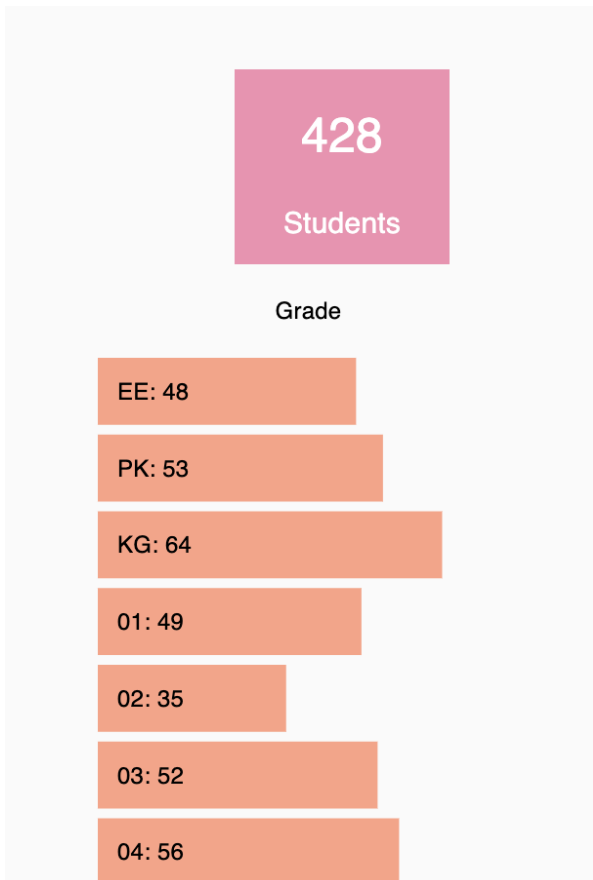
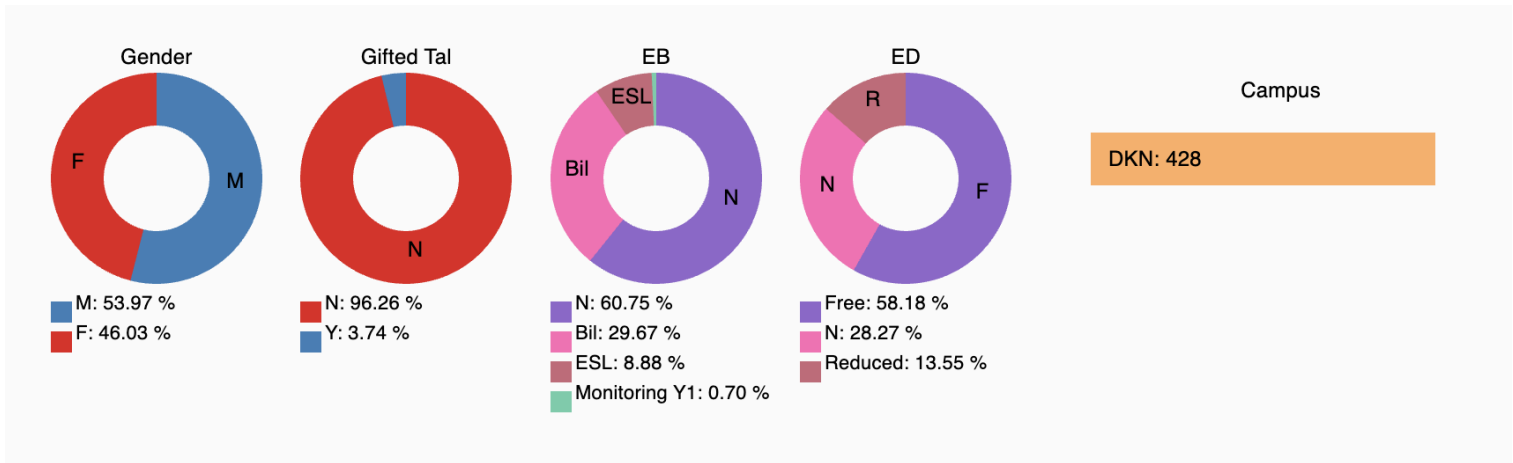
# Demographics

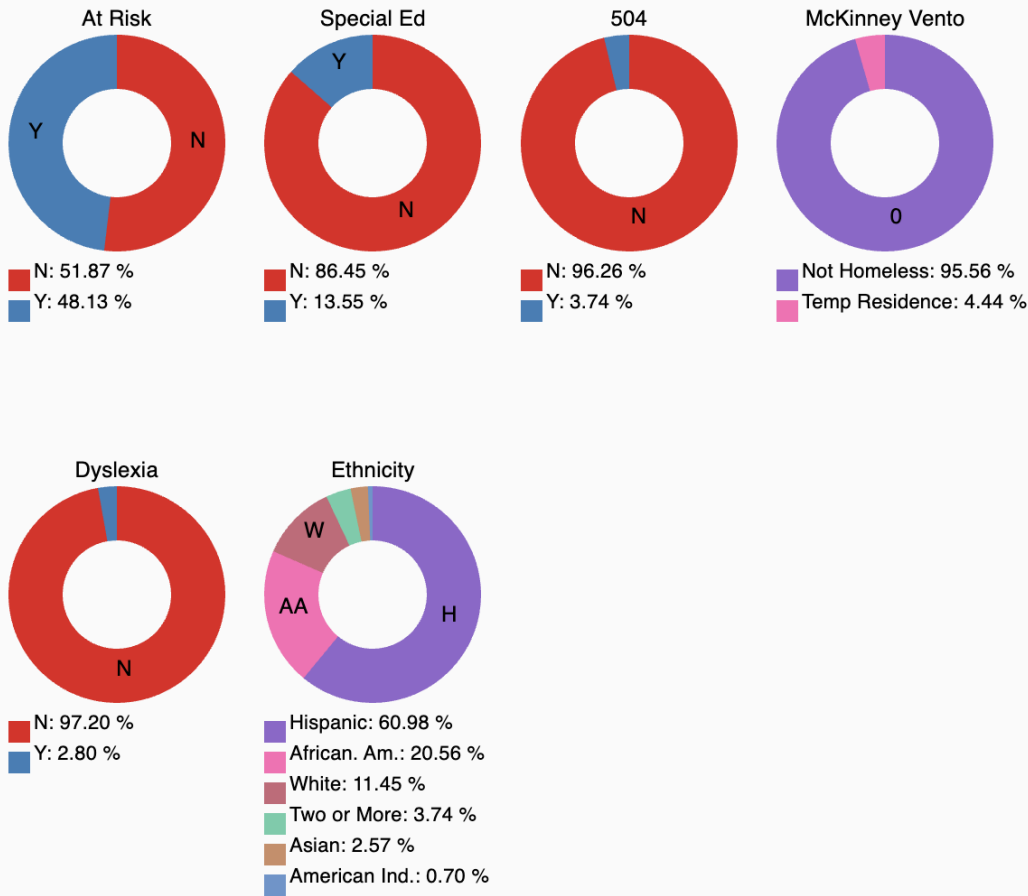
## Summary

### Community Context

Dickinson Montessori Academy is a neighborhood school and program of choice. Our community actively supports the school through partnerships with local organizations.

