Garland Independent School District

Dorsey Elementary School

Accountability Rating: Targeted Support and Improvement (TSI)

2026-2027 Campus Improvement Plan

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Mission Statement

Dorsey Elementary along with GISD will provide a quality education for all students

In a way that:

*Continually increases expectations for and achievement of every student

* Develops self motivation and strong work habits in all students

* Ensures a safe and well maintained, technologically equipped environment

* Successfully educates a culturally and economically diverse student population

* Stimulates continuous professional growth which ensures effective, research based classroom instruction, and

* Engages families and the community as active and equal partners in education,

So that:

Every student will be equipped for life-long learning, responsible citizenship, and productive employment in a rapidly changing and diverse society.

Vision

Norma Dorsey Elementary accepts the responsibility to empower students to be successful learners. Our purpose is to model a positive attitude towards learning, which incorporates active listening skills, appropriate behavior, and responsibility in an organized, pleasant, and inviting environment. Norma Dorsey students will eagerly participate in the journey of life long learning, developing into respectful and resourceful citizens.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Norma Dorsey Elementary is a student-centered campus dedicated to academic excellence, inclusive community engagement, and continuous improvement. Our strength lies in a highly qualified and collaborative staff who are committed to fostering a safe, supportive, and high-achieving environment for all learners.

Instruction and intervention decisions at Dorsey are data-driven and tightly aligned with TEKS. Lesson plans are objective-based and differentiated using results from Eduphoria and formative assessments. Higher-order thinking, text-based writing, and inferencing are embedded into instruction. Targeted support is provided through small groups, tutoring, and Tier 3 interventions with specialists. Every student benefits from access to 1:1 digital devices and a wide range of high-quality instructional software, enabling personalized learning and skill development.

We are proud to offer a robust catalog of classroom and extracurricular programs that align with our mission to empower students to be successful in a safe, inclusive, and engaging environment. Programs include Reading and Math Nights, Multicultural Night, Library Therapy Dog visits, Bluebonnet and 2x2 book clubs, Honor Choir, Drums and Dance Teams, Pride Council, and Watch D.O.G.S. These opportunities reflect our emphasis on student voice, cultural celebration, and whole-child development.

We work closely with the district's Human Resources team to recruit and retain high-quality educators through job fairs, targeted online postings, and internal referrals. Placement decisions are informed by student achievement data, teacher performance, and classroom observations, ensuring that high-need areas such as special education receive prioritized support.

Survey feedback from families shows strong and growing engagement. 70% of parents feel welcome, a rise of 18% from last year, and Dorsey outpaces the district average in areas like family efficacy, support, and learning behaviors. 79% feel welcome, and 80% feel encouraged to be involved in school activities. Parents appreciate our weekly Google Site newsletter for centralized updates and communications, along with personalized outreach when needed. Language access remains an area of growth, particularly in flyers and classroom communication.

Staff also report feeling supported by administration, especially in crisis management, student support, and academic planning. Staffings and MTSS meetings are seen as highly valuable. Teachers noted consistent discipline and administrative availability, along with support for fundraising, grant approvals, and open communication. Staff expressed appreciation for a culture where new ideas are welcomed, and where collaboration is encouraged to meet the diverse needs of students.

In summary, Norma Dorsey Elementary is a thriving, data-informed campus where high expectations, strong relationships, and innovation come together to support every student's success, academically, socially, and emotionally.

Demographics

Summary

Dorsey is a PreK - 5th grade school, in Rowlett, TX. Dorsey opened in August of 1996. Dorsey has 581 students in preK-5th grade. Our enrollment numbers have been declining over the last 5 years. Dorsey is primarily a neighborhood school, but we follow GISD policies of open enrollment, serving families across the district.

We currently serve 539 students from Pre-K through 5th grade. Our student population is predominately Hispanic or Latino (49%), followed by White (20%), Black (16%), Asian (9%) and small percentages of multiracial and American Indian students.

We are a Title I campus with 51% of our students identified as economically disadvantaged and 22% as English learners (ELs). All of our teachers are ESL trained or Bilingual certified, and our school offers a one way dual language education K-5th grade.

Our school's mission includes: continually increasing expectations for and achievement of every student, successfully educating a culturally and economically diverse student population, as well as engaging with families and the community as active and equal partners in education. We do this by do this by providing the appropriate education with teachers that are certified in sheltered instruction and are also GT certified. We also have extra curricular activities for students to participate in such as: Art Club, Choir, Safety Patrol, PRIDE Club and Running Club.

The Dorsey staff is racially diverse, with relatively strong representation of Black and Hispanic educators compared to student demographics.

