Dickinson Independent School District

Dickinson High School

2022-2023 Campus Improvement Plan

Mission Statement

The mission of Dickinson High School is to empower our students with the skills and knowledge to become accomplished, self-directed, and collaborative citizens who contribute excellence to our complex and ever-changing world.

Vision

Dickinson High School will foster a collaborative atmosphere that promotes personalization, expects excellence from all stakeholders, and provides unlimited opportunities for all students to achieve success in 21st century learning and career endeavors.

Value Statement

We believe that...

A Supreme Being exists and that everyone has the right to make religious and/or spiritual choices,

Every person has purpose, worth, and dignity,

Individual potential is unlimited,

Family dynamics has a profound influence on who we become,

Connecting with others is essential to a quality life,

Learning is instinctive, lifelong and unique to each individual,

Diversity adds to the quality of one's life,

Physical and emotional safety are critical to an effective learning environment,

Communication is pervasive, ever-present, and multidimensional,

Change is natural and continuous,

Every person is responsible and accountable in all aspects of life for the choices he or she makes.

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Demographics

Demographics Summary

Dickinson High School is the only high school campus in Dickinson Independent School District.   DHS serves predominantly low and middle income families. DHS serves 3587 students in grades 9 to 12. This campus is a Title I Schoolwide Campus.

The student population is 19.57% African-American, 25.87% White, 2.01 % Asian, 49.74% Hispanic, 2.29% Two or More Races with 2235 or 62.31% of our students identified as Economically Disadvantaged. Dickinson HS serves 367 (10.23%) English Language Learners; 510 (14.22%) students who receive Special Education services; 174 (4.85%) are identified as Gifted/Talented students. 147 or 4.10% of our students are identified as Dyslexic and 280 of our Dickinson HS students receive accommodations as 504 students.

The staff population is 17% African-American, 71% Anglo, .01% Asian, 11% Hispanic, 36% male and 63% female.

Demographics Strengths

Dickinson High School is a Title I school that serves a diverse student population. Our students work well together consistently demonstrating their appreciation of and respect for individual differences.   Our teachers are caring individuals who demonstrate respect, courtesy, and appreciation for our diverse student and parent population. Our parents and community members support our school by joining and actively participating in parent booster club organizations and the Parent-Teacher Organization (PTO). Our parents regularly attend our fall Open House/Parent University and our Spring Parent Symposium. DHS parents and community members attend both athletic and fine arts events in large numbers. Parent meetings and parent/teacher conferences are well attended by our parents.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student school attendance is a major concern. **Root Cause:** School attendance by both students and staff and continues to be an area of great concern. Teachers

Problem Statement 2: We need to hire and retain more African American, Hispanic, and male teachers. **Root Cause:** Teacher shortages in all areas of instruction significantly impacted our hiring practices in the past few years.

Student Achievement

Student Achievement Summary

Dickinson High School serves a diverse student population with a variety of needs which are addressed through many academic and extra-curricular programs, interventions, and supports. DHS provides many opportunities for students to receive additional support and tutoring during, before and after school open tutorial sessions and through the Lighted Windows Open Doors (LWOD) program held two times a week from 3:00 to 6:00 PM. All teachers are required to provide 90 minutes of tutorial services each week. Teachers' tutorial schedules are: (1) included in their class syllabus sent home the first week of school, (2) posted on their individual DHS website pages, (3) posted in their classrooms, and (4) posted on our DHS campus website. In addition to after-school tutorials, DHS has a 40 minute intervention period built into the regular school day.

In order to support students' achievement and growth among the diverse student populations at DHS, teachers must implement teaching strategies that meet the needs of a very diverse student population. We have a growing ESL, economically disadvantaged, African American, and Hispanic student body. Engaging instructional strategies coupled with bell to bell instruction are essential to student achievement. In addition, highly structured and predictable classroom procedures along with safe and civil hallways and common gathering areas are critical to the learning and the social needs of our students. DHS teachers need ongoing training to address student's individual needs including timely interventions, appropriate modifications and accommodations, and differentiated instruction in the regular classroom. In addition, on-going training in the delivery of research-based instructional strategies such as TALK/READ/TALK/WRITE and the 7 Steps to a Language Rich Classroom will continue. An emphasis must be placed on the development of literacy skills in all classes including expository reading and writing. Formative assessments must be administered more frequently in order to monitor student achievement and to inform instructional decisions. Teachers need additional training in the effective and efficient analysis of data and they need protocols for using data to inform their instructional decisions. Approximately forty (40) DHS teachers attended the Think Conferenc and eighty (80) DHS teachers attended the Solution Tree PLC Conference in June. We have identified a Guiding Coalition to support the implementation of the PLC model across the campus. Our targeted area for improvement in 2022-2023 will focus on becoming a Professional Learning Community and focusing on high-quality instruction and learning for all students. RtI coupled with frequent Common Formative Assessments will be provided for students who failed to meet the state standard on the 2022 STAAR/EOC. We have a solid plan in place to meet the requirements of HB4545 and we will provide meaningful, just-in-time, focused intervention and accelertion for all students to ensure that all students demonstrate at least one year's growth.

A school-wide emphasis will continue to be placed on ensuring that all Dickinson High School graduates are college/workplace ready and possess the "soft skills" college admissions officers and employers are looking for including, but not limited to, well-developed skills in time management, organization, effective communication, collaboration/teamwork, problem-solving, and leadership. This will also include training in language registers and academic/professional and collaborative discussion skills. A heavy focus will be place on the use of AVID strategies in all classrooms including the use of the student planner for organizational purposes. We are teaching language registers to help students learn how to appropriately interact with others in various professional and casual situations, and we have dedicated time each day to the development of character traits using the CharacterStrong curriculum. We have integrated Monthly Themes into our CharacterStrong lessons to provide information to our students regarding relevant, timely and meaningful social/community current issues i.e. National Hispanic Heritage Month, Black History Month, Women in History Month, etc.

Student Achievement Strengths

Spring 2022 STAAR EOC, Algebra I

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
DICKINSON HIGH SCHOOL	799	27	3777	51%	70%	29%	10%

Spring 2022 STAAR EOC, Algebra I

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Economic Disadvantage	545	27	3756	50%	68%	27%	9%
American Indian/Alaskan Native	3	22	3555	41%	33%	33%	0%
Asian	8	38	4287	70%	100%	88%	25%
Black/African American	167	27	3762	50%	69%	29%	10%
Hispanic	425	27	3756	50%	69%	26%	9%
Two or More Races	13	31	3942	58%	85%	31%	15%
White	183	28	3809	52%	72%	34%	10%
Currently Emergent Bilingual	121	25	3674	46%	60%	19%	6%
Second Year of Monitoring	21	28	3831	53%	86%	19%	10%
Special Ed Indicator	103	22	3543	40%	48%	10%	5%

Spring 2022 STAAR EOC, Biology

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
DICKINSON HIGH SCHOOL	917	30	4076	61%	82%	55%	19%
Economic Disadvantage	621	29	4023	58%	79%	50%	17%
American Indian/Alaskan Native	3	20	3570	40%	33%	0%	0%
Asian	13	37	4537	74%	85%	77%	38%
Black/African American	182	30	4056	60%	82%	55%	16%
Hispanic	488	29	3986	57%	79%	49%	15%
Two or More Races	17	32	4154	64%	82%	71%	18%
White	214	34	4271	68%	91%	67%	29%
Currently Emergent Bilingual	122	21	3590	41%	52%	11%	2%
First Year of Monitoring	2	29	4079	57%	50%	50%	50%
Second Year of Monitoring	28	33	4172	66%	100%	68%	18%
Special Ed Indicator	110	23	3692	45%	62%	21%	5%

Spring 2022 STAAR EOC, US History

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
DICKINSON HIGH SCHOOL	706	47	4274	69%	90%	71%	40%
Economic Disadvantage	416	45	4174	66%	89%	65%	31%
American Indian/Alaskan Native	2	46	4120	67%	100%	100%	0%
Asian	20	57	4723	83%	100%	95%	75%
Black/African American	142	45	4173	66%	89%	67%	32%
Hispanic	340	46	4210	67%	89%	67%	33%
Two or More Races	18	49	4341	72%	94%	72%	50%
White	184	50	4415	73%	93%	77%	52%
Currently Emergent Bilingual	63	34	3750	50%	70%	30%	5%
First Year of Monitoring	2	47	4184	68%	100%	50%	50%
Second Year of Monitoring	4	48	4231	70%	100%	75%	50%
Special Ed Indicator	74	34	3742	49%	59%	32%	11%

Spring 2022 STAAR EOC, English I

Spring 2022 STAAR EOC, Algebra I

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
DICKINSON HIGH SCHOOL	1107	39	3864	58%	58%	39%	5%
Economic Disadvantage	731	38	3805	56%	51%	34%	4%
American Indian/Alaskan Native	4	33	3675	48%	50%	25%	0%
Asian	17	46	4159	68%	76%	71%	29%
Black/African American	213	38	3820	57%	55%	34%	3%
Hispanic	585	38	3802	55%	50%	34%	4%
Native Hawaiian/Pacific Islander	1	56	4510	82%	100%	100%	0%
Two or More Races	20	39	3843	58%	65%	30%	0%
White	267	43	4019	64%	74%	53%	9%
Currently Emergent Bilingual	144	28	3453	40%	15%	3%	0%
First Year of Monitoring	2	49	4244	72%	100%	50%	50%
Second Year of Monitoring	28	40	3855	59%	50%	39%	0%
Special Ed Indicator	109	29	3467	42%	28%	13%	0%

Spring 2022 STAAR EOC, English II

	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
DICKINSON HIGH SCHOOL	977	42	3962	61%	66%	47%	4%
Economic Disadvantage	634	40	3895	59%	61%	41%	2%
American Indian/Alaskan Native	2	34	3659	50%	50%	50%	0%
Asian	15	51	4342	75%	87%	73%	13%
Black/African American	213	39	3860	58%	57%	38%	1%
Hispanic	498	41	3928	60%	65%	44%	2%
Native Hawaiian/Pacific Islander	1	57	4573	84%	100%	100%	0%
Two or More Races	24	43	3982	63%	67%	50%	0%
White	224	45	4107	66%	74%	58%	10%
Currently Emergent Bilingual	113	30	3536	44%	31%	9%	0%
First Year of Monitoring	3	32	3614	47%	33%	0%	0%
Second Year of Monitoring	2	55	4438	80%	100%	100%	0%
Special Ed Indicator	116	29	3522	43%	24%	13%	1%

Dickinson High School Advanced Placement Program.

	2018	2019	2020	2021	2022
Number of AP Students	265	276	311	341	424
Number of Exams	419	443	477	508	601
AP Students with Scores 3+	120	116	137	149	197

	2018	2019	2020	2021	2022
% of Scores 3+	45.28	42.03	44.05	43.70	46.46

Dickinson High School Dual Credit Program. In cooperation with College of the Mainland, 242 DHS students took 1110 semester course hours and passed 100% of them during the 2021-2022 school year. We have partnered with the University of Texas offering College Algebra, Calculus and a science class for UT college and high school dual credit. The program allows students the opportunity to gain college credit and high school credit within a platform that closely mirrors the UT college experience. All instruction is delivered on-line with the oversight and support of a DHS faculty member. Thirty-six members of the graduating class of 2022 graduated with 60+ college hours and an Associates Degree. $3.2 million in college scholarships were earned by DHS graduating seniors.

Dickinson High School Career and Technology Program. A total of 2493 students were enrolled in CTE courses for the 2021-2022 school year. DHS students took 348 certificaiton tests with an 83% passing rate. Students earned 289 industry certificaitons through our CTE program in 2021-2022.