### Student Demographics





**Staff Demographics**

**Texas Education Agency  
 2023-24 Staff Information (TAPR)**

**SUZANNA DICKINSON MONTESSORI ACADEMY (057910120) - GRAND PRAIRIE ISD - DALLAS COUNTY**

Staff Information	Campus		District	State
	Count/Average	Percent		
<b>Total Staff</b>	<b>47.5</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Professional Staff	36.5	76.8%	69.6%	63.9%
Teachers	26.1	54.9%	51.5%	48.3%
Professional Support	8.4	17.7%	14.0%	11.1%
Campus Administration (School Leadership)	2.0	4.2%	3.2%	3.3%
Educational Aides	11.0	23.2%	9.2%	11.4%
<b>Librarians and Counselors (Headcount)</b>				
Full-time Librarians	0.0	n/a	0.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	1.0	n/a	63.0	13,870.0
Part-time Counselors	2.0	n/a	0.0	1,172.0
<b>Total Minority Staff</b>	<b>34.6</b>	<b>72.9%</b>	<b>65.1%</b>	<b>54.4%</b>

<b>Teachers by Ethnicity</b>					
African American	4.7	18.1%	22.6%	12.6%	
Hispanic	13.1	50.1%	29.6%	30.1%	
White	6.3	24.1%	43.0%	53.4%	
American Indian	0.0	0.0%	0.2%	0.3%	
Asian	0.0	0.0%	2.6%	2.1%	
Pacific Islander	0.0	0.0%	0.1%	0.1%	
Two or More Races	2.0	7.7%	2.0%	1.3%	
<b>Teachers by Sex</b>					
Males	7.0	26.8%	26.4%	24.5%	
Females	19.1	73.2%	73.6%	75.5%	
<b>Teachers by Highest Degree Held</b>					
No Degree	0.0	0.0%	2.3%	2.5%	
Bachelors	23.1	88.5%	68.8%	71.7%	
Masters	3.0	11.5%	28.0%	24.9%	
Doctorate	0.0	0.0%	0.9%	0.8%	
<b>Teachers by Years of Experience</b>					
Beginning Teachers	3.9	14.9%	7.8%	8.7%	
1-5 Years Experience	8.1	30.9%	29.9%	27.4%	
6-10 Years Experience	5.6	21.6%	24.4%	20.2%	
11-20 Years Experience	6.5	24.9%	25.7%	27.1%	
21-30 Years Experience	2.0	7.7%	10.5%	13.7%	
Over 30 Years Experience	0.0	0.0%	1.7%	3.0%	
Number of Students per Teacher	16.4	n/a	15.1	14.7	

## Strengths

Dickinson Montessori Academy is strengthened by a **diverse student population, supportive families, and a collaborative school culture**. The Montessori approach provides students with **personalized learning, independence, and strong social-emotional development**, while high attendance and family partnership create a solid foundation for academic success. A commitment to student leadership, enrichment programs, and inclusive practices helps ensure that **all learners feel valued, supported, and prepared to excel**.

# Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Family engagement at our campus is inconsistent, with limited participation in school events, communication systems, and academic partnerships. While some families are highly involved, many face barriers such as work schedules, language differences, or lack of awareness of opportunities to engage.	While some families are highly involved, many face barriers such as work schedules or language differences and outreach efforts have not consistently emphasized the impact of family involvement on student success.
2 ★	The number of economically disadvantaged students at DMA fluctuates from 73.6% in 2023 to 81.1% in 2024 to 72.4% in 2025.	The number of economically disadvantaged students fluctuates from year to year and are influenced by community economic conditions, student mobility, and variations in how families access and complete assistance program applications.

★ = Priority

# Student Learning

## Summary

Dickinson's overall Accountability Rating for 2024-2025 school year is a C.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
<b>Overall</b>		<b>72</b>	<b>C</b>	
<b>Student Achievement</b>		<b>57</b>	<b>F</b>	<b>0%</b>
STAAR Performance	32	57		
College, Career and Military Readiness				
Graduation Rate				
<b>School Progress</b>		<b>73</b>	<b>C</b>	<b>70%</b>
Academic Growth	65	73	C	✓
Relative Performance (Eco Dis: 72.4%)		57	F	
<b>Closing the Gaps</b>	<b>36</b>	<b>71</b>	<b>C</b>	<b>30%</b>

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	165	164	44	-	373	
Approaches GL or Above	104	99	26	-	229	61%
Meets GL or Above	49	49	11	-	109	29%
Masters GL	8	14	1	-	23	6%
Total Percentage Points						96%

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile ★	Foster	Homeless	Migrant
<b>Reading/Language Arts (RLA)</b>														
<b>Percent of Tests</b>														
At Approaches GL Standard or Above	63%	63%	64%	93%	47%	48%	21%	*	66%	52%	43%	-	43%	-
At Meets GL Standard or Above	30%	28%	33%	79%	18%	20%	8%	*	33%	16%	14%	-	14%	-
At Masters GL Standard	5%	3%	10%	43%	2%	2%	0%	*	5%	3%	0%	-	0%	-
<b>Mathematics</b>														
<b>Percent of Tests</b>														
At Approaches GL Standard or Above	60%	62%	55%	100%	65%	65%	33%	*	64%	43%	57%	-	57%	-
At Meets GL Standard or Above	30%	30%	29%	93%	29%	29%	8%	*	35%	7%	29%	-	29%	-
At Masters GL Standard	9%	7%	12%	50%	8%	8%	0%	*	10%	3%	0%	-	0%	-
<b>Science</b>														
<b>Percent of Tests</b>														
At Approaches GL Standard or Above	59%	63%	50%	100%	60%	64%	20%	*	61%	50%	-	-	-	-
At Meets GL Standard or Above	25%	27%	21%	50%	30%	36%	0%	*	26%	17%	-	-	-	-
At Masters GL Standard	2%	0%	7%	0%	0%	0%	0%	*	3%	0%	-	-	-	-

## Strengths

Dickinson Montessori Academy demonstrates notable student achievement strengths across multiple accountability areas.

In **All Subjects**, **61% of students scored at Approaches**, with **29% at Meets** and **6% at Masters**, reflecting a solid foundation of grade-level readiness.

Hispanic students exceeded the campus average in both Approaches (65%) and Meets (30%), and Asian students demonstrated strong performance at Approaches (67%).

In Reading/Language Arts, **63% of students scored at Approaches and 30% at Meets**, with White students performing above average at Meets (43%) and Masters (5%).

Mathematics shows a similar trend, with **60% of students at Approaches, 30% at Meets, and 9% at Masters**, with Hispanic students outperforming peers at both Approaches (68%) and Masters (12%).

Science performance indicates **59% of students at Approaches**, with strengths noted for African American students at Meets (10%) and Masters (10%).

Across subjects, campus strengths include **high performance among Hispanic learners, strong results for students identified as Two or More Races, and solid Meets-level performance in RLA and Mathematics**. These results reflect a positive trajectory toward grade-level mastery and highlight areas of instructional success that can be leveraged for continued improvement.

# Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students are underperforming in reading, as evidenced by low scores on performance-based assessments.	The number of students meeting grade level expectations on STAAR READING decreased from 34% in 2024 to 30% in 2025.
2 ★	Students are under-performing in the area of math as measured by performance based assessments.	The number of student meet grade level expectations on STAAR MATH decreased from 34% in 2023 to 32% in 2024.
3 ★	Emergent bilingual population falls below the performance of our other student populations.	The number of EB students that met expectations on STAAR decreased from 30% to 18% in RLA and from 37% to 29% in math.
4 ★	Students are underperforming in the area of science as measured by STAAR assessment.	In 2025, 25% of 5th grade students met grade level expectations on STAAR. Science mastery is hindered by limited exposure to inquiry-based labs and academic vocabulary use in open-ended responses as well as intentional STEM programming across grade levels.
5 ★	Maintaining a consistently positive campus culture requires more proactive, campus-wide behavior systems that promote emotional regulation and responsibility.	Teachers and staff need continued professional development and coaching on Tier 1 behavior interventions and SEL strategies to create consistency in expectations and classroom management across grade levels.

6



Special Education students demonstrate limited academic growth in reading and mathematics.

Current instructional practices and interventions are not consistently meeting the diverse learning needs or effectively supporting progress toward grade-level expectations.

 = Priority

# School Processes & Programs

## Summary

### **Curriculum & Instruction:**

In addition to district adopted curriculum for RLA, Math, Science and Social Studies, Dickinson Montessori Academy implements a Montessori-inspired curriculum in our early education classrooms that emphasizes hands-on, self-directed, and collaborative learning. Instruction is differentiated through individualized learning plans and project-based experiences that build curiosity, independence, and academic growth.

### **Professional Development:**

Teachers engage in continuous professional learning focused on core content, Montessori practices, differentiated instruction, SEL, and technology. Professional Learning Communities (PLCs) and district trainings promote collaboration, data-driven decision-making, and instructional refinement.

### **Leadership & Decision-Making:**

A collaborative leadership approach includes teachers, staff, parents, and community members. Committees focused on literacy, STEM, student engagement, and community outreach ensure shared ownership of campus goals and improvement initiatives.

### **Communication:**

Home-school partnerships are strengthened through newsletters, emails, social media, and conferences that keep families informed, connected, and actively engaged in student learning and campus events.

### **Organization & Support:**

Flexible multi-age scheduling in Pre-K and structured K-5 learning blocks maximize instructional time. Students benefit from counseling, Special Education, and Emergent Bilingual support, as well as enrichment through art, music, P.E., and extracurricular programs.

### **Campus Culture:**

A positive and inclusive campus climate is nurtured through PBIS and Ron Clark Academy strategies that promote engagement, leadership, and teamwork. Level Up Rallies and teacher/student recognition events celebrate excellence and character.

### **Technology Integration:**

Digital literacy and blended learning are supported through platforms like i-Ready, Magma Math, and interactive educational tools that enhance 21st-century skills. Beginning in 2026, Dickinson will expand School of Choice offerings with the addition of an E-Sports program, further supporting STEM innovation and student engagement.

## Strengths

Dickinson Montessori Academy demonstrates strong, cohesive systems that support student growth, teacher development, and a positive campus culture. The school's Montessori-inspired curriculum fosters hands-on, individualized learning that builds curiosity and independence. Teachers engage in ongoing professional development focused on content mastery, Montessori methods, and social-emotional learning, supported by collaborative PLCs.

Leadership and decision-making are inclusive and data-informed, with teacher committees guiding campus priorities in literacy, STEM, and family engagement. A vibrant PBIS framework, Ron Clark Academy strategies cultivate teamwork, motivation, and strong relationships. Through Level Up Rallies, student and staff recognition, and leadership opportunities for students such as the Ambassador program, Amazing Shake competition, Lego Robotics, and E-Sports, the school celebrates excellence and cultivates a culture where both students and teachers thrive.

# Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p><b>1</b></p> <p>Some teachers lack the skills or confidence to integrate digital tools effectively, resulting in underused resources and limited student engagement.</p>	<p>There has been limited emphasis in the PD plan on instructional technology integration and a lack of ongoing coaching to support teachers in applying these skills.</p>
<p><b>2</b> ★</p> <p>Maintaining a consistently positive campus culture requires more proactive, campus-wide behavior systems that promote emotional regulation and responsibility.</p>	<p>Teachers and staff need continued professional development and coaching on Tier 1 behavior interventions and SEL strategies to create consistency in expectations and classroom management across grade levels.</p>
<p><b>3</b> ★</p> <p>There is a need for professional development across core subjects and a focus on best practices in instruction, learning walks, and self-reflection.</p>	<p>Professional learning has not been systematically planned or aligned to campus-wide instructional goals, resulting in inconsistent teacher development and limited opportunities for collaborative reflection and feedback.</p>
<p><b>4</b> ★</p> <p>While technology resources are available on campus, consistent and effective integration into daily instruction remains limited.</p>	<p>Teachers have had limited ongoing coaching and structured professional development focused on purposeful technology integration and hands-on application aligned to instructional goals.</p>