We also support:

- Special Education 13%
- Gifted and Talented 4.5%
- At Risk intervention programs 59%
- Dyslexia 9%
- Services for homeless, military connected and foster care students
- Social emotional learning (SEL) support for all students

Strengths

Through the strategic implementation of PBIS (Positive Behavioral Interventions and Supports), we have seen a measurable decrease in student suspensions, signaling improved school climate and behavior outcomes. In tandem, there has been a notable increase in teacher-student conferences, fostering stronger relationships and early behavioral interventions. Together, these efforts reflect a proactive, data-driven approach to supporting student success and maintaining a positive, inclusive learning environment.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Current attendance data indicates that 40% of our students have accumulated 10 or more absences. This level of chronic absenteeism presents a significant barrier to student achievement. Research consistently shows that regular attendance is strongly correlated with academic performance, engagement, and long-term success. Without addressing this issue, many students risk falling behind academically	Several factors contribute to the high rate of chronic absenteeism on our campus. These include limited family awareness of the impact of absences on academic success, health-related challenges, transportation barriers, and inconsistent communication between home and school regarding attendance expectations.

★ = Priority

Student Learning

Summary

All Subjects Combined

Performance Level	% All Students	African American	Hispanic	White	Asian	Special Education	Economically Disadvantaged
Approaches Grade Level	70%	53%	70%	79%	82%	40%	62%
Meets Grade Level	50%	35%	46%	60%	62%	23%	41%
Masters Grade Level	26%	19%	23%	35%	40%	8%	17%

- Note: Special Education students showed significantly lower achievement at all levels
- White students perform higher than other subgroups at the approaches and meets level but taper off at the masters level.

Reading

Performance Level	% All Students	African American	Hispanic	White	Asian	Special Education	Economically Disadvantaged
Approaches Grade Level	75%	60%	73%	87%	94%	45%	68%
Meets Grade Level	55%	42%	51%	67%	77%	26%	45%
Masters Grade Level	33%	29%	28%	41%	45%	9%	21%

- All groups except African American, special education, and economically disadvantaged are at or above 50% Meets.
- Asian students outperformed all other groups at all levels.
- Hispanic students and African American students performed similarly in the masters categories yet Hispanic students outperform at the meets and approaches level.

Math

Performance Level	% All Students	African American	Hispanic	White	Asian	Special Education	Economically Disadvantaged
Approaches Grade Level	71%	49%	74%	74%	82%	41%	61%
Meets Grade Level	51%	29%	51%	59%	68%	24%	44%
Masters Grade Level	23%	11%	21%	33%	32%	7%	17%

Overall the Masters catagory is lower in math than reading.

Performance Level	% All Students	African American	Hispanic	White	Asian	Special Education	Economically Disadvantaged
Approaches Grade Level	57%	46%	49%	67%	82%	20%	47%
Meets Grade Level	32%	33%	19%	44%	45%	5%	22%
Masters Grade Level	17%	13%	9%	22%	36%	5%	10%

- All categories, except Asian, performed closely together at the approaches level.
- White and Asian groups outperformed other groups in the meets category.

Key Insights

- Special education students consistently score lower across all subjects and performance levels, highlighting the need for targeted interventions.
- Asian students demonstrate strong performance across all subjects, often leading in meets and masters categories.
- African American and Hispanic students generally score lower in meets and masters levels in all categories.
- The economically disadvantaged group has moderate performance but lower in meets and masters levels.
- The data shows the importance of differentiated support to close gaps for African American and Special Education students, especially in higher achievement levels.

Strengths

Reading

- 75% of all students reach approaches, the highest of all subjects.
- Asian and White students outperform all other groups at every level.

Math

- White and Asian students lead at meets (51% and 68%) and masters (33% and 32%).

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Based on the 2026 STAAR Math assessments, only 49% of African American students met the Approaches Grade Level standard compared to 71% of all students.	The performance gap for African American students in math may be attributed to several interrelated factors. These include gaps in foundational math skills, access to differentiated small group instruction, and inconsistencies in the use of data to drive intervention. A lack of consistent progress monitoring and timely feedback further contributes to missed opportunities for acceleration.
2 ★	Based on the 2026 STAAR Math assessment, only 24% of special education students scored at the Meets Grade Level standard compared to 51% of all students.	The gap in math performance for special education students is linked to limited differentiation, inconsistent alignment of scaffolds to grade-level standards, and an overemphasis on remediation rather than rigorous content. Inconsistent progress monitoring and collaboration between general and special education teachers also contribute to missed opportunities for support.