Class	Certifications Offered	Certifications Passed	Certification
Intro to Welding	NCCER Core Level 1	69	5
Welding 1 (COM Dual Credit)	NCCER Core Level 1	0 *Students will earn certifications in their 2nd year of Dual credit with COM	0
Welding 2	OSHA 30	1*Piloted OSHA 30	16
Pharmacy Technician	Certified Pharmacy Technician	7	4
Pharmacy Technician	BLS/CPR	12	0
Health Science	Patient Care Technician	34	0
Health Science	EKG Technician	34	0
Dental	Registered Dental Assistant (RDA)	14	0
Dental	Nitrous Oxide	14	0
Dental	BLS/CPR	14	0
EMT	Emergency Medical Technician	1 *New Program	2
Cosmetology	Texas Cosmetology Operators License	11	0
Engineering	Certified SolidWorks Associate	8	13
Auto Tech	Automotive Service Excellence (ASE)	0 *Teacher started March 21st	0
Agriculture	Texas State Floral Association	0 *Providing additional training to teacher	0
Audio Video Production	Adobe Certified Associate (Digital Video)	6	6
Audio Video Production	Adobe Photoshop	10	0
Graphic Design	Adobe Certified Associate (In Design)	0 *Piloted Adobe In Design	9
Law Enforcement	International Academies of Emergency Dispatch 911	37	9
Education & Training	Educational Aide I	15	0
Business	Microsoft	2	4
	Totals	289 passed	59

Dickinson High School Graduation, Class of 2022. A total of 851 DHS seniors graduated in May 2022.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Our STAAR EOC scale scores continue to fall below the State and Region IV average. **Root Cause:** Our students enter high school with below grade level reading/writing (Literacy) skills.

Problem Statement 2 (Prioritized): Despite progress, DHS continues to lag behind the State and Region IV in Meets and Mastery level performances on STAAR on all tests except US History. **Root Cause:** Focus is on Approaches (passing) rather than Mastery for all students.

Problem Statement 3 (Prioritized): Our White, Asian, EB, SpEd and Non-Continuously Enrolled student demographic groups failed to meet the federal target for reading. **Root Cause:** Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for our Collaborative Planning Teams.

Problem Statement 4 (Prioritized): Our ALL students, Hispanic, White, Eco-Disadvantaged, EB and Special Education student demographic groups failed to meet the federal standard target for mathematics. **Root Cause:** Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for Collaborative Planning Teams.

Problem Statement 5 (Prioritized): We have an ongoing need to increase participation and success on AP, TSI, SAT, and ACT. **Root Cause:** The campus philosophy in regards to Pre-AP/AP access must be addressed to ensure that all students have equal opportunity and access. We must establish an expectation and school culture that clearly communicates that ALL AP students take the AP exam.

Problem Statement 6 (Prioritized): While we have in place college readiness via programs like Dual Credit, Early College High School, AVID, CTE classes, PAP/AP classes, the College Go Center, and other programming, we continue to look for ways to expand the reach and success of these programs. **Root Cause:** A college going and career-ready culture has not been established building-wide. Many students do not see themselves as college-going and therefore limit their goals and aspirations. Parent, community, faculty and staff attitudes must be post-high school college/career focused so that students embrace the vision for themselves.

Problem Statement 7: Teacher attendance negatively impacted our students' STAAR scores and their academic achievment. **Root Cause:** DHS teachers were absent from the classroom 3189 days in 2021-2022. This equates to 17.7 years of lost instruction (3189/180 days in a school year = 17.7). Research indicates that there is a correlation between student achievement and teacher absences. Lost instructional days significantly impacts student achievement in negative ways (Muhammed, A, 2009).

Problem Statement 8: Student attendance negatively impacted academic achievement in all areas including STAAR, AP, SAT and CTE certifications. **Root Cause:** Student attendance dropped to an ADA of 91% in 2021-2022. Lack of effective and timely campus interventions and follow-through systems allowed student attendance to be negatively impacted.

School Culture and Climate

School Culture and Climate Summary

Dickinson High School provides students with many opportunities to participate in extra-curricular activities and to explore college and career readiness to achieve goals beyond high school graduation. DHS has addressed many systems issues to target excessive student tardies, student absences, and student discipline. Student tardies have improved as a result of these efforts including tardy sweeps, but along with attendance will continue to be a focus for the 2021-22 school year.

DHS will focus our efforts to ensure that teachers feel respected and valued in their work. All teachers must feel supported in the classroom, and they must receive timely and effective feedback regarding instruction. Access to quality instructional materials and regular administrative support is essential to building a positive school culture.

DHS will continue the foundational work originated with the Safe and Civil Schools initiative while adding supports through Restorative Practices, CharacterStrong and on-going campus-wide professional development utilizing the Global PD materials. CharacterStrong will be implemented across the campus with special emphasis placed on activities that reinforce the character building lessons. We will continue implementing Restorative Practices and the value of building relationships with students and professional peers.

DHS helped to make our school is safer by hiring two Security Monitors--one inside and one outside--to monitor student traffic and to ensure that visitors follow established protocols for entering our school. Our Instructional Leadership Team will serve as our Campus Security Team making recommendations to administration throughout the year when safety and security concerns arise. Exterior doors will be locked and additional fencing was erected to provide security to the patio/backside of the school. Faculty, staff and students will be trained in the ALLERT protocols as well as other safety measures. DHS will utilize Social Sentinel and Gaggle to monitor student internet accounts and social media for threats and other inappropriate behaviors that negatively impact our school. The Family Service Center Mental Health Counselor, our DHS Counselors, and our Communities in Schools Liaisons will monitor student needs and address mental health, physical/emotional, and family issues as they arise. Students also have access to the P3 app to report concerns anonymously.

DHS will also focus on building positive, productive relationships with students, parents, and our community through various outreach efforts including parent conferences, ARD and 504 meetings, Parent University and Open House, Booster Clubs, PTO, the DHS website and Facebook Page, regular Robo Callouts and Emails, and monthly postings of The High School Years.

School Culture and Climate Strengths

- DHS Counselors meet regularly with students in both one-on-one settings and in group settings to explore course sequence options, high school graduation plans, CTE course offerings, PreAP/AP course offerings, dual credit opportunities and career exploration options.

- College & Career Center promotes college and career readiness for all grades through facilitation of career inventories, scholarship opportunities, resume building workshops, college visits and job boards.

- The DHS master schedule provides an opportunity for collaboration through shared planning time in content areas; team leaders facilitate meetings, planning, and instructional collaboration during weekly PLC meetings.

- The campus-wide AVID program is building College Readiness through classroom instruction, college field trips, college tutors, and use of AVID instructional strategies in all core courses.

- DHS student participation in extracurricular activities continues to grow each year. Enrollment and active participation continues to grow in band, theatre, choir, robotics, History Fair, Science Fair, and all athletic and fine arts programs.

The Dickinson High School CTE program has experienced a significant increase in student enrollment in recent years. In addition, community, business, and industry support

have increased with interest demonstrated and significant monetary and equipment contributions made to various programs. The CTE program is adding four new staff members and high-demand courses for the 21-22 year.

- The Dickinson community is very supportive of the efforts on our campus. Community sponsors for programs and initiatives are easily found.
- DHS will continue using CharacterStrong lessons with all students and teachers as a basis for improving culture and climate for all stakeholders.

The new 9th grade center will allow for special focus and attention to be given to this critical transitional year for students.

Significant signage is hung throughout the DHS campus including large banners in the entry mall, down all hallways, and in all classrooms. The emphasis of the signage include the motto, "On Time, On Task, & On a Mission", behavior expectations, and use of appropriate language.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): We continue to grow and develop the CTE offerings to increase access to greater numbers of students and based on student interest and the future job market though we have had to turn away students in welding and engineering this year. **Root Cause:** Providing classroom space and finding/retaining qualified teachers for welding and engineering continues to be a challenge.

Problem Statement 2 (Prioritized): We need to continue to increase student engagement through extra-curricular programs such as fine arts, History and Science fairs, athletics, robotics, etc. **Root Cause:** Limited availability to after school restricts student participation in these activities. Scheduling time during the regular school day provides more opportunities for students to access these programs. However, COVID restrictions may eliminate the possibility of CHOMP Time/ Smart Lunch so those time constraints would remain.

Problem Statement 3 (Prioritized): The individual planning with students in areas such as endorsement plans, CTE programs, PAP/AP, dual credit, and other course selections requires significant time and attention from our staff. **Root Cause:** Our counseling staff is stretched very thinly, but we have re-arranged responsibilities for this school year freeing our counselors' time so that more time is dedicated to working individually with students to monitor their academic progress and to formulate academic and career goals.

Problem Statement 4 (Prioritized): Respond to input from parents, staff, students and the community regarding student safety, campus morale, and community involvement.. **Root Cause:** Campus needs access to valid survey data from all stakeholders.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Dickinson High School strives to recruit, hire, and retain highly-qualified teachers. New teachers are provided with support through assigned mentor teachers and content buddies who have been identified as teacher leaders. Common planning in the core areas allows department members to plan, debrief, support, and work together to provide quality instruction to all students. Our Dean of Instruction is responsible for coordinating monthly meetings with new teachers to debrief, troubleshoot, and provide academic and logistical support. The inservice emphasis before school for the 2021-2022 school year will continue to focus on Lead4Ward, AVID, Professional Learning Communities, Emotional Poverty, CharacterStrong and Restorative Practices.

Staff retention and recruitment continue to be a concern for DHS. Although we have strong leadership and a solid structure for support, our teachers struggle with the demands on their personal time and on their emotions. Many of our students struggle academically due to unstable support from home. Many students work long hours after school and come to school tired and physically unable to engage with learning. If you teach at DHS, you have to be highly committed and well prepared every hour of every day. We have to have the BEST teachers standing before our students and the demands are often overwhelming for our staff.

The teacher turnover at the end of the 2020-2021 school year was significantly more than in recent years. I believe that the stress of the Covid pandemic played a huge role in the loss of teachers and staff. Finding qualified teachers to fill vacancies continues to be a challenge for DHS.

Staff Quality, Recruitment, and Retention Strengths

- The DHS new teacher mentor program supports first year teachers by providing support through assigned mentor teachers and regular meetings with campus and district support staff.
- DHS teachers are paired with a content "buddy" who is available to assist with lesson planning, student discipline/classroom management, preparing for an unexpected absence, etc.
- DHS has a structured, tiered leadership team that consists of a department chairperson and content specific teachers leaders i.e. mathematics department chairperson, Algebra I team leader, Geometry team leader, Algebra II team leader, etc.
- Quality, focused staff development opportunities are made available to all teachers.
- District curriculum specialists in mathematics, science, social studies, and English language arts provide on-going, timely support through model lessons, staff development, and the development of high quality curriculum materials/resources and assessments.
- Administrators conduct regular walk-throughs and give timely feedback.
- Collaborative planning (PLC) is implemented in all core content areas.
- The master schedule provides a common planning time for all core subject teachers.
- Department leaders and team members serve on interview committees when hiring new teachers.
- DHS continues to hire highly qualified teaching alternative certification candidates from recognized TEA Education Service Centers (Reg 4 and 13). Administrators from the regional service center programs observe first year teachers several times each semester.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Ongoing need to increase quality and availability of support programs from district and campus for new teachers. **Root Cause:** Retention of new teachers is a national issue and DISD is examining additional induction teacher supports but the struggle continues.

Problem Statement 2 (Prioritized): Increase availability and variety of professional development for faculty and staff. **Root Cause:** Requirements for certification are non-negotiable but as a district, we ask much of our teachers on "their own time" in terms of professional development. Providing exchange day options is a great help for this issue.