★ = Priority

# Perceptions

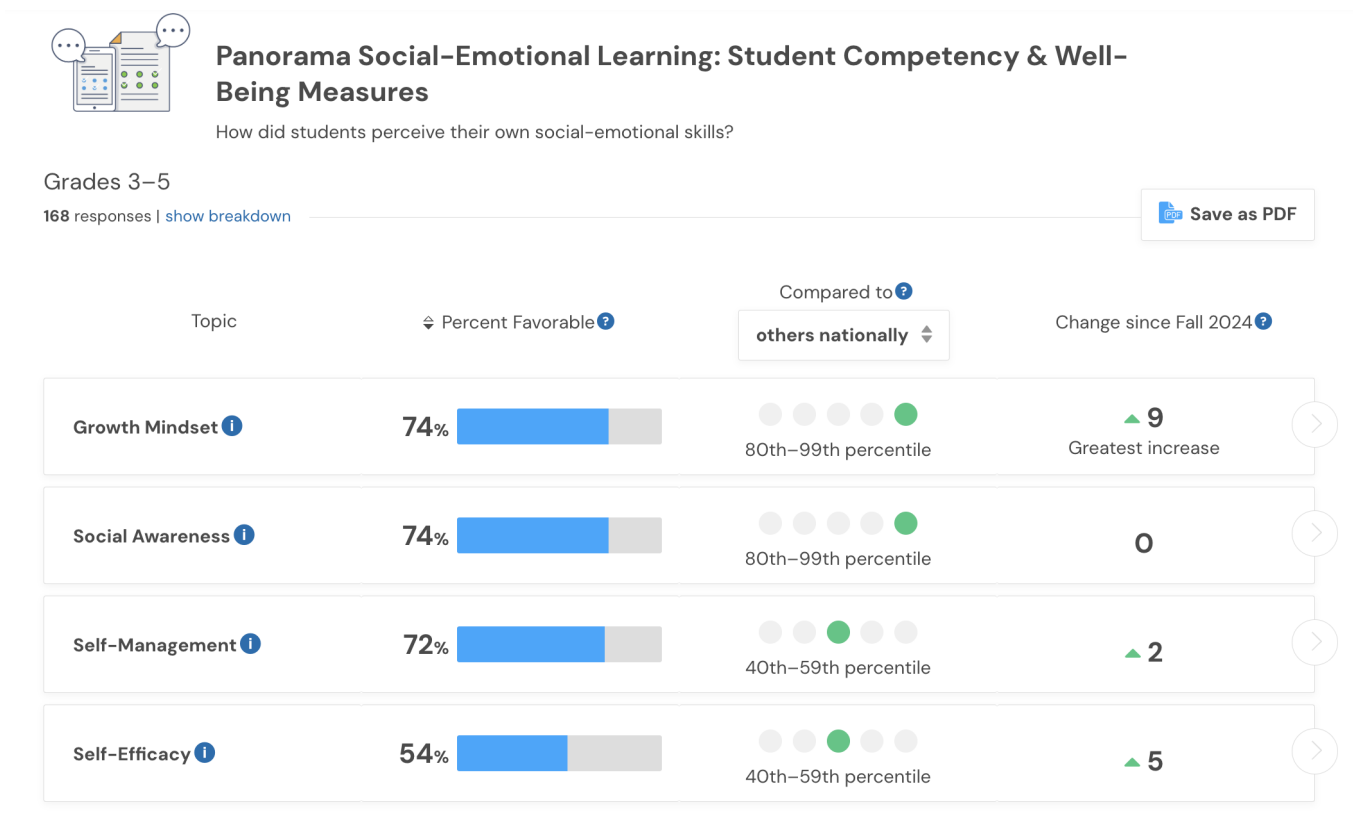
## Summary

Dickinson staff and administrators work closely with campus Parent Liaisons and Counselor, who serve as advocates for parents and students. Their efforts facilitate meaningful parental involvement in our schools, enhance the learning ability of children, and help parents identify and access valuable community and educational resources. Parental involvement through the Campus Improvement Committee (CIC) also provides parents with the opportunity to contribute to campus strategies and offer solutions to meet the needs of our community. Each campus's CIC operates throughout the year in an advisory capacity, helping to shape the culture and climate of our school community.

Each year, students at Dickinson participate in the Panorama survey, which measures their perceptions of connection and belonging, as well as their strengths in self-efficacy, self-management, growth mindset, and social awareness.

### Panorama Data Strengths:

- Teacher-Student Relationships 83% favorable
- Growth Mindset 74% favorable
- Social Awareness 74% favorable



## Surveys, Interviews, & Focus Groups

Through the district created parent needs survey Dickinson regularly monitors feedback from parents, staff, and students on various aspects of our school operations, curriculum effectiveness, and community involvement. This data informs our decision-making and helps us identify areas for improvement.

### **Culture, Climate, Values, and Beliefs**

Our school culture emphasizes respect, inclusivity, and collaboration through the campus Mission and Vision statement. Through participation in the campus PBIS Level Up expectations and the 3 C's, values such as kindness and responsibility are actively promoted and celebrated among staff and students.

### **Community Partnerships and Volunteers**

We maintain strong partnerships with local organizations and community groups, enhancing student learning experiences through volunteer opportunities and resources. Our parent and teacher association (PTA) continues to participate in our school community to support student achievement.

### **Staff Retention**

Our staff retention rate is strong, with a majority of teachers returning each year. Retention data highlights the importance of support and professional development in maintaining a motivated and committed teaching staff.

## **Strengths**

By actively engaging stakeholders and utilizing feedback mechanisms, Dickinson Montessori Academy strives for continuous improvement in all areas, ensuring that we meet the needs of our students and community while maintaining a positive and productive learning environment.

Volunteers

Community Partners

PTA

PACT

Toddler Time

PBIS

Level Up School Theme


Student Incentives

Staff Incentives

# Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Family engagement at our campus is inconsistent, with limited participation in school events, communication systems, and academic partnerships. While some families are highly involved, many face barriers such as work schedules, language differences, or lack of awareness of opportunities to engage.	While some families are highly involved, many face barriers such as work schedules or language differences and outreach efforts have not consistently emphasized the impact of family involvement on student success.
2 ★	Student self-efficacy, measured by the Panorama survey, is at 54%.	Students have limited opportunities to set personal learning goals, reflect on their progress, and experience success through differentiated or student-led learning activities, which reduces their confidence in their ability to succeed academically.

★ = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Students are underperforming in reading, as evidenced by low scores on performance-based assessments.

The number of students meeting grade level expectations on STAAR READING decreased from 34% in 2024 to 30% in 2025.

2  
★

Students are under-performing in the area of math as measured by performance based assessments.

The number of student meet grade level expectations on STAAR MATH decreased from 34% in 2023 to 32% in 2024.

3  
★

Emergent bilingual population falls below the performance of our other student populations.

The number of EB students that met expectations on STAAR decreased from 30% to 18% in RLA and from 37% to 29% in math.

4  
★

Students are underperforming in the area of science as measured by STAAR assessment.

In 2025, 25% of 5th grade students met grade level expectations on STAAR. Science mastery is hindered by limited exposure to inquiry-based labs and academic vocabulary use in open-ended responses as well as intentional STEM programming across grade levels.

5  
★

Special Education students demonstrate limited academic growth in reading and mathematics.

Current instructional practices and interventions are not consistently meeting the diverse learning needs or effectively supporting progress toward grade-level expectations.

6  
★

Maintaining a consistently positive campus culture requires more proactive, campus-wide behavior systems that promote emotional regulation and responsibility.

Teachers and staff need continued professional development and coaching on Tier 1 behavior interventions and SEL strategies to create consistency in expectations and classroom management across grade levels.

7  
★

Student self-efficacy, measured by the Panorama survey, is at 54%.

Students have limited opportunities to set personal learning goals, reflect on their progress, and experience success through differentiated or student-led learning activities, which reduces their confidence in their ability to succeed academically.

8  
★

The number of economically disadvantaged students at DMA fluctuates from 73.6% in 2023 to 81.1% in 2024 to 72.4% in 2025.

The number of economically disadvantaged students fluctuates from year to year and are influenced by community economic conditions, student mobility, and variations in how families access and complete assistance program applications.

9  
★

Family engagement at our campus is inconsistent, with limited participation in school events, communication systems, and academic partnerships. While some families are highly involved, many face barriers such as work schedules, language differences, or lack of awareness of opportunities to engage.

While some families are highly involved, many face barriers such as work schedules or language differences and outreach efforts have not consistently emphasized the impact of family involvement on student success.

10  
★

There is a need for professional development across core subjects and a focus on best practices in instruction, learning walks, and self-reflection.

Professional learning has not been systematically planned or aligned to campus-wide instructional goals, resulting in inconsistent teacher development and limited opportunities for collaborative reflection and feedback.

11  
★

While technology resources are available on campus, consistent and effective integration into daily instruction remains limited.

Teachers have had limited ongoing coaching and structured professional development focused on purposeful technology integration and hands-on application aligned to instructional goals.

★ = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas approved PreK - 2nd grade assessment data
- Intervention 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Foster Care data

## Student Data: Behavior and Other Indicators

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

- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- Equity data
- T-TESS data
- T-P ESS data
- Classroom and school walkthrough data

## Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data

## 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 and high yield strategies**
- Action research results**
- Enrichment course/materials**
- Scope and Sequence; Pacing Guides; and Other Focus Documents**



# Priority Focus Areas

# Priority Focus Area 1

GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

## Measurable Objective 1 High Priority HB3 Priority Focus Area

Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Reading Data & MAP Data

### Strategy 1

Implement daily, differentiated small-group reading instruction in grades K-3 based on formative assessments, running records, and MAP Growth data to target specific decoding and comprehension needs.

**Strategy's Expected Result/Impact:** Students in grades K-3 will show measurable growth in decoding, fluency, and comprehension skills on MAP Growth assessment due to targeted small-group instruction that meets individual learning needs.

#### Formative Reviews

Moderate Progress

November

January

March

June

### Strategy 2

Provide targeted Tier 2 and Tier 3 interventions for struggling readers through reading intervention, ensuring progress monitoring and alignment with the Science of Reading.

**Strategy's Expected Result/Impact:** Identified Tier 2 and Tier 3 students will make accelerated progress toward grade-level proficiency through consistent intervention cycles and progress monitoring, decreasing the percentage of students performing below grade level in reading.

**Staff Responsible for Monitoring:** administrators, instructional coach, teachers

**Problem Statements:** Student Learning 1, 3

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews

Moderate Progress

November

January

March

June

### Strategy 3

Host Family Literacy Night and take-home reading kits that equip parents with strategies to support reading fluency and comprehension at home, reinforcing school-based learning.

**Strategy's Expected Result/Impact:** Families will actively participate in literacy events and at-home reading activities, strengthening home-school partnerships and reinforcing reading fluency and comprehension skills outside of the classroom.

**Staff Responsible for Monitoring:** administrators, RLA teachers

**Problem Statements:** Student Learning 1, 3

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

No Progress

November

January

March

June

### Strategy 4

Integrate hands-on, phonemic awareness, phonics, and vocabulary activities in PK-K that align with Montessori methods, district approved resources and HQIM such as Heggerty.

**Strategy's Expected Result/Impact:** Early learners in PK-K will demonstrate stronger phonemic awareness, letter-sound recognition, and vocabulary development, as measured by CLI and Map, leading to improved reading readiness entering 1st grade.

**Staff Responsible for Monitoring:** administrators, instructional coach

**Problem Statements:** Student Learning 1, 3

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

## Formative Reviews

Considerable Progress

November

January

March

June

### Measurable Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students are underperforming in reading, as evidenced by low scores on performance-based assessments.

The number of students meeting grade level expectations on STAAR READING decreased from 34% in 2024 to 30% in 2025.

3

Emergent bilingual population falls below the performance of our other student populations.

The number of EB students that met expectations on STAAR decreased from 30% to 18% in RLA and from 37% to 29% in math.

### Measurable Objective 2 High Priority HB3 Priority Focus Area

Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Math Data & MAP Data

#### Strategy 1

Implement vertically aligned, hands-on mathematics lessons that build number sense, problem-solving, and conceptual understanding from PK-3 by providing small-group math instruction based on formative data to target specific skill gaps and support mastery of TEKS-aligned objectives.

**Strategy's Expected Result/Impact:** Students will demonstrate stronger conceptual understanding and problem-solving skills, as evidenced by growth in MAP Math scores and classroom formative assessments, leading to increased proficiency on STAAR Math.

**Staff Responsible for Monitoring:** administrators, instructional coach

**Problem Statements:** Student Learning 2

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews

Moderate Progress

November

January

March

June

## Strategy 2

Enhance teacher effectiveness in math instruction through professional learning, coaching, and digital tool integration by providing ongoing professional development on high-yield math strategies, implement data-driven PLCs to analyze student work samples, MAP Math data, and STAAR readiness results to plan targeted reteach and enrichment lessons. and utilize interactive platforms (IReady Math) to reinforce math fluency and conceptual understanding through engaging practice.

**Strategy's Expected Result/Impact:** Teachers will demonstrate increased proficiency in delivering data-driven and differentiated math instruction through effective use of high-yield strategies and digital learning tools. As a result, students will show measurable growth in math fluency, reasoning, and problem-solving skills, reflected by higher MAP Math growth scores, improved classroom assessment results, and an overall increase in the percentage of 3rd-grade students achieving Meets Grade Level or Above on STAAR Math.

**Staff Responsible for Monitoring:** administrators, instructional coach

**Problem Statements:** Student Learning 2

**Title I:** 2.5.1, 2.5.3

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews

Moderate Progress

November

January

March

June

## Measurable Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Students are under-performing in the area of math as measured by performance based assessments.

The number of student meet grade level expectations on STAAR MATH decreased from 34% in 2023 to 32% in 2024.

## Measurable Objective 3 High Priority

Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from

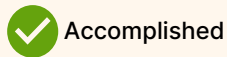
**Evaluation Data Source:** Skyward Discipline Data

### Strategy 1

Reinforce Positive Behavior: Utilize the PBIS Level Up Ticket System to acknowledge and reward students demonstrating responsibility, respect, and teamwork.

**Strategy's Expected Result/Impact:** Students will demonstrate increased ownership of their behavior, resulting in more frequent positive referrals and fewer classroom disruptions. Teachers will report improved classroom climate and higher levels of student engagement.

#### Formative Reviews



Accomplished

November

January

March

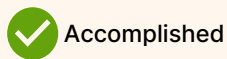
June

### Strategy 2

Celebrate Growth and Citizenship: Host quarterly Level Up Rallies to celebrate positive behavior, academic progress, and social-emotional growth, highlighting students who model leadership and the DMA core values.

**Strategy's Expected Result/Impact:** School wide data will reflect an increase in positive behavior acknowledgments and a measurable decrease in minor and major discipline referrals. Students will develop a stronger sense of belonging and pride in their achievements.

#### Formative Reviews



Accomplished

November

January

March

June

### Strategy 3

Incorporate Ron Clark Academy Strategies: Implement high-energy classroom routines, motivational chants, and house/team competitions to build community, encourage accountability, and sustain student engagement in behavior and learning.

**Strategy's Expected Result/Impact:** Teachers will implement engaging, relationship-driven strategies that boost motivation and participation. Students will show greater respect for classroom expectations and demonstrate improved self-regulation, reducing incidents that lead to disciplinary actions.

## Formative Reviews

Considerable Progress

November

No Progress

January

March

June

## Strategy 4

Promote Play-Based Learning for early childhood: Integrate social-emotional skill development through "Jolly Town", a structured play-based learning area where students practice conflict resolution, empathy, and collaboration in real-world scenarios.

**Strategy's Expected Result/Impact:** Students will improve their social-emotional and problem-solving skills through role play and cooperative learning experiences. Data from counselor or teacher observations will show growth in empathy, teamwork, and conflict resolution skills.

## Formative Reviews

Considerable Progress

November

January

March

June

## Strategy 5

Use discipline and behavior data to identify patterns, provide Tier 1 interventions, and coach teachers on proactive management techniques aligned with PBIS expectations.

**Strategy's Expected Result/Impact:** Discipline trends will show a 5% or greater decrease in in-school suspension rates. Teachers will feel more confident in using proactive management strategies, as reflected in coaching feedback and PBIS fidelity checks.