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School Processes & Programs

Summary

Our campus begins the improvement planning process with a comprehensive data analysis that includes state assessments (STAAR), local benchmarks (iReady), discipline trends, attendance records, and teacher input. During our Comprehensive Needs Assessment (CNA) meetings, we conduct a root cause analysis using tools such as the “5 Whys” to identify underlying issues and guide our planning process.

We ensure the improvement plan reflects a shared understanding of both strengths and areas for growth by actively involving all stakeholders—teachers, parents, administrators, support staff, and community members. Stakeholder input is gathered through surveys and collaborative discussions. Progress toward goals is monitored through data checkpoints every nine weeks. Adjustments are made based on formative assessment data, student work samples, and walkthrough observations. Updates are shared with stakeholders regularly during Professional Learning Community (PLC) meetings.

To ensure high-quality instruction, our school works closely with the district’s Human Resources team to recruit top-tier educators through job fairs and targeted online postings. We also encourage internal referrals from individuals who align with our school’s mission and culture. Placement decisions are informed by student achievement data, teacher performance metrics, and classroom observation trends, with an emphasis on placing highly effective teachers in high-need areas such as special education.

We offer a variety of enrichment programs aligned with our school’s mission to empower students to be successful learners in a safe and welcoming environment. These include News Teams, Multicultural Night, Reading and Math Nights, and library programs such as Therapy Dog visits, 2x2 and Bluebonnet book clubs. In the arts, students participate in Honor Choir, Drum and Dance Teams, and student leadership is fostered through groups like the Pride Council and Watch D.O.G.S. Each program reinforces our core values of safety, high expectations, and inclusive learning.

Instruction is driven by clear objectives and data-informed planning. Teachers use assessment results from STAAR, iReady, and other tools to guide and customize lesson plans. Instruction is scaffolded and differentiated for individual students and small groups, emphasizing critical thinking through higher-order questioning, written responses with text evidence, inferencing, and frequent TEKS-aligned formative assessments.

Targeted interventions are provided through small group instruction, before and after-school tutoring, and Tier 3 support led by teachers. This layered approach ensures that every student receives the support they need to thrive academically and socially in a rigorous, nurturing environment.

Strengths

Dorsey Elementary is proud to have a highly qualified and dedicated staff committed to student success. Every student has access to 1:1 devices, ensuring equitable opportunities for digital learning across all grade levels. Instruction and intervention decisions are data-driven and aligned with TEKS, allowing for targeted support that meets individual student needs.

Our campus offers a robust selection of classroom programs, both digital and extracurricular, that enrich the learning experience. Students benefit from a wide variety of high-quality digital software that supports core instruction, enhances engagement, and builds 21st century skills. From academic tools to enrichment clubs, Dorsey’s extensive programming reflects our commitment to developing the whole child in a dynamic, student-centered environment.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	There is a need for a more systematic approach to aligning instructional practices across grade levels. Current practices show limited evidence of vertical alignment, which impacts continuity of instructional strategies and expectations from grade to grade.	Vertical alignment is limited due to inconsistent collaboration across grade levels, lack of structured time for cross-grade planning, and insufficient emphasis on shared instructional priorities and expectations.
2 ★	There is a need to strengthen the roll-out of planning and data review structures to ensure teachers consistently respond to student data on a weekly basis.	Inconsistent structures and expectations for weekly data use, limited teacher ownership of the data review process, and insufficient accountability measures have contributed to uneven implementation across grade levels.

★ = Priority

Perceptions

Summary

Survey results reflect a positive shift in campus climate and stakeholder engagement at Dorsey. This year, 70% of families reported feeling welcome at our school, an 18% increase from last year. In fact, Dorsey outperformed the district average in several key areas, including additional feedback categories, family efficacy, family support, and learning behaviors. Notably, 79% of families feel welcome, and 80% feel encouraged to participate in school activities.

While progress is evident, feedback highlighted a need to improve communication across language barriers, particularly in school flyers and classroom updates. In response, we continue to provide a weekly Google Site newsletter, which families appreciate for its consistent, accessible format and centralized information. One parent shared, *"It's a lot of information, but I always knew exactly where to find everything."*

Dorsey's commitment to family and community engagement is reflected in a wide variety of events and initiatives, including academic nights, cultural celebrations, and school-wide programs. Our staff also maintain open lines of communication through personal outreach and support as needed.

Staff feedback also highlighted strong administrative support, especially in areas of crisis management and student services. Teachers noted that staffings and MTSS meetings were helpful, particularly when Dyslexia staff attended and provided input, even when it meant stepping away from instructional time. This cross-collaboration fostered more meaningful conversations about student needs.

Additionally, staff appreciated administrative efforts in grant approval, academic support, discipline assistance (though experiences varied between classrooms), and being available and responsive when needed. Staff recognized the school's openness to new ideas, as well as efforts to support fundraising and strengthen school resources for students.