Problem Statement 3 (Prioritized): The PLC model has not been implemented with fidelity. **Root Cause:** Teachers and staff are unaware of the purpose and power of the PLC when implemented with fidelity.

Problem Statement 4: Recruitment of highly-qualified teachers continues to be problematic for DHS. **Root Cause:** Teacher retirement and leaving the profession due to the time commitment and the emotional demands of teaching. In addition, the stresses of the Covid pandemic also play a significant role in the retention and recruitment of teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Dickinson High School provides common planning for teachers who teach in the four core areas (English, mathematics, science, and social studies). This Collaborative Planning time is used to collaboratively plan and to analyze student performance data for the purpose of informing curriculum decisions, instructional delivery planning, the identification of instructional resources, and the development of common assessments. District level curriculum specialists provide additional support to core departments through well-articulated, tightly aligned curriculum documents, lesson planning assistance, peer coaching, data disaggregation, and mentoring. A full time curriculum specialist in English and math are assigned to the campus. In addition, a reorganization of administators assigned to various content areas will allow for greater attention and involvement by administrators.

Embedded professional development continues to be a focus in the areas of: (1) the utilization of data analysis to inform instructional practices, (2) differentiated instruction, (3) utilization of research-based instructional strategies, (4) effective instruction in academic vocabulary acquisition, (5) literacy skills in all content areas, (6) rigor, (7) questioning strategies, and (8) writing quality formative and summative assessments. As a district, we utilize the tools, resources, and trainings from Lead4Ward to address many of these areas.

Curriculum, Instruction, and Assessment Strengths

Subject specific curriculum including a scope and sequence is presented on-line as user-friendly documents with standards and student expectations clearly defined.

- Expected outcomes are embedded in the curriculum documents through the clearly defined performance tasks.
- Curriculum for content specific courses is evaluated throughout the year to ensure proper alignment and appropriate pacing.
- Content specific Professional Learning Committees (PLC or teams) meet weekly (more often in English I and II, Algebra I, Biology, and US History) to analyze student performance data, to discuss student learning goals, to develop common assessments, and to create lesson plans.
- Teacher leaders have assumed "department chairperson" roles and serve as department advocates/liaisons to campus and district administrators.
- Teacher leaders have assumed "team leader" roles in all four core areas and by subject taught i.e. mathematics department has a team leader for Algebra I, Geometry, and Algebra II.
- The DHS Instructional Leadership Team meets once a week to advise the principal. Issues such as department activities, resource needs, and student achievement concerns are discussed. The Team works to ensure positive and productive two-way communication is occurring, to be proactive in regards to calendar planning, and to analyze school-wide data. The Leadership Team consist of the following members: department chairpersons for mathematics, science, social studies, English, health/PE, fine arts, LOTE, and CTE. In addition, the lead counselor, the campus testing coordinator, and the librarian also serve on the team.
- The department chairpersons' teaching schedules include an additional conference period during which time they coach and mentor other department members, research additional resources and training opportunities for their department members, and work with the supervising administrator to ensure that all teachers receive support.
  - The DHS Response to Intervention (RtI) meets bi-monthly throughout the year to analyze, assess, support, and monitor struggling students and their teachers by suggesting appropriate interventions.
  - The master schedule includes a common planning period for all content specific teams allowing for continuous improvement in the area of instructional design and delivery.
  - All teachers received 3-6 walkthroughs along with full period observations.
  - Lesson plans are monitored by the Dean of Instruction and the supervising department administrator 1-2 times a month to ensure quality and alignment.
  - Grades and pass/fail percentages are monitored by the Dean of Instruction and shared with the administrative team following each grading period.
  - The campus offers targeted intervention classes for struggling students in the form of Reading Improvement, EOC English I, II, & III for students who were unsuccessful on the Eng EOC, a math lab period to support struggling math students in Algebra I, a full day credit recovery lab, and an additional staff member to assist with ELL sections and to serve as an LPAC coordinator.
  - The campus will continue to offer a PSAT/SAT preparation class as part of the Gator Scholars program targeting potential National Merit contenders based on previous

PSAT scores.
- ◦ The campus will continue offering core classes in an ELL cohort format to allow for targeted teacher instruction and support.
- ◦ The AVID Campus Site team meets monthly to continue integration of AVID Strategies and WICOR throughout the campus.
- ◦ The Lead4Ward Dreamers Team brought new and exciting approaches to the planning teams and PLCs in their individual departments. The feedback on the impact on instruction has been very positive. This team's membership will expand this year as an all new group will attend the annuall Think Conference.
- ◦ A computer lab monitor will allow for full implementation of the My Path instructional program for General Education struggling readers, Special Education students, and EL students struggling to learn English.
- ◦ All will benefit from the purchase of Global PD from Solution Tree this year. Special emphasis will be made to study common assessments, PLC structures, and RtI.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): There continues to be a need to train faculty and staff in the PLC model . **Root Cause:** Whenever there is staff turn over, we lose momentum in the time and effort taken to get new people up to speed on the process and expectations.

Problem Statement 2 (Prioritized): There continues to be a need to focus on the master schedule to address needs such as targeted intervention classes in math & English where specialized curriculum will focus on the needs of struggling students, SPED programming, CTE classes, AVID, ESL cohort classes, PAP/AP/Dual Credit classes, and Collaborative Team Planning time. **Root Cause:** The varied programs continue to grow and require increasingly creative scheduling to meet those needs.

Problem Statement 3 (Prioritized): We continue to struggle with mental health and emotional well-being issues with our students, staff, and community that negatively impact the learning environment. **Root Cause:** Insufficient attention has been given to the emotional well-being of our students and staff as the needs grow.

Parent and Community Engagement

Parent and Community Engagement Summary

Dickinson High School has a wide array of support and resources available to students and their families including district social workers and Communities- in-Schools (CIS). The school has very actively supported athletics, fine arts programs, parent booster clubs, and the DHS Parent Teacher Organization (PTO). Annual events are held to support college and career exploration. Interpreters are provided to support our non-English speaking families at meetings and events. Identified needs include a more extensive Parent Resource Center and additional workshops and meetings designed to equip parents with the knowledge and skills needed to support the academic, social, emotional, and physical needs of their children.

Dickinson High School administrators and counselors use the Skyward message center as well as the phone/email Message center to inform parents of general information regarding our school, upcoming athletic and fine arts events, and critical time periods such as the distribution of progres reports and report cards. Our senior counselor uses the Skyward message center to keep parents abreast of important dates such as financial aide and scholarship deadlines, senior pictures, graduation and prom dates, and other information that is important to seniors and their parents. Messages go out to various parent groups and/or the entire campus parent group regularly.

Dickinson High School has established a warm relationship with the ministers in the Dickinson area. A prayer breakfast is scheduled each September and January in which ministers from every faith join us for fellowship and prayer. Our black churches are well attended and hold a strong influence over its members. This relationship has built trust between the school and the black community as we all work together to serve the academic, social, emotional and spiritual needs of our students. We have an active Youth for Christ group that meets once a week at the school during lunches. Ministers from several local churches sponsor this student group.

Our Dickinson High School band, cheer team, drill team, and ROTC actively participate in local community events including parades, the Festival of Lights, Stuff the Bus, and Empty Stocking. These are outreach programs that afford our students the opportunity to be involved in charitable community service projects. Our students participation in these events helps to create a sense of community in our students and gives the public an opportunity to see our students in a positive "light."

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. Since the ESC is a known location throughout the community, we store documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. We have translation services available at each campus, as well as the ESC for Spanish speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language. With input from CIC and campus leadership, the DHS Parent Compact and Parent Engagement plan documents were developed and translated into Spanish. Both versions are available on the campus web page and paper copies are available at the front desk of each campus. In addition to distributing copiess to parents who attend Parent University (Open House) events in September and January, we will also mail a copy home in two separate grade reports during the school year.

Parent and Community Engagement Strengths

- Community members and family members are actively involved and supportive of athletic and fine arts programs. Dickinson High School has many active parent booster clubs. The entire community participates in the August Meet the GATORS night, Homecoming in September, and graduation in June.
- College Days, Career Fair, Upward Bound, UIL Competitions, Academic Decathlon, AVID, Science Fair, History Fair, Grade level presentations, National Honor Society, Early College High School, Open House, Fine Arts Showcase, and Parent University are held annually to support student learning and future planning goals. Dickinson High School works with MI Lewis, Operation School Bell, Lighthouse Ministries, MHMRA, Galveston County Sheriff's Department, Communities in Schools, Relay for Life, Empty Stocking, and Fill the Bus to support student learning and active engagement through community partnerships.
- A variety of communications resources are used to disseminate information to all stakeholders including grade-level specific emails, call-outs, updated DHS web site and FaceBook page.
- Interpreters are available at most parent meetings to support our non-English speaking families. District social workers are available to students and their families.

- A variety of tutorials are offered on campus including individual teacher tutorials and Lighted Windows Open Doors which is also open to other members of the community.
- DHS hosts a Parent Open House in the Fall and a Parent University in the spring semester.
- DHS hosts a TITLE I Parent Informational meeting during the Fall Parent Open House.
- DHS hosts a Parent Informational Meeting for incoming 8th grade students' parents in February and August and a graduating seniors' parents in October and in January.
- DHS communicates with the parents of students who have not passed End of Course exams to inform and explain the impact on high school graduation.
- DHS students are showcased each month at the Dickinson Rotary Club.
- Higher Up, a non-profit program working with our senior AVID students, is in its third year and builds strong community relationships between our students and local business.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Lack of parent engagement in the education of our students. **Root Cause:** Campus must take a more active role in engaging parents.

School Context and Organization

School Context and Organization Summary

The DHS staff has access to a variety of systems that support student achievement including common planning time, professional development, teacher mentoring programs, and department leadership structures. The campus solicits and utilizes input from teachers, students, and the community to support student achievement. The campus needs to continue to focus on creating and sustaining a post-high school learning culture so that all students are sufficiently prepared to pursue an entry into and successful completion of an associates or baccalaureate degree, a skilled technical and/or certification program, and/or entry into the military. Additionally, based on stakeholder feedback, there is a need for written policies and procedures along with consistent and clear communication.

School Context and Organization Strengths

- Central Administration supports DHS through flexible campus budgets and seeks input into professional development activities and other campus-based planning decisions.
- The DHS master schedule provides common planning periods for PLC activities and the district early release days provide opportunities for on-going, embedded staff development and content-specific planning time.
- New teachers are paired with Mentor teachers who provide them with necessary support in their first year of teaching. All teachers are assigned a campus "Buddy Teacher" who can provide direction and support when needed.
- Teacher tutorials and Lighted Windows Open Doors (LWOD) provides struggling students with additional support during the regular school day and after school.
- The Campus Improvement Committee members serve rotating three year terms and provide input and direction in regards to programmatic, instructional, and structural decisions.
- The Dickinson High School Student Advisory Board provides students with the opportunity to be student leaders and to provide the administration with relevant and timely input on issues that impact students.
- The Dickinson High School Instructional Leadership Team meets once a week to review the upcoming calendar, to help plan campus activities, to serve as a liaison and a communication bridge between the administration on and his/her department members, and to provide direction to the administration regarding our campus goals, our school's focus, programmatic and instructional decisions, and the most efficient use of our school budget.
- The department structure for each of the four core areas includes a department chairperson and a team leader for each instructional area. For example, the mathematics department has a department chairperson, an Algebra I lead teacher, a geometry lead teacher, and an Algebra II lead teacher. This structure provides an additional layer of support.
- The master schedule reflects good planning in regards to clustering special education students who receive Support Facilitation (SF) services. The campus is meeting the needs of these students much more efficiently by ensuring the IS teacher is certified in the content and in special education.
- The AVID Site Team meets monthly and the members carry the message to the campus. Our goal is to utilize technology for quick individualized trainings on key AVID strategies for teachers.
- The PLC Guiding Coalition consists of teachers from each department. The members volunteered to serve on this leadership committee. Their focus is to provide support and on-going direction in the process of our school becoming a Professional Learning Community.
- The UDL team meets regularly with Region IV specialists in an effort to widen our "toolbox" of instructional strategies so that our instructional delivery meets the academic needs of ALL learners.
- The Instructional Leadership Team will also serve as the Safety Committee in an effort to streamline communication and take timely action on concerns/issues.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Increase communication and access with all stakeholders via CIC, leadership teams, extended learning opportunities, etc. **Root Cause:** Media reports on schools tend to be negative and focus on generalized and overstated failures of our systems. Increasing the faith through transparency is critical for us to do.

