Dickenson Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Dickenson Elementary School

4720 KELLY RD, Tampa, FL 33615

[no web address on file]

Demographics

Principal: Brody Marisa

Start Date for this Principal: 7/10/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: A (62%) 2016-17: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Dickenson Elementary School

4720 KELLY RD, Tampa, FL 33615

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	84%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To promote and develop a mindset that everyone can learn.

Provide the school's vision statement.

Empowering and preparing lifelong learners for a positive and successful future.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Brody, Marisa	Principal	Make schoolwide decisions, reflect on data, and academic / school supports
Fogarty, Laura	Math Coach	Support schoolwide decisions, reflect on data, and math academic / school supports
Grubka, Michelle	Teacher, K-12	Support schoolwide decisions, reflect on data, and communicate with grade level team
Mondragon, Maybelly	ELL Compliance Specialist	Support schoolwide decisions, reflect on data, and communicate ELL needs and supports available
Sanney, Kristin	Teacher, K-12	Support schoolwide decisions, reflect on data, and communicate with grade level team and SAC.
Duncan, Stefanie	Parent Engagement Liaison	Support schoolwide decisions, reflect on data, and communicate with grade level team. Track parent engagement requirements and complete paperwork.

Demographic Information

Principal start date
Tuesday 7/10/2018, Brody Marisa

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

80

Total number of students enrolled at the school

545

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	91	77	70	92	96	94	0	0	0	0	0	0	0	520
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	16	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	16	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	9	0	8	0	0	0	0	0	0	0	0	0	22
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Friday 10/1/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	79	82	95	106	103	105	0	0	0	0	0	0	0	570
Attendance below 90 percent	14	20	20	25	20	24	0	0	0	0	0	0	0	123
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	7	18	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	24	0	0	0	0	0	0	0	26

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	1	0	0	0	0	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	1	2	2	5	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	79	82	95	106	103	105	0	0	0	0	0	0	0	570
Attendance below 90 percent	14	20	20	25	20	24	0	0	0	0	0	0	0	123
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	7	18	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	24	0	0	0	0	0	0	0	26

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	1	0	0	0	0	0	0	0	2

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	4	1	2	2	5	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				52%	52%	57%	54%	52%	56%
ELA Learning Gains				54%	55%	58%	54%	52%	55%
ELA Lowest 25th Percentile				50%	50%	53%	58%	46%	48%
Math Achievement				72%	54%	63%	74%	55%	62%
Math Learning Gains				70%	57%	62%	71%	57%	59%
Math Lowest 25th Percentile				57%	46%	51%	68%	44%	47%
Science Achievement				43%	50%	53%	56%	51%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	52%	-6%	58%	-12%
Cohort Comparison						
04	2021					
	2019	47%	55%	-8%	58%	-11%
Cohort Comparison		-46%				
05	2021					
	2019	44%	54%	-10%	56%	-12%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	54%	13%	62%	5%
Cohort Comparison						
04	2021					
	2019	67%	57%	10%	64%	3%
Cohort Comparison		-67%				
05	2021					
	2019	58%	54%	4%	60%	-2%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	39%	51%	-12%	53%	-14%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

I-ready Fall, Winter and Spring (Grades 1-2)
I-ready Fall and Winter ; FSA Spring (Grades 3-5)
Science: FCAT SSS spring 2021

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12	14	31
	Economically Disadvantaged	9	12	25
	Students With Disabilities	1	0	0
	English Language Learners	7	15	2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	15	24
	Economically Disadvantaged	5	15	19
	Students With Disabilities	1	0	0
	English Language Learners	7	15	2

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	18	26
	Economically Disadvantaged	15	17	23
	Students With Disabilities	0	0	0
	English Language Learners	5	2	12
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5	5	8
	Economically Disadvantaged	4	5	7
	Students With Disabilities	0	0	0
	English Language Learners	4	5	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	20	33
	Economically Disadvantaged	24	17	31
	Students With Disabilities	0	0	3
	English Language Learners	1	0	5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7	15	49
	Economically Disadvantaged	6	13	40
	Students With Disabilities	0	1	1
	English Language Learners	0	1	10

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22	15	36
	Economically Disadvantaged	5	8	29
	Students With Disabilities	0	0	0
	English Language Learners	4	0	9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	6	32
	Economically Disadvantaged	12	4	26
	Students With Disabilities	0	1	0
	English Language Learners	4	0	9

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18	8	34
	Economically Disadvantaged	15	8	31
	Students With Disabilities	0	0	0
	English Language Learners	1	0	2
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	10	41
	Economically Disadvantaged	12	9	37
	Students With Disabilities	0	0	2
	English Language Learners	0	0	5
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			25
	Economically Disadvantaged			22
	Students With Disabilities			0
	English Language Learners			0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	9	29	33	11	19						
ELL	33	43	45	47	50	38	15				
BLK	21			17							
HSP	38	41	48	48	46	35	24				
WHT	44			36							
FRL	34	41	48	43	43	38	26				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	37	33	28	47	50					
ELL	44	48	55	68	68	65	28				
BLK	57	53		67	76		42				
HSP	52	55	55	74	70	58	44				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	38			54							
FRL	51	53	47	70	68	56	41				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	29	20	27	57	55					
ELL	46	49	57	67	63	57	30				
BLK	41	38		62	73						
HSP	55	56	64	76	73	66	56				
MUL	60			80							
WHT	62	53		73	59		65				
FRL	53	55	59	73	71	66	56				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	329
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	19
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Students proficiency levels decreased. Students did not make gains as in previous year in all content areas.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Science (5th grade)
Bottom Quartile (3rd, 4th, and 5th)
Proficiency Rates (3rd, 4th, and 5th)
Learning Gains (3rd, 4th, and 5th)