Overall, Dorsey continues to cultivate a culture of welcoming, communication, and collaboration, with ongoing efforts to enhance family engagement and instructional support for all.

Strengths

Survey results reflect a positive shift in campus climate and stakeholder engagement at Dorsey. This year, 70% of families reported feeling welcome at our school, an 18% increase from last year. In fact, Dorsey outperformed the district average in several key areas, including additional feedback categories, family efficacy, family support, and learning behaviors. Notably, 79% of families feel welcome, and 80% feel encouraged to participate in school activities.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Despite outperforming the district in family efficacy, support, and learning behaviors, some families felt they needed more information on what their students were learning while at school.	Switching from paper copies to completely digital has excluded some families from receiving information.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Current attendance data indicates that 40% of our students have accumulated 10 or more absences. This level of chronic absenteeism presents a significant barrier to student achievement. Research consistently shows that regular attendance is strongly correlated with academic performance, engagement, and long-term success. Without addressing this issue, many students risk falling behind academically	Several factors contribute to the high rate of chronic absenteeism on our campus. These include limited family awareness of the impact of absences on academic success, health-related challenges, transportation barriers, and inconsistent communication between home and school regarding attendance expectations.
2 ★	There is a need for a more systematic approach to aligning instructional practices across grade levels. Current practices show limited evidence of vertical alignment, which impacts continuity of instructional strategies and expectations from grade to grade.	Vertical alignment is limited due to inconsistent collaboration across grade levels, lack of structured time for cross-grade planning, and insufficient emphasis on shared instructional priorities and expectations.
3 ★	Based on the 2026 STAAR Math assessments, only 49% of African American students met the Approaches Grade Level standard compared to 71% of all students.	The performance gap for African American students in math may be attributed to several interrelated factors. These include gaps in foundational math skills, access to differentiated small group instruction, and inconsistencies in the use of data to drive intervention. A lack of consistent progress monitoring and timely feedback further contributes to missed opportunities for acceleration.
4 ★	There is a need to strengthen the roll-out of planning and data review structures to ensure teachers consistently respond to student data on a weekly basis.	Inconsistent structures and expectations for weekly data use, limited teacher ownership of the data review process, and insufficient accountability measures have contributed to uneven implementation across grade levels.
5 ★	Based on the 2026 STAAR Math assessment, only 24% of special education students scored at the Meets Grade Level standard compared to 51% of all students.	The gap in math performance for special education students is linked to limited differentiation, inconsistent alignment of scaffolds to grade-level standards, and an overemphasis on remediation rather than rigorous content. Inconsistent progress monitoring and collaboration between general and special education teachers also contribute to missed opportunities for support.

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Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**

- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**
- [x] **T-TESS data**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

Goals

Goal 1

Increase the percentage of 1st grade students scoring On or Above Grade Level on the 1st grade i-Ready Reading Diagnostic from 14% at BOY 2026 to 60% at EOY 2027.

Performance Objective 1

☑ **HB3 Goal**

Foundations

Evaluation Data Source: iReady - BOY, MOY and EOY Diagnostic Reports

Strategy 1

Teachers will regularly analyze i-Ready diagnostic results, unit assessments, and formative assessment data during PLCs and individual data meetings to monitor student progress, adjust instruction, and establish student learning goals.

Strategy's Expected Result/Impact: Increased teacher ownership of student achievement through timely instructional adjustments and data-driven decision making.

Staff Responsible for Monitoring: Administration, ST and Classroom teachers

Problem Statements: School Processes & Programs 2

Title I: 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 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Deliver daily Tier I literacy instruction aligned to Dorsey's Instructional Commitments (Align, Engage, Respond) using district instructional materials, explicit modeling, structured student discourse, and ongoing checks for understanding.

Strategy's Expected Result/Impact: Increased student engagement and improved achievement on classroom diagnostic assessments.

Staff Responsible for Monitoring: Administration, ST and Teachers

Funding Sources: Planning Days for Teachers 199 - PIC 24 State Comp Ed Funds, $5,205

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Provide targeted WIN (What I Need) intervention groups using i-Ready diagnostic data, classroom formative assessments, and teacher progress monitoring to deliver differentiated literacy instruction based on individual student needs.

Strategy's Expected Result/Impact: Accelerated student growth through targeted intervention that closes foundational reading gaps.

Staff Responsible for Monitoring: Administration, ST, teachers

Problem Statements: School Processes & Programs 2

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

Formative Reviews

November	February	April	June

Strategy 4

Campus instructional leaders will conduct regular classroom walkthroughs, coaching cycles, and feedback conferences using the campus walkthrough tool to monitor implementation of instructional commitments and provide individualized teacher support

Strategy's Expected Result/Impact: Improved instructional practices through timely feedback, resulting in increased student achievement.

