

Dickinson Independent School District

San Leon Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: B



Mission Statement

Dickinson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

The mission of San Leon Elementary is to develop ALL students, academically and emotionally, to provide them with endless possibilities for their futures.

Vision

Inclusive of all, Dickinson ISD will cultivate excellence, producing confident, collaborative, goal-driven learners who become empowered citizens in a global society.

San Leon Elementary will transform students into life-long, all-inclusive, innovative learners who achieve their full potential and use it to strengthen their communities.

Value Statement

Each student is unique and can learn more and at higher levels.

Students will give their attention and commitment when provided engaging experiences.

Each member of the school has the responsibility to ensure quality learning experiences for students.

We can achieve more by working together.

Every teacher is a leader and every leader a teacher.

At San Leon Elementary, we are kind, we work hard, and we try our best.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

San Leon Elementary is a vibrant and diverse KG-3rd grade campus, home to 550 students. Our student body is composed of 63% Hispanic, 27% White, and 5% African American students, reflecting a rich tapestry of cultural backgrounds that enrich our school community. This diversity is a strength that we celebrate and integrate into our educational practices, ensuring that all students feel represented and valued.

A significant portion of our students, 39%, are identified as Emergent Bilingual, with 29% qualifying as bilingual and 2% as ESL. This highlights the importance of providing robust language support programs to ensure that these students can thrive academically. Our dedicated staff is committed to implementing effective bilingual education strategies that cater to the unique needs of these learners, fostering both their language development and academic success.

Our school faces economic challenges, with 83% of our students qualifying as economically disadvantaged. This is reflected in the fact that 78% of our students benefit from free lunch, and 100% receive free breakfast. These statistics underscore the critical role our school plays in not only providing education but also ensuring the well-being and nutritional needs of our students are met. We are committed to supporting our students and their families by providing resources and programs that address these economic barriers.

Additionally, 74% of our students are considered At-Risk, which necessitates a proactive approach to identifying and addressing the factors that may impede their academic progress. Our school is dedicated to implementing targeted interventions and support systems to help these students overcome challenges and achieve their full potential. We strive to create a nurturing and supportive environment where every student has the opportunity to succeed.

At our school, 21% of our students are receiving special education services, which highlights our commitment to providing tailored educational support to meet diverse learning needs. Our dedicated team of special education professionals works diligently to create individualized education plans that cater to the unique strengths and challenges of each student, ensuring they have access to the resources and support necessary for their academic success.

Additionally, 3% of our student population is supported under Section 504 plans. These plans are designed to provide accommodations and modifications that help students with disabilities access the general education curriculum effectively. Our staff is committed to collaborating with families and specialists to develop and implement these plans, ensuring that all students have equal opportunities to thrive in our educational environment.

We are proud to have 3% of our students identified as gifted and talented, and we strive to nurture their exceptional abilities through advanced and enriched learning opportunities. Our gifted and talented programs are designed to challenge these students and foster their intellectual growth, creativity, and leadership skills, preparing them for future academic and personal achievements.

Furthermore, 2% of our students have been identified with dyslexia, and we are dedicated to providing them with the necessary support to overcome the challenges associated with this learning difference. Our educators are trained in evidence-based strategies and interventions that are specifically designed to assist students with dyslexia, ensuring they can develop strong literacy skills and achieve their full potential.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

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
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

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

Goals

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success

Performance Objective 1: Through explicit and specific Tier I instruction, SLES will ensure ALL students show a minimum of one (1) year's growth as evidenced by student results on CLI, mCLASS, MAP, and/or STAAR.

High Priority

Evaluation Data Sources: Walk-throughs, appraisals, local and state assessments, diagnostic and growth tracking assessments, reading levels

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success

Performance Objective 2: SLES Domain 1 will increase more than 10 percentage points in the 2025-2026 school year, with at least 60% of students performing at Meets or better and at least 25% of students performing at Masters or better in both RLA and Math.

High Priority

Evaluation Data Sources: STAAR RLA and Math 2026 Administration

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success

Performance Objective 3: Individual performance on 2026 TELPAS will increase for 100% of EB students with a prior year's TELPAS score.

High Priority

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 1: SLES will ensure positive behavior interventions and supports are systematically implemented to improve the campus culture as evidenced by student and staff surveys, stakeholder feedback, and discipline referrals for the 25-26 school year will remain under 5%.

High Priority

Evaluation Data Sources: Walk-throughs, appraisals, character education lessons, morning circles/meetings, behavior charting, discipline referrals, student surveys, staff surveys

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 2: SLES will improve the daily attendance average to 95% or higher.

High Priority

Evaluation Data Sources: Parent involvement in activities, call logs, parent meeting sign-in sheets, ClassDojo parent interaction reporting

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 3: Students will demonstrate age-appropriate physical fitness levels, as measured by the state-mandated fitness assessment (FitnessGram), through increased participation in structured physical activity programs.

Evaluation Data Sources: FitnessGram

Goal 3: DISD will make family and community partnerships a priority

Performance Objective 1: Through Skyward, ClassDojo, and homeroom specific newsletters, teachers will maintain consistent, clear, and open communication with parents/guardians, improving the home-to-school connection.

Evaluation Data Sources: SLES will maintain a high percentage of family attendance at events/activities, especially those events focusing on academic achievement and cultural diversity.

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success

Performance Objective 1: In 2025-2026, SLES will retain staff at a 90% rate.

High Priority

Evaluation Data Sources: Candidate Selection for Interviews, Mentor/FYT Check-Ins, Data Conferences, In-house Campus Learning Walks to learn from our very own, Stay Interviews, Sunshine Committee, Staff Shout-Outs, Formative Assessments of Climate, Campus-wide reward system for students

Goal 5: DISD will provide operational services to support the success of student learning

Performance Objective 1: SLES will model, practice, and evaluate PLC actions and expectations to become a model PLC campus by the 2026-2027 school year due to overall school improvement and fidelity of practices.

High Priority

Evaluation Data Sources: Norms, collective commitments, CTT agendas, Guiding Coalition agendas, data digs, student growth tracking, campus professional development plan, RTI system, CA development and CA student achievement