Problem Statement 2 (Prioritized): DISD and DHS have a negative image in the community as reflected in the attitudes of home buyers of new developments in our area. **Root Cause:** DHS has failed to market itself in a positive manner showing the community all the positive and productive things that are happening at our school.

Technology

Technology Summary

Almost all classrooms are equipped with instructional technology to allow for basic presentation/interactive lesson design. Teachers and students have access to multiple computer labs and mobile computer labs with internet and wireless capability. To be effective, teachers need to utilize available technology integration into their lessons and they need more confidence in the dependability of available resources. In addition, teachers need continued opportunities to learn. Continued work to improve the available technology and web access for all teachers will also improve their ability to use technology to support instruction.

As a result of necessity established during the COVID closure in the spring of 2020, all teachers expressed interest in gaining technology access and aptitude. They are apprreciative of training they have received and are anxious for more in the future. Schoology is the platform DHS teachers will use for the delivery of technology integrated and distance learning. Our teachers are learning how to navigate the system so that their lessons are available to students 24/7. More training is scheduled throughout the 2021-2022 school year.

We continue to expand our inventory of laptops and chromebooks. Our goal is for all teachers to have a laptop cart in their room for use by all students daily. At this time, all teachers of the STAAR EOC subjects have computer carts in their classrooms so that students are afforded the opportunity to work, learn, explore, and for student mastery to be assessed using technology. Our Pre/AP and AP teachers are paired and they share a cart. All of our CTE teachers have daily access to technology so that industry standards are maintained and "work-like" environments are created in the classrooms.

Technology Strengths

- Almost every classroom at DHS is equipped with projectors, document cameras, teacher work stations, Mimios, Interactive Whiteboards, enabled devices, online textbook accounts, and Windows based tablets for instructional use.
- DHS is equipped with 9 computer labs for supervised student use. Additionally, the campus is equipped with over 50+ chromebook/laptop carts assigned to departments or available for teacher check out and use in the classroom.
- DHS is also equipped with 1 SMART board in the Library as well as several Quizdom sets, Vernier Probeware, and individual laptops available for teacher use.
- The campus subscribes to several web-based resources for teachers including Scientific Minds for the social studies/science classes respectively.
- Administration uses Remind 101 for communication with teachers and staff. All departments are utilizing Eduphoria Forethought for lesson planning.
- Our web infrastructure continues to be upgraded to support increased wireless network access for Bring Your Own Devices and other wireless needs.
- All DHS teachers are required to have an active website where information regarding course requirements, upcoming events/projects, and class resources are readily available to students and parents.
- The district web-filtering has been adjusted to allow more access for students and staff.
- Students are allowed to use their personal electronic devices during class changes and non-instructional periods such as lunch to check email/text messages, to access information on the web, and to communicate with parents.
- Teachers allow students to use their personal electronic devices the use of cell phones in their classrooms to conduct research and to access information on the web.
- The DHS library provides ebooks and audio books for check out to students and teachers.
- The DHS library provides instruction in the effective use of current technologies and available on-line resources to both teachers and students.
- DHS utilizes Edgenuity for credit recovery and initial credit opportunities when appropriate and applicable.
- The district purchased Read180 and Math180 for use with populations struggling with reading and numeracy deficiencies. DHS will continue use with our SPED, ELL, struggling readers and our dyslexic populations.
- DHS has subscriptions to a wide variety of on-line learning platforms such as GALE, Brittanica and Discovery Education.
- Teachers and staff members utilize Schoology for instruction and for communicating/collaborating with colleagues.
- The campus continues to purchase Chromebook/laptop carts to increase access to additional technology support.
- Social Sentinel, P3, and Gaggle are utilized to monitor social media and student DISD internet accounts.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): We need expanded access and use of technology for teachers in the areas of instruction, data, and management. **Root Cause:** As is always the case, available funding makes this an ongoing challenge.

Priority Problem Statements

Problem Statement 2: Our STAAR EOC scale scores continue to fall below the State and Region IV average.

Root Cause 2: Our students enter high school with below grade level reading/writing (Literacy) skills.

Problem Statement 2 Areas: Student Achievement

Problem Statement 4: We continue to grow and develop the CTE offerings to increase access to greater numbers of students and based on student interest and the future job market though we have had to turn away students in welding and engineering this year.

Root Cause 4: Providing classroom space and finding/retaining qualified teachers for welding and engineering continues to be a challenge.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 8: Ongoing need to increase quality and availability of support programs from district and campus for new teachers.

Root Cause 8: Retention of new teachers is a national issue and DISD is examining additional induction teacher supports but the struggle continues.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 10: There continues to be a need to train faculty and staff in the PLC model .

Root Cause 10: Whenever there is staff turn over, we lose momentum in the time and effort taken to get new people up to speed on the process and expectations.

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 12: Lack of parent engagement in the education of our students.

Root Cause 12: Campus must take a more active role in engaging parents.

Problem Statement 12 Areas: Parent and Community Engagement

Problem Statement 13: Increase communication and access with all stakeholders via CIC, leadership teams, extended learning opportunities, etc.

Root Cause 13: Media reports on schools tend to be negative and focus on generalized and overstated failures of our systems. Increasing the faith through transparency is critical for us to do.

Problem Statement 13 Areas: School Context and Organization

Problem Statement 1: We need expanded access and use of technology for teachers in the areas of instruction, data, and management.

Root Cause 1: As is always the case, available funding makes this an ongoing challenge.

Problem Statement 1 Areas: Technology

Problem Statement 3: Despite progress, DHS continues to lag behind the State and Region IV in Meets and Mastery level performances on STAAR on all tests except US History.

Root Cause 3: Focus is on Approaches (passing) rather than Mastery for all students.

Problem Statement 3 Areas: Student Achievement

Problem Statement 6: We need to continue to increase student engagement through extra-curricular programs such as fine arts, History and Science fairs, athletics, robotics, etc.

Root Cause 6: Limited availability to after school restricts student participation in these activities. Scheduling time during the regular school day provides more opportunities for students to access these programs. However, COVID restrictions may eliminate the possibility of CHOMP Time/ Smart Lunch so those time constraints would remain.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 9: Increase availability and variety of professional development for faculty and staff.

Root Cause 9: Requirements for certification are non-negotiable but as a district, we ask much of our teachers on "their own time" in terms of professional development. Providing exchange day options is a great help for this issue.

Problem Statement 9 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: There continues to be a need to focus on the master schedule to address needs such as targeted intervention classes in math & English where specialized curriculum will focus on the needs of struggling students, SPED programming, CTE classes, AVID, ESL cohort classes, PAP/AP/Dual Credit classes, and Collaborative Team Planning time.

Root Cause 11: The varied programs continue to grow and require increasingly creative scheduling to meet those needs.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 19: DISD and DHS have a negative image in the community as reflected in the attitudes of home buyers of new developments in our area.

Root Cause 19: DHS has failed to market itself in a positive manner showing the community all the positive and productive things that are happening at our school.

Problem Statement 19 Areas: School Context and Organization

Problem Statement 16: Our White, Asian, EB, SpEd and Non-Continuously Enrolled student demographic groups failed to meet the federal target for reading.

Root Cause 16: Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for our Collaborative Planning Teams.

Problem Statement 16 Areas: Student Achievement

Problem Statement 5: The individual planning with students in areas such as endorsement plans, CTE programs, PAP/AP, dual credit, and other course selections requires significant time and attention from our staff.

Root Cause 5: Our counseling staff is stretched very thinly, but we have re-arranged responsibilities for this school year freeing our counselors' time so that more time is dedicated to working individually with students to monitor their academic progress and to formulate academic and career goals.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 14: The PLC model has not been implemented with fidelity.

Root Cause 14: Teachers and staff are unaware of the purpose and power of the PLC when implemented with fidelity.

Problem Statement 14 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 15: We continue to struggle with mental health and emotional well-being issues with our students, staff, and community that negatively impact the learning environment.

Root Cause 15: Insufficient attention has been given to the emotional well-being of our students and staff as the needs grow.

Problem Statement 15 Areas: Curriculum, Instruction, and Assessment

Problem Statement 20: Our ALL students, Hispanic, White, Eco-Disadvantaged, EB and Special Education student demographic groups failed to meet the federal standard target for mathematics.

Root Cause 20: Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for Collaborative Planning Teams.

Problem Statement 20 Areas: Student Achievement

Problem Statement 7: Respond to input from parents, staff, students and the community regarding student safety, campus morale, and community involvement..

Root Cause 7: Campus needs access to valid survey data from all stakeholders.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 17: We have an ongoing need to increase participation and success on AP, TSI, SAT, and ACT.

Root Cause 17: The campus philosophy in regards to Pre-AP/AP access must be addressed to ensure that all students have equal opportunity and access. We must establish an expectation and school culture that clearly communicates that ALL AP students take the AP exam.

Problem Statement 17 Areas: Student Achievement

Problem Statement 18: While we have in place college readiness via programs like Dual Credit, Early College High School, AVID, CTE classes, PAP/AP classes, the College Go Center, and other programming, we continue to look for ways to expand the reach and success of these programs.

Root Cause 18: A college going and career-ready culture has not been established building-wide. Many students do not see themselves as college-going and therefore limit their goals and aspirations. Parent, community, faculty and staff attitudes must be post-high school college/career focused so that students embrace the vision for themselves.

Problem Statement 18 Areas: Student Achievement

Goals

Goal 1: Dickinson High School will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 1: Improve academic achievement ensuring at least one year's growth by all students as measured by STAAR EOC and TELPAS assessments.