Staff Responsible for Monitoring: Administration

Problem Statements: School Processes & Programs 2

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	There is a need to strengthen the roll-out of planning and data review structures to ensure teachers consistently respond to student data on a weekly basis.	Inconsistent structures and expectations for weekly data use, limited teacher ownership of the data review process, and insufficient accountability measures have contributed to uneven implementation across grade levels.

Goal 2

Increase the percentage of 1st grade students scoring On or Above Grade Level on the 1st grade i-Ready Math diagnostic from 10% at BOY 2026 to 60% at EOY 2027.

Performance Objective 1

☑ **HB3 Goal**

Foundations

Evaluation Data Source: iReady - BOY, MOY and EOY Diagnostic Reports

Strategy 1

Implement PLC framework to collaboratively internalize Eureka Math lessons, analyze student work, identify misconceptions, and develop corrective instructional plans aligned to grade-level math TEKS.

Strategy's Expected Result/Impact: Improved Tier I math instruction resulting in increased conceptual understanding and higher student performance on i-Ready Mathematics.

Staff Responsible for Monitoring: Administration, ST, Teachers, Content Leads

Problem Statements: Student Learning 1, 2

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 2

Deliver daily Tier I mathematics instruction aligned to the Instructional Commitments (Align, Engage, Respond) using Eureka Math, mathematical discourse, multiple representations, and frequent checks for understanding.

Strategy's Expected Result/Impact: Increased student engagement and conceptual understanding leading to improved mathematical problem-solving and achievement.

Staff Responsible for Monitoring: Administration, ST, teachers

Problem Statements: Student Learning 1, 2

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 3

Provide targeted WIN (What I Need) intervention groups using i-Ready Mathematics diagnostic data, classroom formative assessments, and teacher progress monitoring to deliver differentiated instruction based on individual student needs.

Strategy's Expected Result/Impact: Accelerated student growth through targeted intervention that closes foundational math gaps.

Staff Responsible for Monitoring: Administration, ST, teachers

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 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 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Strategy 4

Campus instructional leaders will conduct regular classroom walkthroughs, coaching cycles, and feedback conferences using the campus walkthrough tool to monitor implementation of effective mathematics instruction and provide individualized teacher support and professional development based on campus trends or individual needs.

Strategy's Expected Result/Impact: Improved instructional practices through timely feedback, resulting in increased student achievement in mathematics.

Staff Responsible for Monitoring: Administration

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	April	June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on the 2026 STAAR Math assessments, only 49% of African American students met the Approaches Grade Level standard compared to 71% of all students.	The performance gap for African American students in math may be attributed to several interrelated factors. These include gaps in foundational math skills, access to differentiated small group instruction, and inconsistencies in the use of data to drive intervention. A lack of consistent progress monitoring and timely feedback further contributes to missed opportunities for acceleration.
2	Based on the 2026 STAAR Math assessment, only 24% of special education students scored at the Meets Grade Level standard compared to 51% of all students.	The gap in math performance for special education students is linked to limited differentiation, inconsistent alignment of scaffolds to grade-level standards, and an overemphasis on remediation rather than rigorous content. Inconsistent progress monitoring and collaboration between general and special education teachers also contribute to missed opportunities for support.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need for a more systematic approach to aligning instructional practices across grade levels. Current practices show limited evidence of vertical alignment, which impacts continuity of instructional strategies and expectations from grade to grade.	Vertical alignment is limited due to inconsistent collaboration across grade levels, lack of structured time for cross-grade planning, and insufficient emphasis on shared instructional priorities and expectations.

2	There is a need to strengthen the roll-out of planning and data review structures to ensure teachers consistently respond to student data on a weekly basis.	Inconsistent structures and expectations for weekly data use, limited teacher ownership of the data review process, and insufficient accountability measures have contributed to uneven implementation across grade levels.

Goal 3

Increase the percentage of all third-grade students achieving 'Meets Grade Level' on 3rd grade Reading STAAR exams from 54% to 60% by 2030 (2026-2027 target: 60%).

Increase the percentage of ALL fourth grade students achieving 'Meets Grade Level' standards on 4th grade Reading STAAR exams from 53% to 60%.

Increase the percentage of ALL fifth grade students achieving 'Meets Grade Level' standards on 5th grade Reading STAAR exams from 53% to the 60%.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Foundations

Evaluation Data Source: CBAs, MAP, i-Ready, STAAR

Strategy 1

Implement weekly PLC data cycles to analyze student work, identify misconceptions related to STAAR readiness, develop corrective instruction plans, and monitor the effectiveness of instructional adjustments.