## Formative Reviews

Some Progress

November

January

March

June

## Measurable Objective 4 High Priority


Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

**Evaluation Data Source:** Survey Data & Sign-In Documents

## Strategy 1

Dickinson Montessori Academy will review Beginning of the Year parent survey responses to design family engagement activities that are customized to the specific needs of their families. Campuses with family engagement liaisons will collaborate to increase participation in these events, and submit a monthly data report to monitor and assess participation levels.

### Formative Reviews

 Accomplished

November

January

March

June

### Measurable Objective 5 High Priority

Student Attendance: GPISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030

Evaluation Data Source: Skyward Attendance Data

### Strategy 1


Provide incentives such as level-up parties, book machine, and game tickets. Consecutive absences result in parent contact to ensure parent involvement.

**Strategy's Expected Result/Impact:** The recognition at level-up parties, plus the incentives and parent involvement, are expected to improve our attendance .7%.

**Staff Responsible for Monitoring:** Peims clerks and Admin

**Funding Sources:** 199 - SCE, \$500

### Formative Reviews

 Accomplished

November

No Progress  
January

March

June

### Measurable Objective 6 High Priority HB3 Priority Focus Area

College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

Evaluation Data Source: EMS CCMR Dashboard Data & OnDataSuite Data

### Measurable Objective 7 High Priority HB3 Priority Focus Area

By June 2026, Dickinson will increase the number of students that perform at MEETS grade level or above on STAAR reading by 10% (from 30% to 40%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

## Strategy 1

Dickinson will support effective implementation of PLC and Lesson internalization protocols on all grade-levels to ensure consistency. Additionally, ongoing professional development will be provided on High-Quality Instructional Materials (HQIM) and research-based strategies.

**Strategy's Expected Result/Impact:** Teachers will demonstrate greater instructional consistency across grade levels through effective collaboration in PLCs and lesson internalization. Instructional delivery will improve as teachers apply HQIM and research-based strategies, leading to increased student engagement and academic growth.

**Staff Responsible for Monitoring:** principal, assistant principal, instructional coach

**Problem Statements:** Student Learning 1

**Funding Sources:** 211 - Title 1,

**Title I:** 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress

November

January

March

June

## Strategy 2

DMA will focus on supporting the internalization of foundational skills lessons and providing coaching and modeling for small group instruction to ensure that teachers can effectively meet the diverse needs of their students, enhancing their understanding and application of essential skills.

**Strategy's Expected Result/Impact:** Teachers will deliver more effective, differentiated instruction that meets students' individual learning needs. As a result, students will show increased mastery of foundational skills, improved academic performance, and greater confidence in reading, writing, and math.

**Staff Responsible for Monitoring:** principal, assistant principal, instructional coach, teachers

**Title I:** 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Formative Reviews

Moderate Progress

November

January

March

June

### Strategy 3

DMA will provide after school and/or day tutoring to support students based on their performance level in the area of RLA and writing.

**Strategy's Expected Result/Impact:** Students receiving targeted tutoring in RLA and writing will demonstrate improved foundational skills, increased confidence in reading and writing tasks, and measurable growth on campus and district assessments.

**Staff Responsible for Monitoring:** principal, assistant principal, ICoach

**Problem Statements:** Student Learning 1, 2, 3, 4

### Formative Reviews

No Progress

November

January

March

June

### Strategy 4

By May 2026, 100% of teachers will participate in Get Better Faster observation and feedback cycles, and at least 80% will demonstrate mastery of their identified action step, as evidenced by observation data and student progress in foundational skills.

**Strategy's Expected Result/Impact:** Teachers will demonstrate increased instructional effectiveness and consistency through targeted coaching and feedback cycles. As a result, classroom instruction will be more focused, data-driven, and responsive to student needs, leading to measurable improvement in students' foundational literacy and math skills.

**Staff Responsible for Monitoring:** administrators, instructional coach

**Problem Statements:** Student Learning 1

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress

## Measurable Objective 7 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p><b>1</b> Students are underperforming in reading, as evidenced by low scores on performance-based assessments.</p>	<p>The number of students meeting grade level expectations on STAAR READING decreased from 34% in 2024 to 30% in 2025.</p>
<p><b>2</b> Students are under-performing in the area of math as measured by performance based assessments.</p>	<p>The number of student meet grade level expectations on STAAR MATH decreased from 34% in 2023 to 32% in 2024.</p>
<p><b>3</b> Emergent bilingual population falls below the performance of our other student populations.</p>	<p>The number of EB students that met expectations on STAAR decreased from 30% to 18% in RLA and from 37% to 29% in math.</p>
<p><b>4</b> Students are underperforming in the area of science as measured by STAAR assessment.</p>	<p>In 2025, 25% of 5th grade students met grade level expectations on STAAR. Science mastery is hindered by limited exposure to inquiry-based labs and academic vocabulary use in open-ended responses as well as intentional STEM programming across grade levels.</p>

## Measurable Objective 8 High Priority HB3 Priority Focus Area

By June 2026, Dickinson will increase the number of students that perform at MEETS grade level or above on STAAR math by 10% (from 30% to 40%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

**Evaluation Data Source:** STAAR Math, Map Growth

### Strategy 1

Dickinson will support effective implementation of PLC and Lesson internalization protocols on all grade-levels to ensure consistency. Additionally, ongoing professional development will be provided on High-Quality Instructional Materials (HQIM) and research-based strategies.

**Strategy's Expected Result/Impact:** Teachers will demonstrate greater instructional consistency across grade levels through effective collaboration in PLCs and lesson internalization. Instructional delivery will improve as teachers apply HQIM and research-based strategies, leading to increased student engagement and academic growth.

**Staff Responsible for Monitoring:** principal, assistant principal, instructional coach

**Problem Statements:** Student Learning 2

**Funding Sources:** 211 - Title 1,

**Title I:** 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress

November

January

March

June

## Strategy 2

DMA will focus on supporting the internalization of foundational skills lessons and providing coaching and modeling for small group instruction to ensure that teachers can effectively meet the diverse needs of their students, enhancing their understanding and application of essential skills.

**Strategy's Expected Result/Impact:** Teachers will deliver more effective, differentiated instruction that meets students' individual learning needs. As a result, students will show increased mastery of foundational skills, improved academic performance, and greater confidence in math.

**Staff Responsible for Monitoring:** Instructional coach, administrators

**Problem Statements:** Student Learning 2

**Title I:** 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress

November

January

March

June

## Strategy 3

DMA will provide after school and/or day tutoring to support students based on their performance level in the area of math.

**Strategy's Expected Result/Impact:** Students receiving targeted tutoring in MATH and will demonstrate improved foundational skills, increased confidence in reading and writing tasks, and measurable growth on campus and district assessments.

**Staff Responsible for Monitoring:** principal, assistant principal, ICoach

**Problem Statements:** Student Learning 1, 2, 3, 4

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

No Progress

November

January

March

June

## Strategy 4

By May 2026, 100% of teachers will participate in Get Better Faster observation and feedback cycles, and at least 80% will demonstrate mastery of their identified action step, as evidenced by observation data and student progress in foundational skills.