High Priority

Evaluation Data Sources: CBA and Interim Assessment scores, STAAR EOC scores, TELPAS scores, graduation rate, state and federal safeguards

Strategy 1 Details	Reviews			
Strategy 1: Provide high-quality, research-based Tier I instruction that is aligned with the rigorous Texas state standards (TEKS) to ensure all students master the state standards, to ensure that all students achieve one year's academic growth, and to support all students in the achievement of a Mastery Level on all STAAR EOC exams.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve student performance for all students on STAAR EOC in all subjects: Algebra I, English I, English II, Biology, US History. Improve student performance on Common Formative/Summative assessments, State Interim assessments, and course grades. Increase in HS graduation rate. Improve college/career readiness for all students. **Staff Responsible for Monitoring:** Principal Dean of Instruction Supervising Dept. Administrator Instructional Specialists Department Leaders Team Leaders Classroom Teachers **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA - 211-8-13-001-30-24-6200-DW				

Strategy 2 Details	Reviews			
Strategy 2: Identify students in all demographics whose previous academic performance indicates that the student is at-risk of not meeting the state and federal standards on any of the 2021 STAAR EOC assessments and provide effective, targeted remediation and/or acceleration to ensure their academic progress throughout the school year as demonstrated at each summative check. **Strategy's Expected Result/Impact:** Improved performance on STAAR EOC to close the performance gaps for all student groups and to ensure that all students meet federal and state standards. **Staff Responsible for Monitoring:** Campus administrators Dean of Instruction Lead teachers Classroom teachers **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - No Funding Required	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Dickinson High School will achieve Quartile 1 or Quartile 2 status in our state comparison group through our overall STAAR EOC performance, our CCMR performance, and by significantly improving our rating in the Closing the Achievement Gaps category of the state accountability system. **Strategy's Expected Result/Impact:** Improve Dickinson High School's rating in the Texas school accountability system **Staff Responsible for Monitoring:** Campus Administrators All Teachers **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Funding Sources:** - No Funding Required	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Provide reteach/redo/retest opportunities and small group, targeted instruction as needed on all major projects, tests, and classwork so that all students demonstrate mastery of the standards (TEKS).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduction in course failure fates. Improve student performance on formative/summative assessments **Staff Responsible for Monitoring:** Classroom Teachers - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Teacher salaries for extended day and Lighted Windows Open Doors - Local Funding				

Strategy 5 Details	Reviews			
Strategy 5: Provide "just in time," focused Tier II intervention for students who failed to master the state standards (TEKS) following Tier I instruction. This strategy may include any or all of the following: 1. assignment to the DHS intervention period 2. computer generated supplemental instruction 3. teacher tutoring before/after school 4. tutoring in LWOD, possibly virtually 5. individualized or small-group instruction within a pull-out program 6. individualized and/or small-group instruction within the regular classroom	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve student performance on formative/summative assessments, Interim assessments, EOC assessments and course grades. Improve HS graduation rate. **Staff Responsible for Monitoring:** Principal Dean of Instruction Classroom Teachers Inclusion-Support Teachers - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Intervention Materials, High Quality Learning Resources - 211-Title IA, - 199-SCE, - Local Funding				

Strategy 6 Details	Reviews			
Strategy 6: Increase student access to Tier III prescriptive interventions provided through computer and/or technological support systems to extend, reinforce and complement literacy and numeracy instruction for students struggling in English/Language Arts and/or mathematics.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved student achievement by increasing learning time. Improved student achievement by providing "just in time" interventions/remediation. Improved literacy and numeracy skills for struggling students by providing focused, individualized, prescriptive practice. **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction All Teachers **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - IDEA B				

Strategy 7 Details	Reviews			
Strategy 7: Provide support for an effective Co-Teach model utilizing a certified regular education teacher and a certified special education teacher who are assigned to the regular education classroom. The model will provide purposeful/targeted instruction using research-based instructional strategies and differentiated learning opportunities to ensure access to the standard curriculum.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve student performance on PSBM and EOC assessments by SpEd students. Reduce course failure rates. Increase student engagement. **Staff Responsible for Monitoring:** Principal Dean of Instruction Supervising Dept. Administrator Special Education Dept. Leader **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - IDEA B, - Local Funding				

Strategy 8 Details	Reviews			
Strategy 8: Provide a Tier III extended learning time (Bridge Course during Summer 2023) for all incoming ninth grade students who have not demonstrated proficiency in Algebra 1 Readiness skills and the use of graphing calculators as demonstrated by their performance on the Grade 8 STAAR Mathematics test and/or the MAP diagnostic by scheduling students into the extended Algebra I (Independent Studies in Mathematics) concurrently while also scheduling students into the regular Algebra I class. Provide a Tier III, targeted EOC English I and/or English II class for any student who has not met the state Approaches Grade Level mastery level on the PSBM assessment. Provide a Reading I-IV Tier III, targeted ELA instructional class for select students who continuously struggle with reading as evidenced by their STAAR Grade 8 Reading or their Interim assessment English I and/or English II score and/or by their performance in core classes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve the academic performance of students who struggle in reading, writing, and/or mathematics. Improve EOC scores. Reduce failure rates Increase student engagement Increase high school graduation rates **Staff Responsible for Monitoring:** Principal Dean of Instruction Supervising Dept. Administrator Lead Counselor Math/Language Arts Curriculum Specialist Classroom Teachers **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding				

Strategy 9 Details	Reviews			
Strategy 9: Provide increased levels of academic support for special education students whose disability and previous academic achievement indicates the need for a modified curriculum delivered through the RISE classes in all four core areas of Math, ELA, Science and Social Studies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve performance of special education students on Curriculum Formative and Summative Assessments (CFA and CSA) and Interim EOC assessments. Increase student engagement. Reduce course failure rates. **Staff Responsible for Monitoring:** Principal Dean of Instruction Supervising Dept. Administrator Special Education Dept. Leader Lead Counselor - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding, - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

Strategy 10 Details	Reviews			
Strategy 10: All teachers will provide 90 minutes of before/after school tutorials each week for all students. Teachers will post their before/after school tutorial schedule in their classroom and on the Dickinson High School website for parents/students reference.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduce course failure rates. Improve student performance on formative and summative assessments (CFA and CSA) and STAAR assessments. **Staff Responsible for Monitoring:** Principal Dean of Instruction Supervising Dept. Administrator Classroom Teachers - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding				

Strategy 11 Details	Reviews			
Strategy 11: Provide extended learning time for all students through the Lighted Windows/Open Doors after school program (2:45 - 6:00 pm Tuesday and Thursday). **Strategy's Expected Result/Impact:** Reduce course failure rates. Provide just-in-time remediation during the regular school day for all students. Improve student performance on PSBM and STAAR EOC assessments **Staff Responsible for Monitoring:** Principal Campus Administrators All Teachers - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - No Funding Required	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 12 Details	Reviews			
Strategy 12: Actively populate, utilize and interact with the available Electronic Data Templates to analyze previous student performance and to monitor student progress toward improved performance in the following areas: Algebra I, Biology, English I, English II, US History. Utilize the OnData Suite to generate reports and actively analyze data to inform and guide instruction. Utilize Lead4Ward templates/reports to analyze data and guide instruction. Utilize Cambium to analyze STAAR data. **Strategy's Expected Result/Impact:** Increase teacher knowledge and awareness of their students' previous academic achievement and timely monitoring of current year's performance. **Staff Responsible for Monitoring:** Campus administrators Instructional Specialists Algebra I teachers Biology teachers English I teachers English II teachers US History teachers **Funding Sources:** - No Funding Required	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 13 Details	Reviews			
Strategy 13: Require all special education/504/ELL students to have access to, are assisted in the design of, are taught how to use, and are provided opportunities to utilize the Supplemental Aid during classroom instruction and when taking summative/formative classroom assessments and standardized state tests.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve academic performance of special education/504/ELL students on all assessments including STAAR EOC. **Staff Responsible for Monitoring:** All teachers Inclusion Support Teachers Dyslexia Specialist ELL Support Specialist **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - No Funding Required				

Strategy 14 Details	Reviews			
Strategy 14: Provide training for all teachers in Sheltered Instruction protocols to effectively meet the literacy and English acquisition needs of our EL students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve student achievement of ELL students as measured by TELPAS, OLPT, STAAR EOC, PSAT/SAT/ACT. Accelerate English acquisition of our EL students. **Staff Responsible for Monitoring:** Campus Principal Dean of Instruction Instructional Specialists All Administrators **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local Funding, - Special Programs				

Strategy 15 Details	Reviews			

Strategy 15: Strategically schedule ELL students to ensure that they are clustered by language acquisition level into the appropriate Newcomer, Reading I-III, ESOL, Creative/Technical Writing, and English I-IV class as part of the comprehensive English Immersion program of study.
 	
Staff three (3) instructional paraprofessional positions to provide in-class support for all ELL students.
    Strategy's Expected Result/Impact: Improve student achievement of ELL students as measured by TELPAS, OLPT, STAAR EOC, PSAT/SAT/ACT.
    Accelerate English acquisition of our ELL students.
    Staff Responsible for Monitoring: Lead Counselor
    Dean of Instruction
    Principal
    ELL Teachers
 	
    - TEA Priorities:
    Build a foundation of reading and math
    Funding Sources: - No Funding Required
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 16 Details	Reviews			

Strategy 16: Require that all teachers implement the Sustained Silent Reading initiative, Gotta Keep Reading, in their third period classes.
    Strategy's Expected Result/Impact: Improve literacy skills for all students as demonstrated by improved EOC, SAT, ACT, TSI scores.
    Increase in reading practice time for all students.
    Increase in library circulation.
    Staff Responsible for Monitoring: Principal
    Dean of Instruction
    Supervising Dept. Administrator
    Classroom Teachers
    Librarians
 	
    - TEA Priorities:
    Build a foundation of reading and math
    Funding Sources: - Local Funding
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 17 Details	Reviews			
Strategy 17: Emphasize critical reading skills in all genres and across all disciplines by utilizing research-based instructional strategies learned through teacher participation in any of the following professional development activities:	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Abydos Writing Institute TX A&M KAT Training Lead4Ward Playlist Notice and Note AVID Institute Rice AP Institutes NMSI--LTF Seidlitz 7 Steps for Language Rich Classroom College Board Training Campus Book Studies Region IV Professional Learning Harris County Prof. Learning Neuhaus Training Solution Tree (RtI, PLC) **Strategy's Expected Result/Impact:** Improve literacy skills for all students as demonstrated by improved EOC, SAT, ACT, TSI scores. Increase teacher effectiveness in literacy instruction. **Staff Responsible for Monitoring:** All teachers **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** - 255-Title IIA - 255-0-13-001-30-29-6411-00 - $34,217				

Strategy 18 Details	Reviews			
Strategy 18: Literary Circles will be utilized in all English I-IV classes to promote literacy for all students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve reading stamina for all students. Improve vocabulary for all students. Improve critical reading skills for all students. Improve reading motivation and student engagement with literature across all genres.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals English Department Chair ELA District Curriculum Specialist English I-IV Team Leaders				
- **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				
Funding Sources: - No Funding Required				

Strategy 19 Details	Reviews			
Strategy 19: Utilize AVID (WICOR) strategies in all classes. Require all students to utilize the student planners to support students in the development of organizational and time-management skills. The student planners will be provided by DHS to all students along with training and weekly planner checks.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve student performance on STAAR EOC Improve student self-efficacy and confidence Improve college/career readiness skills				
Staff Responsible for Monitoring: Campus administrators All teachers				
- **TEA Priorities:** Build a foundation of reading and math				
Funding Sources: - No Funding Required				

Strategy 20 Details	Reviews			
Strategy 20: Contract with reading specialists, consultant(s), and authors to deliver high quality, focused staff development for DHS teachers in the area(s) of effective reading/writing instruction, differentiation for special populations, and successful implementation of the ELPS in quality instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve instruction in literacy and differentiated instruction to meet the learning need of all students Improve the quality of ELPS integration into classroom instruction Improve student performance on STAAR EOC Improve college/career readiness skills **Staff Responsible for Monitoring:** Campus administrators **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 255-Title IIA - 255-0-13-001-30-29-6411-00 - $34,217				

Strategy 21 Details	Reviews			
Strategy 21: Continue to support a Dyslexia Intervention Specialist position to provide academic support, specialized literacy instruction, and compliance monitoring for all students identified as dyslexic.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve literacy skills of students identified as dyslexic Improve organizational skills of students identified with dyslexia Improve academic performance of students identified as dyslexic Provide instructional support to core teachers for working with students identified as dyslexic **Staff Responsible for Monitoring:** Principal Dean of Instruction **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Special Programs				

Strategy 22 Details	Reviews			
Strategy 22: Following the Solution Tree PLC model, teachers will actively participate in weekly collaborative planning activities. The collaborative meetings will focus on the four tenets of an effective PLC:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

1. What do we want students to learn and/or be able to do?
2. How will we access mastery?
3. What will we do for students who do not demonstrate mastery?
4. How will we extend the lesson for students who master?
 	