Strategy's Expected Result/Impact: Increased teacher capacity to respond to student misconceptions, resulting in higher student performance at the Meets Grade Level standard.

Staff Responsible for Monitoring: Administration, ST, teachers, Content Leads

Problem Statements: School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	February	April	June

Strategy 2

Deliver rigorous Tier I reading instruction aligned to Dorsey's Instructional Commitments by engaging students in complex grade-level texts, structured academic discussions, evidence-

based writing, and frequent opportunities to justify thinking using textual evidence.

Strategy's Expected Result/Impact: Increased student comprehension, critical thinking, and written responses aligned to STAAR Reading expectations.

Staff Responsible for Monitoring: Administration, ST, teachers

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3

Provide targeted WIN intervention based on STAAR-aligned formative assessments, unit assessments, and i-Ready diagnostic data to accelerate learning for students approaching the Meets Grade Level standard.

Strategy's Expected Result/Impact: Increased student achievement through targeted intervention focused on closing learning gaps and accelerating grade-level mastery.

Staff Responsible for Monitoring: Administration, ST, teachers, content leads

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need for a more systematic approach to aligning instructional practices across grade levels. Current practices show limited evidence of vertical alignment, which impacts continuity of instructional strategies and expectations from grade to grade.	Vertical alignment is limited due to inconsistent collaboration across grade levels, lack of structured time for cross-grade planning, and insufficient emphasis on shared instructional priorities and expectations.
2	There is a need to strengthen the roll-out of planning and data review structures to ensure teachers consistently respond to student data on a weekly basis.	Inconsistent structures and expectations for weekly data use, limited teacher ownership of the data review process, and insufficient accountability measures have contributed to uneven implementation across grade levels.

Goal 4

Increase the percentage of all third grade students achieving 'Meets Grade Level' on 3rd grade Math STAAR exams from 52% to 60%.

Increase the percentage of ALL fourth grade students achieving 'Meets Grade Level' on 4th grade Math STAAR exams from 48% to 60%.

Increase the percentage of ALL fifth grade students achieving 'Meets Grade Level' standards on 5th grade Math STAAR exams from 50% to the 60%.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Foundations

Evaluation Data Source: CBAs, MAP, i-Ready, STAAR

Strategy 1

Deliver rigorous Tier I mathematics instruction aligned to the Instructional Commitments by engaging students in mathematical discourse, multiple representations, productive struggle, and opportunities to justify reasoning using grade-level mathematical practices.

Strategy's Expected Result/Impact: Increased conceptual understanding, mathematical reasoning, and problem-solving skills aligned to STAAR Mathematics expectations.

Staff Responsible for Monitoring: Administration, ST, teachers, content leads

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Teachers will develop and monitor personalized instruction during WIN (What I Need) time based on student readiness and need. Instruction will specifically target skill gaps, especially for struggling learners, to accelerate progress toward meeting grade-level expectations.

Strategy's Expected Result/Impact: Increased student mastery of math concepts

Staff Responsible for Monitoring: Administration, ST, teachers

Title I: 2.5.1, 2.5.2

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

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Goal 5 Student attendance will increase from 95% in 2025-2026 to 97% in 2026-2027.

Performance Objective 1

Excellence

Strategy 1

The PBIS team will develop and implement attendance incentives at the individual, classroom, and grade levels. Students will earn "Dorsey Dollars" for improved attendance throughout the school year to encourage consistent attendance.

Strategy's Expected Result/Impact: Improved student attendance

Staff Responsible for Monitoring: Administration and teachers

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

By the end of the first semester, the campus will implement a system for the early identification and intervention of students with chronic absenteeism, with a focused emphasis on African American students, Special Education students, and those identified as Tier 2 or Tier 3.

Strategy's Expected Result/Impact: Increase student attendance

Staff Responsible for Monitoring: Administration, teachers, and office staff

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 3

Recognize and celebrate individual students, classrooms, and grade levels demonstrating excellent or improved attendance through campus incentives, recognition programs, and schoolwide celebrations.

Strategy's Expected Result/Impact: Increased student motivation and positive attendance habits leading to improved overall campus attendance.

Staff Responsible for Monitoring: Administration, Counselor, PBIS Team

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Goal 6

Reduce the number of office discipline referrals by 15% (391 incidents to 333) from the 2025-2026 school year by May 2027 through consistent implementation of schoolwide PBIS expectations, explicit behavior instruction, and restorative practices.