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

E-learning
Close to 400 quarantines
Teacher movement
New actions taken would be to not have e-learning, reduction in quarantines.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

None showed improvement

What were the contributing factors to this improvement? What new actions did your school take in this area?

N/A

What strategies will need to be implemented in order to accelerate learning?

Student data tracking
Collaborative Planning
Individual teacher support
Core instruction walk throughs
Bottom quartile Push-ins
Extended day instruction

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Data Tracking PD
Coaching cycles

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

N/A- Listed above

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Fidelity of instructional standards while implementing district frameworks was inconsistent during walk throughs.
Measurable Outcome:	47% of students will be proficient in reading of students will be proficient in on the Spring 2022 FSA.
Monitoring:	Monthly Progress Monitoring assessments Leadership member will be at each grade level collaborative planning session and notes being taken into the School One Note Individual students tracking their own data- with monthly data chats
Person responsible for monitoring outcome:	Marisa Brody (marisa.brody@hcps.net)
Evidence-based Strategy:	Internalization in planning from literacy resources to ensures that teachers are deeply connected to standards and content and are poised to make high-impact decisions to drive rigorous, engaging instruction.
Rationale for Evidence-based Strategy:	During previous collaborative planning session leadership recognized surface level planning and a need for methodology and pedagogy (how you teach it and how the student will learn the content).

Action Steps to Implement

Monthly grade level planning calendar created for reading in order to meet weekly

Person Responsible	Laura Fogarty (laura.fogarty@sdhc.k12.fl.us)

Create One Note - (Collaboration Space for each grade level)

Person Responsible	Laura Fogarty (laura.fogarty@sdhc.k12.fl.us)

Assigning a leader to attend each planning and rotate the rolls during planning for ownership of strategies/ content

Person Responsible	Marisa Brody (marisa.brody@hcps.net)

Reading DRT attending grade level planning as able to infuse internalization- Robainas

Person Responsible	Marisa Brody (marisa.brody@hcps.net)

PD- Internalization training with District DRT' and Reading Resource- 10/6 on a 3 week cycle- Robainas

Person Responsible	Marisa Brody (marisa.brody@hcps.net)

Start conducting content planning meetings weekly

Person Responsible	Marisa Brody (marisa.brody@hcps.net)

Leadership and resource will review monthly data

Person Responsible	Marisa Brody (marisa.brody@hcps.net)

Individual coaching cycles as needed

Person Responsible	Laura Fogarty (laura.fogarty@sdhc.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

There were no suspensions last year and very few behaviors. It is not a significant priority at the school. Through the use of our PBIS behavior system, we have put into place positive behavior incentives schoolwide and with in the classroom. In addition, instructional adults are assigned to areas of unsupervised transitions to alleviate additional behaviors in the classroom.

Part IV: Positive Culture & Environment
A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

School wide communication tool of class Dojo to help communicate with parents. This app translates to other languages to accommodate our parents and students in the ELL population. Staff uses this to share work with parents, upcoming events, and behaviors.
Administration uses parent link to communicate with parents about school and district events. Most paper communication is translated into Spanish.
PTA provides opportunities for meaningful parent involvement
Our positive behavior schoolwide system is PBIS- monthly incentives and quarterly events
monthly staff incentives
weekly iReady incentives
Monthly -iReady incentives
Student of the month
Marigolds (encouraging other staff and employees by recognizing who is helping to instill a positive work environment.
Lunch room incentives

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

M. Friedman- Guidance (student of the month)
L. Fogarty- Math Coach- iReady incentives
M. Brody and J. Vo- PBIS monthly incentives, staff incentives, marigold awards, parent link
Teachers- class dojo
Lunch room incentives- Brody and Vo, Lunch supervision, teachers
PTA- president Denis Matos

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				$16,867.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3120	399-Other Technology-Related Purchased Services	1101 - Dickenson Elementary School	Title, I Part A		$3,295.00
			Notes: Reflex math - to help with math fluency to help raise math scores			
	3120	319-Technology-Related Professional and Technical Services	1101 - Dickenson Elementary School	Title, I Part A		$5,700.00
			Notes: Nearpod- Lesson presentation tool for reading, math, science, and social studies.			
	3120	319-Technology-Related Professional and Technical Services	1101 - Dickenson Elementary School	Title, I Part A		$3,372.00
	3120	140-Substitute Teachers	1101 - Dickenson Elementary School	Title, I Part A		$4,500.00
			Notes: Substitutes for professional development days, data reviews, MTSS, and RTI			
					Total:	$16,867.00