    Strategy's Expected Result/Impact: Improve the quality of instruction in all classes.
    Improve the quality of lesson planning.
    Improve and expand the use of data to inform instruction.
    Foster a school climate of collaboration and excellence.
    Ensure learning for ALL
 	
    Staff Responsible for Monitoring: Department chairperson
    Campus administrators
 	
    - TEA Priorities:
    Recruit, support, retain teachers and principals
    Funding Sources: - Local Funding				

Strategy 23 Details	Reviews			
Strategy 23: Dickinson High School will provide parents and community members with student achievement, attendance, and discipline data during monthly Parent Engagement meetings.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase parent/community awareness
    Increase parent/community involvement in students' education
    Staff Responsible for Monitoring: Principal
    Parent Engagement Coordinator
 	
    Funding Sources: - No Funding Required				

Strategy 24 Details	Reviews			
Strategy 24: Provide on-going mental health and emotional well-being support utilizing our Communities in Schools Liaisons, BACODA, our DHS school counselors, our DISD school psychologists and social workers, and our DHS family counselors to at-risk and academically struggling students so that regular school attendance reaches 95%.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve school attendance Improve emotional well-being Improve self-confidence Develop integrated and regulated adolescent brains **Staff Responsible for Monitoring:** Principal Lead Counselor **Funding Sources:** - Local Funding				

Strategy 25 Details	Reviews			
Strategy 25: Provide on-going mental health and emotional well-being support utilizing our Communities in Schools Liaisons, BACODA, our DHS school counselors, our DISD school psychologists and social workers, and our DHS family counselors so that academic achievement improves so that all students demonstrate at least one year's academic growth and/or attain the approaches grade level or the mastery level status on STAAR EOC.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
- **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding				

Strategy 26 Details	Reviews			
Strategy 26: Provide on-going mental health and emotional well-being support for students identified as at risk of self-harm and/or suicide. Campus personnel will utilize the district suicide prevention protocol to make timely referrals to school counselors when warning signals and/or indicators are demonstrated by students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve mental health and emotional well-being of students Improve school attendance Improve academic performance Improve school climate Improve high school graduation rate **Staff Responsible for Monitoring:** School counselors Campus administrators **Funding Sources:** - Local Funding				

Strategy 27 Details	Reviews			
Strategy 27: Provide accelerated instruction through various instructional program formats for students identified as at risk of dropping out of school and/or not graduating in four years due to credit deficiencies, previous grade retention, poor performance on state assessments, and/or poor school attendance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Credit recovery to complete high school in four years **Staff Responsible for Monitoring:** Campus administrators Campus counselors Dean of Instruction **Funding Sources:** - Local Funding				

Strategy 28 Details	Reviews			
Strategy 28: Utilize the re-entry protocol and the Restorative Practices process to assist students returning to the home campus from a DAEP assignment so that students experience a successful transition.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduce recidivism to DAEP Improve school attendance Improve academic achievement Support emotional well-being and mental health of at-risk students **Staff Responsible for Monitoring:** Grade level assistant principals - **Additional Targeted Support Strategy** **Funding Sources:** - No Funding Required				

Strategy 29 Details	Reviews			
Strategy 29: Create a Professional Learning Community Guiding Coalition to ensure that our school becomes a Professional Learning Community focused on learning for ALL.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Implement the tenets of PLC with fidelity. Improve teaching/instructional practices. Improve learning for ALL. **Staff Responsible for Monitoring:** Principal Dean of Instruction Instructional Specialists Lead Teachers				

Strategy 30 Details	Reviews			
Strategy 30: Create a daily bell schedule that provides an intervention period during the regular school day for the purpose of providing "just in time" intervention/remediation.	Formative			Summative
Strategy's Expected Result/Impact: Improve student academic success Improve student learning **Staff Responsible for Monitoring:** Principal Dean of Instruction	Nov	Jan	Mar	June

Strategy 31 Details	Reviews			
Strategy 31: Teachers will continue to provide classroom instruction using technology provided for through Schoology for enrichment, extension and for students who are absent.	Formative			Summative
Strategy's Expected Result/Impact: Improve student academic success Improve teacher-student-parent communication **Staff Responsible for Monitoring:** Principal Dean of Instruction	Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Dickinson High School will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 2: Increase participation in the Advanced Placement program by 10% and increase the number of qualifying scores earned on the AP exams by 10%.

High Priority

Evaluation Data Sources: PreAP/AP Enrollment, AP Exam Participation and Qualifying Scores

Strategy 1 Details	Reviews			
Strategy 1: Require all PreAP/AP teachers to participate in Vertical Alignment activities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Align instruction for all PreAP/AP courses in grades 6-12.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum specialists PreAP/AP teachers Campus administrators **Funding Sources:** Professional development for PAP/AP teachers, Collaborative planning time for PAP/AP teachers - Local Funding				

Strategy 2 Details	Reviews			
Strategy 2: Revise all AP Syllabi to include carefully articulated learning outcomes/expectations for all AP subjects.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve AP Exam performance Improve masters grade level performance on STAAR EOC Improve college readiness	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum specialists Campus administrators AP teachers - **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funding				

Strategy 3 Details	Reviews			
Strategy 3: Provide a comprehensive remediation and enrichment program for all AP testers through school pull-out and Saturday Blitz activities.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve AP exam performance Increase the number of qualifying scores on AP exams Improve college readiness Improve masters grade level performance on STAAR EOC **Staff Responsible for Monitoring:** Campus administration Department leader AP teachers **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - Local Funding				

Strategy 4 Details	Reviews			
Strategy 4: Provide extended learning time for PreAP/AP students through the Lighted Windows/Open Doors program	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduce course failure rates Improve AP exam performance Improve masters grade level performance on STAAR EOC Improve college readiness **Staff Responsible for Monitoring:** Campus administration PreAP/AP teachers **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - Local Funding				

Strategy 5 Details	Reviews			
Strategy 5: Offer additional PreAP/AP, Dual Credit and "Ramp UP" course offerings.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student enrollment in AP courses **Staff Responsible for Monitoring:** Campus administration PreAP/AP teachers Lead counselor **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** Resources for new courses i.e. textbooks - Local Funding				

Strategy 6 Details	Reviews			
Strategy 6: Analyze College Board student performance reports to identify and correct weaknesses in our PreAP/AP instructional program.	Formative			Summative
Strategy's Expected Result/Impact: Improve AP exam performance Improve masters grade level performance on STAAR EOC Improve college readiness **Staff Responsible for Monitoring:** PreAP/AP teachers Campus administrators Director of Secondary Education **Funding Sources:** - No Funding Required	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Analyze student performance reports with to familiarize students with AP level questions and testing practices.	Formative			Summative
Strategy's Expected Result/Impact: Improve AP exam performance	Nov	Jan	Mar	June
Improve masters grade level performance on STAAR EOC **Staff Responsible for Monitoring:** AP teachers Campus administrators Director of Secondary Education - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - No Funding Required				

Strategy 8 Details	Reviews			

Strategy 8: DHS teachers, administrators and counselors will attend conferences and professional development opportunities to improve student performance on the AP exams. Conferences/training include but are not limited to the following:	Formative			Summative
	Nov	Jan	Mar	June
College Board AP Conferences AVID Conference NMSI/LTF Institutes RICE University AP Institues U of H AP Institutes **Strategy's Expected Result/Impact:** Improvement in student achievement and performance on STAAR, AP, SAT/ACT tests. **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - Local Funding				

Strategy 9 Details	Reviews			

Strategy 9: Utilize the SAT prep course to provide SAT prep for all students.	Formative			Summative
Strategy's Expected Result/Impact: Improvement in SAT scores	Nov	Jan	Mar	June
Staff Responsible for Monitoring: SAT course teacher Dean of Instruction **TEA Priorities:** Connect high school to career and college				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Dickinson High School will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: Increase by 10% the number of College Ready graduating seniors and promote College-Readiness culture through an effective school-wide AVID program.

    High Priority

    Evaluation Data Sources: TSI College Readiness ELA/Math Course Exams, SAT/ACT Scores, Number of College Enrollees, Masters Grade Level performance on STAAR EOC

Strategy 1 Details	Reviews			
Strategy 1: Provide College Readiness ELA/Math courses for seniors who do not meet TSI score requirements	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve college readiness	**Nov**	**Jan**	**Mar**	**June**
Improve masters grade level performance on STAAR EOC				
Improve TSI Reading/Writing/Math scores				
Staff Responsible for Monitoring: Campus administration ELA/Math Curriculum Specialists ELA/Math Department Heads ELA/Math Teachers Counselors				
- **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - Local Funding				

Strategy 2 Details				Reviews			
Strategy 2: Promote College Admissions through ongoing education of students and parents regarding the college admissions process, financial aid opportunities, and the availability of scholarships. **Strategy's Expected Result/Impact:** Increase the number of student applications to college **Staff Responsible for Monitoring:** Campus Administration Lead Counselor College & Career Center Counselor **- TEA Priorities:** Connect high school to career and college **Funding Sources:** - 211-Title IA				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Strategy 3 Details				Reviews			
Strategy 3: Provide college readiness/access information to all students and their families though Open House, Parent University, College Fairs, and parent meetings held in the evenings and on Saturdays to accommodate parent schedules. **Strategy's Expected Result/Impact:** Increase parent participation in school activities Increase in student college admissions Increase in submission of student scholarship packets **Staff Responsible for Monitoring:** Campus administration Campus AVID TEAM AVID teachers **- TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funding				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Strategy 4 Details				Reviews			
Strategy 4: Provide students with on-site college visits to explore options and to open doors to new possibilities. **Strategy's Expected Result/Impact:** Increase student interest in college Motivate students to seek post high school learning opportunities **Staff Responsible for Monitoring:** Campus administrators AVID Site Team **- TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funding				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Increase the number of students graduating in the 2023 class who complete all requirements for the Foundation Plan and meet the requirements for an Endorsement (HB5). Increase by 10% over Class of 2022.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase the number of students who meet one or more of the criteria for college readiness under the state accountability system. **Staff Responsible for Monitoring:** Principal Counselors All teachers **Funding Sources:** - Local Funding				

Strategy 6 Details	Reviews			
Strategy 6: Increase the number of students in the 2023 graduating class (10% increase over 2022) who complete all requirements for graduation and earn a certification or license through one or more Career Technology Education courses.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase the number of students who meet one of the criteria for career readiness under the state accountability system. **Staff Responsible for Monitoring:** Principal Counselors CTE Director CTE Teachers **- TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funding				

Strategy 7 Details	Reviews			
Strategy 7: Provide an SAT Prep course for students in grades 11-12.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase by 10% the number of students whose SAT scores meet or exceed the state/national average. **Staff Responsible for Monitoring:** Principal Dean of Instruction Lead counselor **- TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funding				

Strategy 8 Details	**Reviews**			
Strategy 8: Provide a PSAT /SAT/TSI/ASVAB Testing opportunities during the regular school day for Grade 9-12 students at a reduced or $0.00 test cost.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the number of students whose PSAT score qualifies them for National Merit consideration Improve college readiness **Staff Responsible for Monitoring:** Principal Dean of Instruction Lead Counselor **- TEA Priorities:** Connect high school to career and college **Funding Sources:** - State Funds				

Strategy 9 Details	**Reviews**			
Strategy 9: Decrease the number of course failures by following the district grading policy and by providing just in time intervention/remediation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve students' course grades Reduce course failure rates Improve student performance on STAAR EOC **Staff Responsible for Monitoring:** Principal Dean of Instruction All teachers **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Funding Sources:** - No Funding Required				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 1: Dickinson High School will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 4: Increase the number and variety of Career and Technology Education course offerings to ensure that students graduate with an Endorsement and are college and career ready which will be evidenced by a 10% increase in students who receive an industry-based certification.