Performance Objective 1

Excellence

Evaluation Data Source: Review360, PBIS Data, MTSS Behavior Documentation, Student Behavior Plans, Walkthrough Data

Strategy 1

Implement the campus PBIS framework by explicitly teaching, modeling, practicing, and reinforcing schoolwide behavior expectations throughout the school year using common language and consistent routines across all campus settings.

Strategy's Expected Result/Impact: Increased student understanding of behavioral expectations resulting in a positive learning environment and fewer office discipline referrals.

Staff Responsible for Monitoring: Admin, Counselor, PBIS Team

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 2

Recognize and celebrate positive student behavior through the campus PBIS recognition system, reinforcing students who consistently demonstrate the Dorsey expectations in classrooms and throughout the school.

Strategy's Expected Result/Impact: Increased positive student behaviors and school connectedness through consistent recognition and reinforcement of expected behaviors.

Staff Responsible for Monitoring: Admin, Counselor, PBIS Team, Classroom Teachers

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Goal 7

By the end of the 2026-2027 school year, the overall school climate and culture will improve as measured by a 5% increase in positive responses (70% to 75%) on student, staff, and family climate surveys.

Performance Objective 1

Excellence

Evaluation Data Source: Parent, Staff and Student Surveys

Strategy 1

Foster a positive campus culture by implementing a comprehensive staff recognition program that celebrates individual accomplishments, team successes, years of service, birthdays, and contributions to student achievement throughout the school year to increase teacher retention.

Strategy's Expected Result/Impact: Increased staff morale, engagement, and sense of appreciation, resulting in higher staff satisfaction and retention.

Staff Responsible for Monitoring: Administration, Support Teacher

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Develop jointly with, and distribute to parents, a written PFE and parent compact policy that describes how the school will inform parents of the school's participation in the Title 1, part A program, and strategies that the school will use to build the capacity of parents to support their child's academic goals. To meet the needs of the diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost. Annual Title 1 parent conference will be held in August where 100% of families will have the opportunity to review and provide feedback on the school-parent compact.

Strategy's Expected Result/Impact: Parents understand what the expectation of the school is so that they are able to support their child in the best way possible.

Staff Responsible for Monitoring: Administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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Strategy 3

Transition activities will be provided to incoming PREK/K and outgoing 5th graders. Support school readiness for incoming PREK/K through school transition meeting for families of incoming students where information about PREK/K readiness will be reviewed. 5th graders will attend middle school recruitment activities and planning in the spring of 5th grade where information on graduation plans and college/career readiness will be reviewed.

Strategy's Expected Result/Impact: Students and parents are equipped to make a successful transition and feel confident in their child going to the next grade.

Staff Responsible for Monitoring: Administration

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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Strategy 4

Fall and Spring Parent-Teacher conferences will be offered to all families to further facilitate and promote a strong connection between home and school. Individual student success will be discussed and documented, as well as the Student/Parent Compact.

Strategy's Expected Result/Impact: Facilitate and promote a strong connection between home and school.

Staff Responsible for Monitoring: Administration and teachers

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

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Strategy 5

The campus will host family engagement events, including Math Night, Turkey Trot, Color Run, Grandparents Night, Under the Sea Dance, and a Family Picnic, to strengthen school-home partnerships, build a positive school community, and recruit and retain new and current students.

Strategy's Expected Result/Impact: Improved parental participation in activities to increase academic performance.

Staff Responsible for Monitoring: Administration, Support Teacher, Teachers

Problem Statements: Demographics 1

Funding Sources: Supplies for Parent Nights 6300 Parent Involvement. Supplies T1, $2,070

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Current attendance data indicates that 40% of our students have accumulated 10 or more absences. This level of chronic absenteeism presents a significant barrier to student achievement. Research consistently shows that regular attendance is strongly correlated with academic performance, engagement, and long-term success. Without addressing this issue, many students risk falling behind academically	Several factors contribute to the high rate of chronic absenteeism on our campus. These include limited family awareness of the impact of absences on academic success, health-related challenges, transportation barriers, and inconsistent communication between home and school regarding attendance expectations.

Goal 8

Increase the percentage of Emergent Bilingual students who grow one proficiency level on TELPAS composite from 28% to 40% in 2027.

Performance Objective 1

Foundations

Strategy 1

Implement high-quality sheltered instruction strategies across all content areas to ensure English Learners have daily opportunities to develop academic language through listening, speaking, reading, and writing.

Strategy's Expected Result/Impact: Increased English language proficiency and improved academic achievement through consistent implementation of sheltered instructional practices.

Staff Responsible for Monitoring: Teachers, Administrators, ST, EB Aide

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Provide targeted language development opportunities through small-group instruction, differentiated supports, and scaffolded learning experiences aligned to students' English language proficiency levels.