**Strategy's Expected Result/Impact:** Teachers will demonstrate increased instructional effectiveness and consistency through targeted coaching and feedback cycles. As a result, classroom instruction will be more focused, data-driven, and responsive to student needs, leading to measurable improvement in students' foundational literacy and math skills.

**Staff Responsible for Monitoring:** administrators, instructional coach

**Problem Statements:** Student Learning 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

### Formative Reviews

Moderate Progress

November

January

March

June

## Measurable Objective 8 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<b>1</b> Students are underperforming in reading, as evidenced by low scores on performance-based assessments.	The number of students meeting grade level expectations on STAAR READING decreased from 34% in 2024 to 30% in 2025.
<b>2</b> Students are under-performing in the area of math as measured by performance based assessments.	The number of student meet grade level expectations on STAAR MATH decreased from 34% in 2023 to 32% in 2024.
<b>3</b> Emergent bilingual population falls below the performance of our other student populations.	The number of EB students that met expectations on STAAR decreased from 30% to 18% in RLA and from 37% to 29% in math.
<b>4</b> Students are underperforming in the area of science as measured by STAAR assessment.	In 2025, 25% of 5th grade students met grade level expectations on STAAR. Science mastery is hindered by limited exposure to inquiry-based labs and academic vocabulary use in open-ended responses as well as intentional STEM programming across grade levels.

## Measurable Objective 9 High Priority HB3 Priority Focus Area

By June 2026, Dickinson will increase the number of students that perform at MEETS grade level or above on STAAR SCIENCE by 10% (from 25% to 35%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

**Evaluation Data Source:** STAAR, Map Projections

### Strategy 1

Dickinson will support effective implementation of PLC and Lesson internalization protocols on all grade-levels to ensure consistency. Additionally, ongoing professional development will be provided on High-Quality Instructional Materials (HQIM) and research-based strategies.

**Strategy's Expected Result/Impact:** Teachers will demonstrate greater instructional consistency across grade levels through effective collaboration in PLCs and lesson internalization. Instructional delivery will improve as teachers apply HQIM and research-based strategies, leading to increased student engagement and academic growth.

**Staff Responsible for Monitoring:** principal, assistant principal, instructional coach

**Problem Statements:** Student Learning 4

**Funding Sources:** 211 - Title 1,

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress

November

January

March

June

## Strategy 2

DMA will focus on supporting the internalization of foundational skills lessons and providing coaching and modeling for small group instruction to ensure that teachers can effectively meet the diverse needs of their students, enhancing their understanding and application of essential skills.

**Strategy's Expected Result/Impact:** Teachers will deliver more effective, differentiated instruction that meets students' individual learning needs. As a result, students will show increased mastery of foundational skills, improved academic performance, and greater confidence in math.

**Staff Responsible for Monitoring:** Instructional coach, administrators

**Problem Statements:** Student Learning 4

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Considerable Progress

November

January

March

June

## Strategy 3

DMA will provide after school and/or day tutoring to support students based on their performance level in the area of math.

**Strategy's Expected Result/Impact:** Students receiving targeted tutoring in MATH and will demonstrate improved foundational skills, increased confidence in reading and writing tasks, and measurable growth on campus and district assessments.

**Staff Responsible for Monitoring:** principal, assistant principal, ICoach

**Problem Statements:** Student Learning 1, 2, 3, 4

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

No Progress

**November**

**January**

**March**

**June**

## Strategy 4

By May 2026, 100% of teachers will participate in Get Better Faster observation and feedback cycles, and at least 80% will demonstrate mastery of their identified action step, as evidenced by observation data and student progress in foundational skills.

**Strategy's Expected Result/Impact:** Teachers will demonstrate increased instructional effectiveness and consistency through targeted coaching and feedback cycles. As a result, classroom instruction will be more focused, data-driven, and responsive to student needs, leading to measurable improvement in students' foundational literacy and math skills.

**Staff Responsible for Monitoring:** administrators, instructional coach

**Problem Statements:** Student Learning 4

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Some Progress

**November**

**January**

**March**

**June**

# Measurable Objective 9 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<b>1</b> Students are underperforming in reading, as evidenced by low scores on performance-based assessments.	The number of students meeting grade level expectations on STAAR READING decreased from 34% in 2024 to 30% in 2025.
<b>2</b> Students are under-performing in the area of math as measured by performance based assessments.	The number of student meet grade level expectations on STAAR MATH decreased from 34% in 2023 to 32% in 2024.
<b>3</b> Emergent bilingual population falls below the performance of our other student populations.	The number of EB students that met expectations on STAAR decreased from 30% to 18% in RLA and from 37% to 29% in math.
<b>4</b> Students are underperforming in the area of science as measured by STAAR assessment.	In 2025, 25% of 5th grade students met grade level expectations on STAAR. Science mastery is hindered by limited exposure to inquiry-based labs and academic vocabulary use in open-ended responses as well as intentional STEM programming across grade levels.

## Measurable Objective 10 High Priority HB3 Priority Focus Area

By June 2026, the percentage of Emergent Bilingual students in the Academic Achievement component that MEET the performance targets in the areas of reading and mathematics will increase by 10% (from 24% to 34%).

Evaluation Data Source: STAAR reading and math

### Strategy 1

DMA will implement targeted small-group instruction and intervention programs for Emergent Bilingual (EB) students in reading and math, using progress monitoring tools such as MAP Growth and i-Ready to guide lesson planning and adjust instruction based on individual language proficiency and academic needs.

**Strategy's Expected Result/Impact:** Emergent Bilingual students will demonstrate measurable growth in reading and math proficiency, as reflected in MAP Growth and STAAR performance data. Targeted small-group interventions will close academic gaps and increase the percentage of EB students meeting grade-level expectations.

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Some Progress

November

January

March

June

## Strategy 2

Teachers will participate in professional development focused on effective strategies for English language acquisition and content integration, including ELPS, sheltered instruction, vocabulary development, and scaffolded questioning techniques to strengthen comprehension and academic discourse.

**Strategy's Expected Result/Impact:** Teachers will demonstrate increased proficiency in implementing sheltered instruction and language-support strategies, resulting in improved student comprehension, academic vocabulary, and engagement. EB students will show greater confidence and success in reading and math tasks.

**Staff Responsible for Monitoring:** instructional leadership team

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Some Progress

November

January

March

June

## Strategy 3

Campus instructional coach and administrators will conduct ongoing learning walks and coaching cycles to support the implementation of EB instructional practices, ensuring consistent use of data-driven, differentiated instruction that leads to increased student proficiency in reading and math.

**Strategy's Expected Result/Impact:** Consistent instructional monitoring and feedback will lead to greater alignment of EB instructional practices across grade levels. Teachers will effectively differentiate instruction based on student data, contributing to a 10% increase in EB students meeting performance targets in reading and math.

**Staff Responsible for Monitoring:** instructional leadership team, district bilingual department

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Some Progress

November

January

March

June

## Measurable Objective 11 High Priority HB3 Priority Focus Area

By June 2025, the percentage of Special Education students in the Student Growth component that MEET their growth targets in the areas of reading and mathematics will increase by 10% (from 43% to 53%).