   High Priority

   Evaluation Data Sources: Increased course selection options available to students.

Strategy 1 Details	Reviews			
Strategy 1: Create a Strategic Planning Committee charged with responding to the findings of the CTE program evaluation each year for five years from 2021 through 2026.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Implementation and on-going monitoring of the CTE Five Year Strategic Plan Increase in student enrollment in CTE courses Increase in CTE course offerings Increase number of industry-based certifications/licenses earned through CTE courses Improve career readiness **Staff Responsible for Monitoring:** CTE Director Campus Principal Lead Counselor **- TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funding				

Strategy 2 Details		Reviews			
Strategy 2: Use the evaluation of the CTE program conducted during the 2020-2021 school year to make decisions regarding the addition/deletion/revision of CTE programs for the 2022-2023 school year at DHS.		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Implementation of the CTE Five Year Strategic Plan On-going monitoring of the CTE Five Year Strategic Plan Increase in student enrollment in CTE courses Increase in CTE course offerings Improve career readiness **Staff Responsible for Monitoring:** CTE Director CTE Consultant Campus Principal - **TEA Priorities:** Connect high school to career and college **Funding Sources:** Contracted Services - Local Funding					

Strategy 3 Details		Reviews			
Strategy 3: Increase student enrollment in Career and Technology Education courses by 15% over previous year.		Formative			Summative
Strategy's Expected Result/Impact: Increase enrollment in CTE courses.		**Nov**	**Jan**	**Mar**	**June**
Increase in the number of licenses and/or certifications earned by students enrolled in CTE courses Improve career readiness **Staff Responsible for Monitoring:** CTE Director Campus Principal Counselors **TEA Priorities:** Connect high school to career and college **Funding Sources:** - No Funding Required					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Dickinson High School will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 5: Refine our internal systems to monitor the entry/withdrawal data for students to ensure that all alternative graduation options are explored to encourage high school graduation which will be evidenced by increasing the 4 year graduation rate to at or above 90% or 10% above the previous year's graduation rate as required by federal standards.

High Priority

Evaluation Data Sources: Improved graduation rate for students in all demographic groups.

Strategy 1 Details	Reviews			
Strategy 1: Utilize internal systems to ensure accurate and timely contact information for students entering/withdrawing from DHS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve student performance on STAAR EOC Improve school attendance by students Students are in school and performing at their highest potential **Staff Responsible for Monitoring:** School counselors School administrators Registrar Attendance Clerk **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
Strategy 2: Utilize the DHS forms to be completed at entry/withdrawal by the parent/guardian, the school registrar, and the grade level counselor to ensure: (1) that all information regarding newly enrolled students is available, (2) that all students withdrawing from DHS are monitored for reentry into school, (3) students are scheduled correctly, (4) and that student attendance, grades, and discipline incidents are regularly monitored by the appropriate DHS staff.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve student performance on STAAR EOC. Improve campus monitoring of entry/withdrawal of special populations i.e. At-risk, SpEd and ESL students. Improve school attendance by students. **Staff Responsible for Monitoring:** Administrators Counselors Registrar ESL Teachers ARD Facilitators **Funding Sources:** - Local Funding				

Strategy 3 Details	Reviews			
Strategy 3: Utilize SKYWARD and other internal DHS systems to track student attendance and to address school attendance and truancy issues early and often (after the third consecutive absence or when a pattern develops) to ensure 95% attendance rate for all students.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve student performance on STAAR EOC Improve school attendance by students Improve parent/school communication **Staff Responsible for Monitoring:** Administrators Counselors Teachers Registrar Attendance Clerks Parents **Funding Sources:** - No Funding Required				
0% No Progress　　　　100% Accomplished　　　　→ Continue/Modify　　　　✕ Discontinue				

Goal 2: Dickinson High School will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: Reduce In-School and Out-of-School suspension assignments by 10% along with DAEP/DALC over previous school year.

    Evaluation Data Sources: ISS/OSS Data, PEIMS reporting from DALC

Strategy 1 Details	Reviews			
Strategy 1: Implement CharacterStrong and Restorative Practices programs	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce disciplinary referrals	**Nov**	**Jan**	**Mar**	**June**
Reduce ISS/OSS placements Improve academic performance Decrease Drop Out Rate Improve school culture/climate **Staff Responsible for Monitoring:** Campus principal Administration Counselors All teachers - **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA				

Strategy 2 Details	Reviews			
Strategy 2: Assign alternative consequence/intervention tiers for students prior to an ISS placement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce disciplinary referrals	**Nov**	**Jan**	**Mar**	**June**
Reduce ISS/OSS placements Improve academic performance Decrease dropout rate Improve school culture/climate **Staff Responsible for Monitoring:** Campus principal Administrators Lead Counselor/Counseling Staff Communities in Schools Liaisons - **Additional Targeted Support Strategy** **Funding Sources:** - Local Funding				

Strategy 3 Details		Reviews			

Strategy 3: Direct teach behavior expectations for classroom, large gathering areas, hallways, and assemblies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce disciplinary referrals	**Nov**	**Jan**	**Mar**	**June**
Reduce ISS/OSS placements				
Improve academic performance				
Decrease dropout rate				
Improve school culture/climate				
Staff Responsible for Monitoring: Campus principal				
Administrators				
Safe and Civil Schools Committee				
All teachers/staff				
- Additional Targeted Support Strategy				
Funding Sources: Posters for Established norms for every classroom and in public spaces. - Local Funding				

Strategy 4 Details		Reviews			

Strategy 4: Monitor ISS to ensure that students are working productively for duration of placement.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduced ISS/OSS Placements	**Nov**	**Jan**	**Mar**	**June**
Reduce course failures due to ISS/OSS placement				
Improve academic performance				
Decrease drop out rate				
Improve school culture/climate				
Staff Responsible for Monitoring: Campus administration				
ISS Teacher				
Department Heads				
Team Leaders				
- Additional Targeted Support Strategy				
Funding Sources: - Local Funding				

Strategy 5 Details	Reviews			
Strategy 5: Work with Communities in Schools program to provide additional counselor(s) to work with at-risk students and their parents to provide outside resources/assistance to keep students in school.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Reduce drop out rate Improve academic performance Improve school culture/climate Involve parents **Staff Responsible for Monitoring:** Campus principal Counselors Assistant Supt. for Administration **Funding Sources:** Contracted Services - 199-SCE - $48,000				

Strategy 6 Details	Reviews			
Strategy 6: Develop comprehensive drug detection/enforcement plan in partnership with Liaison Officers and campus security monitors to help eliminate drugs on campus and in vehicles parked on campus along with an annual Red Ribbon campaign.	Formative			Summative
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus principals Asst principals Counselors CIS GCSD SLOs Campus security monitors **Funding Sources:** - Local Funding				

Strategy 7 Details	Reviews			
Strategy 7: Teach language registers to ensure that students utilize the appropriate language register in all communication.	Formative			Summative
Strategy's Expected Result/Impact: Minimize inappropriate communication.	Nov	Jan	Mar	June
Equip students with a life-long communication skill. **Staff Responsible for Monitoring:** Principal Dean of Instruction Counselors Teachers				

Strategy 8 Details	Reviews			
Strategy 8: Utilize Behavior Coaches to monitor student behavior, to provide Restorative Practices "circles", and to train teachers on effective classroom management and relationship building.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve student behavior Reduce discipline referrals Improve student academic achievement **Staff Responsible for Monitoring:** Administrators Dean of Instruction Lead Counselor				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 2: Dickinson High School will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 2: Reduce student tardy referrals and increase daily rates of attendance by 10% over previous year.

Evaluation Data Sources: Student Tardy Data

Strategy 1 Details	Reviews			
Strategy 1: Continue the tardy program of sweeping students to class to reduce lost instructional time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease in the number of student tardies Increase student engagement and class attendance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus principal Administration Teachers - **Additional Targeted Support Strategy** **Funding Sources:** Additional computer/printer stations for Tardy Sweeps, staff assignments - Local Funding				

Strategy 2 Details	Reviews			
Strategy 2: Revise Tardy Sweep process to ensure teacher presence in halls between all classes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease student tardy to class Improve student attendance Improve school culture/climate	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus principal Assistant principals Safe and Civil Schools Committee All teachers - **Additional Targeted Support Strategy** **Funding Sources:** - No Funding Required				

Strategy 3 Details	Reviews			
Strategy 3: Revise attendance accountability process to increase parent notifications, receive documentation, and earlier interventions through the use of SKYWARD and automated systems.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student attendance Notification reports Truancy letters Court referrals **Staff Responsible for Monitoring:** Asst principals Dean of Instruction Dir of Student Services Dir of Technology Attendance clerk				

Strategy 4 Details	Reviews			
Strategy 4: Provide homeless students with necessary services, accelerated instruction, clothing, materials, supplies and transportation in order to attend school on a daily basis.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Student attendance data Achievement data Decreased dropout rates **Staff Responsible for Monitoring:** Campus admin Counselors Sp Ed Homeless liaison CIS Staff				

Strategy 5 Details	Reviews			
Strategy 5: Provide homebound services for students unable to attend school on a daily basis due to long-term illness, disability, pregnancy (student must meet criteria required for homebound services).	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Homebound logs of service **Staff Responsible for Monitoring:** Campus admin Counselors Homebound teachers SP ED ARD facilitators DISD Homeless liaison				

Strategy 6 Details	Reviews			
Strategy 6: Monitor/analyze tardy data on a weekly basis to identify at-risk behaviors and developing patterns.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce tardies Increase learning time **Staff Responsible for Monitoring:** Grade level assistant principals Teachers	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Dickinson High School will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 3: Support student participation in clubs, extracurricular activities, and student organizations by providing information about the variety that are available.

    Evaluation Data Sources: Club/Organization Membership Data

Strategy 1 Details	Reviews			
Strategy 1: Educate students and parents about the clubs/organizations available to them for membership; establish "fairs" or "meet and greet" opportunities using Open House, Parent University, social media and other parent communication systems.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Club/organization communications
Membership data
    Staff Responsible for Monitoring: Campus principal
Lead counselor
College & Career Center Coordinator
Club/organization sponsors
DISD webpage
DISD Facebook
DHS webpage
DHS Facebook
 	
    Funding Sources: - 211-Title IA				

Strategy 2 Details	Reviews			
Strategy 2: Utilize campus media (print and A/V) to advertise and promote club membership and participation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased membership	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Journalism and A/V teachers College & Career counselor Club/organization sponsors Campus social media administrators Campus principal **ESF Levers:** Lever 3: Positive School Culture				
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: Dickinson High School will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 4: Support school-health activities for all students on campus via an integrated system of programs.