Strategy's Expected Result/Impact: Accelerated English language acquisition resulting in increased TELPAS growth and improved access to grade-level instruction.

Staff Responsible for Monitoring: Teachers, EB Aide, ST

Problem Statements: School Processes & Programs 1

Funding Sources: Planning Days for Teacher 199 - PIC 25 Bil../ESL State Allotment Funds, $4,074

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need for a more systematic approach to aligning instructional practices across grade levels. Current practices show limited evidence of vertical alignment, which impacts continuity of instructional strategies and expectations from grade to grade.	Vertical alignment is limited due to inconsistent collaboration across grade levels, lack of structured time for cross-grade planning, and insufficient emphasis on shared instructional priorities and expectations.

Goal 9

Increase the percentage of third through fifth grade students with an IEP achieving 'Meets Grade Level' on 3rd-5th Reading Language Arts STAAR from 9% to 26% (2026-2027 target).

Increase the percentage of third through fifth grade students with an IEP achieving 'Meets Grade Level' on 3rd-5th Math STAAR from 7% to 29% (2026-2027 target).

Performance Objective 1 ☑ High Priority

Foundations

Evaluation Data Source: IEP Progress Monitoring
Reading Progress Monitoring
i-Ready Reading Diagnostic
STAAR Reading
Classroom Assessments
Special Education Progress Reports
PLC/Data Meeting Documentation

Strategy 1

Strengthen collaboration between general education teachers and special education staff through collaborative PLCs, data meetings, and instructional planning to ensure specially designed instruction (SDI), accommodations, and modifications are consistently implemented in the general education setting.

Strategy's Expected Result/Impact: Increased access to grade-level instruction through consistent implementation of specially designed instruction, resulting in improved reading growth for students receiving special education services.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Support Teacher, Special Education Teacher, Diagnostician

Problem Statements: Student Learning 2

Funding Sources: Planning Days for Teachers 199 - PIC 23 SPED State Allotment Funds, $2,242

Title I: 2.5.3

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Monitor student progress through ongoing analysis of IEP progress reports, curriculum-based measures, classroom assessments, and district assessment data to adjust instruction and interventions in a timely manner.

Strategy's Expected Result/Impact: Improved instructional decision-making through continuous progress monitoring, resulting in increased student reading growth.

Staff Responsible for Monitoring: Admin, SPED teachers, diagnostician

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Based on the 2026 STAAR Math assessment, only 24% of special education students scored at the Meets Grade Level standard compared to 51% of all students.	The gap in math performance for special education students is linked to limited differentiation, inconsistent alignment of scaffolds to grade-level standards, and an overemphasis on remediation rather than rigorous content. Inconsistent progress monitoring and collaboration between general and special education teachers also contribute to missed opportunities for support.

Goal 10

By the end of the 2026-2027 school year, Dorsey Elementary School will improve outcomes for the Asian student group by increasing Mathematics Academic Achievement at Meets Grade Level or Above from 68% to at least 82%; the Mathematics Academic Growth score from 63% to at least 88%; and the Student Success STAAR Component Score from 61 to at least 72.

Performance Objective 1 ☑ High Priority

Foundations

Evaluation Data Source: i-Ready Math Diagnostic
STAAR Math
Classroom Assessments
PLC/Data Meeting Documentation

Strategy 1 ☑ Targeted Support Strategy

Implement weekly PLC data cycles to analyze student work, identify misconceptions related to STAAR readiness, develop corrective instruction plans, and monitor the effectiveness of instructional adjustments.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: teachers, administrators

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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State Compensatory Education

State Compensatory

Budget for Dorsey Elementary School

Total SCE Funds: $5,205.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Personnel for Dorsey Elementary School

Name	Position	FTE
Tammy Chatman	Support Teacher	1

Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Amanda	Benton	District Personnel	LEA Administrator
Andrea	Kleckner	Principal	Administrator
Jose	Gonzalez	4th Grade	Teacher
Amparo	Amores	3rd Grade	Teacher
Amanda	Isara	1st Grade	Teacher
Kristin	Chinn	Kindergarten	Teacher
Deepti	Mistry	PreK Aide	Paraprofessional
Ashton	Grable	CTA	Paraprofessional
Holly	Hargrove	2nd Grade	Teacher
Claudia	Flores	Resident	Community Member
Kelsey	Whitely	Parent	Parent
Karen	Clark	Resident	Community Member
Monica	Kissler	Director	Business Member
Erin	Sullivan	5th Grade	Teacher
Monica	Dickerson-Gaddis	Parent	Parent
Charles	Schandelmeier	CEO	Business Member
Cristina	Coronado	Counselor	Professional
Stacey	Justus	CBSE	SPED Representative