**Evaluation Data Source:** STAAR, Map

### Strategy 1

DMA will implement targeted intervention and progress monitoring for Special Education students in reading and math through small-group instruction, use of adaptive programs such as i-Ready and MAP skills to ensure instruction is aligned with individual IEP goals and growth targets.

**Strategy's Expected Result/Impact:** Special Education students will demonstrate measurable academic growth in reading and math, with an increased percentage meeting or exceeding their individual growth targets. Targeted interventions and data-driven instruction will lead to improved mastery of IEP goals and overall academic performance.

**Staff Responsible for Monitoring:** instructional leadership team

**Problem Statements:** Student Learning 6

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Formative Reviews

Moderate Progress

November

January

March

June

### Strategy 2

Special Education and general education teachers will receive ongoing professional development and coaching on differentiated instructional strategies, inclusion practices, and data-driven lesson planning to strengthen Tier 1 and intervention supports that promote

academic growth for students with disabilities.

**Strategy's Expected Result/Impact:** Special Education students will demonstrate measurable academic growth in reading and math, with an increased percentage meeting or exceeding their individual growth targets. Targeted interventions and data-driven instruction will lead to improved mastery of IEP goals and overall academic performance.

**Staff Responsible for Monitoring:** instructional leadership team, SPED department, teachers

**Problem Statements:** Student Learning 6

**Title I:** 2.5.1, 2.5.2, 2.5.3

### Formative Reviews

Some Progress

November

January

March

June

## Measurable Objective 11 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

6

Special Education students demonstrate limited academic growth in reading and mathematics.

Current instructional practices and interventions are not consistently meeting the diverse learning needs or effectively supporting progress toward grade-level expectations.

## Measurable Objective 12 High Priority HB3 Priority Focus Area

By June 2026, at least 30% English Learners will advance by at least one level of TELPAS composite rating.

**Evaluation Data Source:** TELPAS

## Strategy 1

DMA will provide targeted English language development instruction through daily small-group interventions focused on listening, speaking, reading, and writing domains. Teachers will use TELPAS data and formative assessments to plan lessons that build academic vocabulary and language proficiency across content areas.

### Formative Reviews

Moderate Progress

November

January

March

June

## Strategy 2

Teachers will participate in ongoing professional development on effective EL instructional practices, including the use of sheltered instruction (SIOP), sentence stems, and structured academic conversations. Instructional coaches and administrators will provide feedback through classroom walkthroughs to ensure strategies are implemented consistently to support language growth.

### Formative Reviews

Moderate Progress

November

January

March

June

## Measurable Objective 13 High Priority

By May 2026, DMA will integrate Montessori-inspired methods across all early childhood classrooms, with 100% of teachers implementing Montessori methods for literacy, math, and social development lessons. At least 80% of students will demonstrate growth in early literacy and math proficiency, as well as improved social skills, as measured by classroom observations, progress monitoring, and behavior rubric data.

**Evaluation Data Source:** CLI, teacher observation

## Strategy 1

DMA will provide ongoing professional development and coaching focused on Montessori-inspired, hands-on strategies in literacy, math, and social-emotional learning. Teachers will engage in lesson internalization and PLC planning sessions that align Montessori principles with TEKS-based instruction to ensure academic rigor and consistency across classrooms.

**Strategy's Expected Result/Impact:** Teachers will demonstrate increased proficiency in implementing Montessori-inspired, hands-on instructional strategies across literacy, math, and social-emotional learning. Lesson delivery will reflect stronger alignment to TEKS and Montessori principles, resulting in more consistent and engaging instruction across classrooms.

**Staff Responsible for Monitoring:** administrators, ICoach, Montessori teachers

### Formative Reviews

Some Progress

November

January

March

June

## Strategy 2

Classrooms will be equipped with Montessori-inspired materials that promote independence, collaboration, and exploration. Teachers will implement small group and individualized instruction informed by student data to address diverse learning needs and support mastery of foundational literacy and math skills.

**Strategy's Expected Result/Impact:** Students will show measurable growth in literacy and math proficiency through increased opportunities for exploration, independence, and individualized instruction. Teachers will use data more effectively to differentiate lessons, leading to improved student engagement and academic performance.

**Staff Responsible for Monitoring:** administrators, ICoach, Montessori teachers

### Formative Reviews

Some Progress

November

January

March

June

## Strategy 3

DMA will strengthen social-emotional learning by incorporating Montessori-inspired grace and courtesy lessons, peace corners, and reflection routines. These practices will foster empathy, self-regulation, and positive social interactions, contributing to a supportive and engaging classroom environment.

**Strategy's Expected Result/Impact:** Students will exhibit improved social-emotional skills, including self-regulation, empathy, and conflict resolution. Classroom environments will reflect a positive, respectful culture that supports collaboration and fosters stronger peer relationships.

**Staff Responsible for Monitoring:** administrators, ICoach, Montessori teachers

**Problem Statements:** Student Learning 5 - School Processes & Programs 2

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

Some Progress

November

January

March

June

### Measurable Objective 13 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
5	Maintaining a consistently positive campus culture requires more proactive, campus-wide behavior systems that promote emotional regulation and responsibility.
	Teachers and staff need continued professional development and coaching on Tier 1 behavior interventions and SEL strategies to create consistency in expectations and classroom management across grade levels.

### Measurable Objective 13 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2	Maintaining a consistently positive campus culture requires more proactive, campus-wide behavior systems that promote emotional regulation and responsibility.
	Teachers and staff need continued professional development and coaching on Tier 1 behavior interventions and SEL strategies to create consistency in expectations and classroom management across grade levels.

### Measurable Objective 14

By May 2026, Dickinson Montessori Academy will increase the frequency of student-centered, engaging, and differentiated classroom experiences through the integration of instructional technology and real-world learning applications. At least 80% of classrooms will demonstrate effective use of technology to support personalized learning and student engagement, as measured by walkthrough data, lesson plans, and student products.

#### Strategy 1

DMA will provide ongoing professional development and coaching on effective technology integration, including teacher participation in Apple Learning Badge certification to build capacity in creating innovative, technology-enhanced lessons that promote student engagement and digital literacy.

**Strategy's Expected Result/Impact:** Instructional Media Specialist will provide 2 workshops aligned with Apple Learning Badge modules to enable teachers to apply digital tools to redesign existing lessons for increased student engagement and real-world application.

Incentives for teachers who complete Apple Learning Badge certifications.

**Staff Responsible for Monitoring:** instructional media specialist, principal

**Title I:**

**Formative Reviews**

Moderate Progress

## Strategy 2

The Instructional Media Specialist will deliver model lessons and co-teach with teachers to support the integration of digital tools, multimedia projects, and interactive platforms aligned with TEKS and 21st-century learning skills.

### Formative Reviews

No Progress

**November****January****March****June**

## Strategy 3

Students and teachers will showcase their use of technology through participation in the district's Digital Media Showcase and campus technology events, highlighting creativity, collaboration, and digital fluency. Feedback from these events and walkthrough data will guide future technology implementation and professional learning.

### Formative Reviews

No Progress

**November****January****March****June**



# **Policies, Procedures, and Requirements**

# Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	--	8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect	--	--	Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation	--	6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)	--	11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services	--	7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	--	5/5/2025	Holly Mohler	5/24/2024