    Evaluation Data Sources: Program Evaluation Participant Rosters

Strategy 1 Details	Reviews			
Strategy 1: Implement a school wide fitness assessment for all students (Fitnessgram).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Fitness Gram data	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Athletic Director PE Teachers **Funding Sources:** Fitness Gram Assessments - Local Funding				

Strategy 2 Details	Reviews			
Strategy 2: Implement school wide Red Ribbon Campaign to promote drug-free education & advocacy with students, families the communities to nurture the full potential of healthy, drug free youth.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduced DAEP placements Increased Red Ribbon Awareness and presence on campus Teacher/student survey Decreased ISS/OSS placements Decreased DALC placements Decreased dropout rate **Staff Responsible for Monitoring:** Campus administration Communities in Schools Liaisons **Funding Sources:** - Local Funding				

Strategy 3 Details	Reviews			
Strategy 3: Provide health advocacy seminars for students and staff during Parent University, booster club meetings, PTO meetings and Open House.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Seminar schedules and topics list Seminar attendance data **Staff Responsible for Monitoring:** Campus administration Lead counselor School nurse Food and Nutrition Staff **Funding Sources:** - No Funding Required				

Strategy 4 Details	Reviews			
Strategy 4: Implement summer athletic and fine arts camps and programs for students.	Formative			Summative
Strategy's Expected Result/Impact: Program attendance data	Nov	Jan	Mar	June
Staff Responsible for Monitoring: DHS Athletic Director DHS Assistant Athletic Director DHS Fine Arts Directors DHS teachers and coaches DISD Fine Arts Director **Funding Sources:** - Local Funding				

Strategy 5 Details	Reviews			
Strategy 5: Promote membership and involvement of students in the District's Student Health Advisory Committee (SHAC).	Formative			Summative
Strategy's Expected Result/Impact: Student membership data	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus administration Health Advisory Committee Chair **Funding Sources:** - 199-SCE				

Strategy 6 Details	Reviews			
Strategy 6: Provide information and access to required training and support interventions for staff that focus on prevention of suicide, identification of child abuse and maltreatment.	Formative			Summative
Strategy's Expected Result/Impact: Documented required trainings provided for faculty/staff of DHS	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus administrators Counselors **Funding Sources:** - Local Funding				

Strategy 7 Details	Reviews			
Strategy 7: Provide student leadership opportunities through class officer elections, membership on Student Council, and membership on the DHS Principal Advisory Committee.	Formative			Summative
Strategy's Expected Result/Impact: Improve student engagement Provide leadership training and experience Increase student participation in community service projects	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus administrators				

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 2: Dickinson High School will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 5: Implement programs on campus to promote a positive school climate to foster safety on campus and reduce dropouts by 10%.

    Evaluation Data Sources: Student/Teacher Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunity for abstinence/sex education for pregnancy prevention.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Participation data Decreased at-risk behaviors	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administration Health/PE department chair School nurse **Additional Targeted Support Strategy** **Funding Sources:** - 199-SCE				
Strategy 2 Details	Reviews			
Strategy 2: Implement school wide Red Ribbon Campaign and other health initiatives to promote drug-free education & advocacy with students, families and the community to nurture the full potential of healthy, drug free youth along with general health awareness and education.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduced ISS/OSS placements Reduced DALC placements Increased Red Ribbon Awareness and presence on campus Teacher/student survey Decreased dropout rate Decreased student at-risk behaviors **Staff Responsible for Monitoring:** Administration Communities in Schools Liaisons **Additional Targeted Support Strategy** **Funding Sources:** - Local Funding				

Strategy 3 Details	Reviews			
Strategy 3: Promote a college-going atmosphere on campus through AVID program and school wide implementation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: AVID program evaluation AVID program certification Campus climate survey (teachers/students) **Staff Responsible for Monitoring:** Campus administration AVID Administration/Coordinator **Funding Sources:** - 211-Title IA - $500	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Implement a school-wide CharacterStrong training during weekly lessons that focus on goal setting, career planning, and the "soft skills" needed for success in post high school learning/work environments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved school climate Reduction in discipline referrals Reduction in ISS/OSS placements Reduction in DALC placements Reduction in dropout rates Increased student attendance Increased student participation in school activities **Staff Responsible for Monitoring:** Campus administrators TE director Counselors Teachers Broadcast class teachers **Additional Targeted Support Strategy** **Funding Sources:** - Local Funding				

Strategy 5 Details	Reviews			
Strategy 5: Following the David's Law protocol and with the support of tech screening tools (P3 and Gaggle), we will focus on bullying education/awareness and prevention. We will also use the lessons from our CharacterStrong and Restorative Practices education programs as a springboard for these topics.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improved school climate Reduction in reported bullying incidents Increased awareness of bullying protocols and procedures **Staff Responsible for Monitoring:** Campus administrators District technology Counselors Teachers **Funding Sources:** - Local Funding				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Dickinson High School personnel will make family and community partnerships a priority.

Performance Objective 1: Parent participation in informational meetings will increase by 10% over previous year.

    High Priority

    Evaluation Data Sources: Meeting Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Continue to use the Naviance system to promote communication and education with parents and students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve parent/student communication	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CTE director Lead counselor Counselors **Funding Sources:** Naviance program, Professional development for Naviance-High School Allotment funds - Local Funding				
Strategy 2 Details	Reviews			
Strategy 2: Increase use of School Messenger, Remind 101, Facebook, Twitter, and other social media platforms to create personalize emails and phone calls/texts to parents about important events.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improve parent/student communication
 Improve parent participation
 Improve school culture/climate
     Staff Responsible for Monitoring: Campus administration
 Counselors
 	
     Funding Sources: - No Funding Required				

Strategy 3 Details		Reviews		
Strategy 3: Develop process to implement Podcasts, Webcasts, comprehensive teacher webpages, and other remote meeting attendance platforms to broaden accessibility.		**Formative**		**Summative**
		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Develop process to implement Podcasts, Webcasts, comprehensive teacher webpages, and other remote meeting attendance platforms to broaden accessibility.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve parent/student communication Improve parent participation Improve school culture/climate **Staff Responsible for Monitoring:** Campus principal Director of Technology DISD Communications department Broadcasting/journalism teachers **Funding Sources:** - No Funding Required					

Strategy 4 Details		Reviews			
Strategy 4: The campus will make available an English and Spanish version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in Parent Engagement Communication **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funding					

Strategy 5 Details		Reviews			
Strategy 5: Facilitate PTO and Booster Club membership throughout the school year in connection with multiple campus functions/activities.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase parent Booster Club and PTO membership and participation Improve parent communication **Staff Responsible for Monitoring:** Campus principal Asst principals Directors/Coaches **Funding Sources:** - No Funding Required					

Strategy 6 Details	Reviews			
Strategy 6: Recruit parent and community members to be serve on the Campus Improvement Committee.	Formative			Summative
Strategy's Expected Result/Impact: Improve parent communication Increase parent involvement & engagement Improve school culture/climate **Staff Responsible for Monitoring:** Campus admin **Funding Sources:** - No Funding Required	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Distribute monthly parent newsletter utilizing email, Facebook, and the DHS website.	Formative			Summative
Strategy's Expected Result/Impact: Improve parent communication Increase parent involvement & engagement Improve school culture/climate **Staff Responsible for Monitoring:** Campus principal **Funding Sources:** - No Funding Required	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Provide advertising/sponsorship visibility and increase advertising value for DHS sponsors.	Formative			Summative
Strategy's Expected Result/Impact: Increase sponsorships Improve business/industry involvement Improve communication Improve school image **Staff Responsible for Monitoring:** Dir of Communication Campus principal Dir of Athletics **Funding Sources:** - No Funding Required	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
	Formative			Summative
Strategy 9: Work with McAdams and Kranz JHS to promote student transition activities for incoming ninth grade students and parents.	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improve transition experience for incoming ninth graders
Improve parent communication
Build trust/confidence with parents new to DHS
    Staff Responsible for Monitoring: Campus admin
 	
    Funding Sources: - No Funding Required				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3: Dickinson High School personnel will make family and community partnerships a priority.

Performance Objective 2: The DHS campus website will be regularly maintained to include weekly updates.

    Evaluation Data Sources: Website

Strategy 1 Details			Reviews			
Strategy 1: Designate personnel to manage the campus website and the DHS Facebook page.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve quality of the DHS web page and DHS Facebook page Increase parent/community involvement Increase Twitter traffic for communication purposes Improve school culture/climate			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus principal DISD Director of Communications Journalism/broadcast teachers College Career Center staff **Funding Sources:** - No Funding Required						

Strategy 2 Details			Reviews			
Strategy 2: Ensure all infrastructure is in place to allow quality web publishing.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve communication with parents, students, community Improve school culture/climate			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus principal Director of Technology Journalism/broadcast teachers **Funding Sources:** - No Funding Required						

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 3: Dickinson High School personnel will make family and community partnerships a priority.

Performance Objective 3: Increase parent awareness of their access to student data (i.e. grades, transcripts, schedules, attendance, etc.) via Naviance and Skyward by sharing information on these systems at both the September and January Parent University (Open House) nights.

    Evaluation Data Sources: Naviance/ Family Access Data

Strategy 1 Details	Reviews			
Strategy 1: Ensure all parents have access to SKYWARD and NAVIANCE	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent access to student performance data Improve communication Improve school culture/climate	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Communications Campus principal Assistant principals CTE Director Counselors College Career Center staff **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
Strategy 2: Provide parent access portals on campus. Provide parents with access to information in their home language. Progress Reports and 9 Week Report cards are regularly made available to parents in Skyward.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase parent access to student performance data Improve communication Improve school culture/climate	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus principal DHS librarians Director of Technology **Funding Sources:** - No Funding Required				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Dickinson High School personnel will make family and community partnerships a priority.

Performance Objective 4: DHS will schedule a variety of parent and family engagement meetings monthly during the school year in order to strengthen involvement between the home and school as evidenced by agendas and sign-in sheets.

    High Priority

    Evaluation Data Sources: Sign in Sheets, Picture/Videos, PowerPoint Presentations, Parent Participation, Parent Surveys

Strategy 1 Details	Reviews			
Strategy 1: Provide Fish Camp Orientation for incoming Ninth Graders and Parents--August 2021	**Formative**			**Summative**
Strategy's Expected Result/Impact: Get to know our incoming ninth graders and their parents.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Ninth Grade Associate Principal Ninth Grade Assistant Principals **Funding Sources:** - No Funding Required				

Strategy 2 Details	Reviews			
Strategy 2: Schedule a Community Prayer Breakfast for Local Ministers and Community Leaders --August 2022.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Local Ministers have significant influence with our parents and the community. This breakfast meeting provides our local ministers with the opportunity to get to know the campus leadership and to build trust between the school and the local churches.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Funding Sources:** - Local Funding				

Strategy 3 Details	Reviews			
Strategy 3: Provide Booster Club Training and Orientation for Parent Booster Club leaders--August 2022	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide training in the acceptable processes that Booster Clubs should follow to ensure transparency and effectiveness of our parent support programs.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal DISD Business Office Athletic Department Leaders Fine Arts Department Leaders **Funding Sources:** - No Funding Required				

Strategy 4 Details		Reviews			
Strategy 4: Schedule the DHS Fall Open House --September 13, 2022.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide an opportunity for parents and teachers to know each other and to work together to ensure the academic and social success of all students.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Lead Counselor **Funding Sources:** - No Funding Required					

Strategy 5 Details		Reviews			
Strategy 5: Schedule and conduct an Orientation and AP Exam Registration Information for Parents of AP students--		**Formative**			**Summative**
September 2021		**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide parents with the opportunity to experience the rigor of the PreAP/AP curriculum so that they can better support their student's academic achievement. **Staff Responsible for Monitoring:** Principal Dean of Instruction Lead Counselor **Funding Sources:** - No Funding Required					

Strategy 6 Details		Reviews			
Strategy 6: Schedule a College Fair and Financial Aid Night for Students and Parents		**Formative**			**Summative**
November 2022		**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide parents with assistance in completing financial aid forms for their student's college admissions packets. **Staff Responsible for Monitoring:** Principal Lead Counselor College and Career Counselor **Funding Sources:** - No Funding Required					

Strategy 7 Details		Reviews			
Strategy 7: Schedule the Spring Open House and Parent University--January 2023		Formative			Summative
Strategy's Expected Result/Impact: Provide an opportunity for parents and teachers to know each other and to work together to ensure the academic and social success of all students.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal Lead Counselor **Funding Sources:** - No Funding Required					

Strategy 8 Details		Reviews			
Strategy 8: 8th Grade Student/Parent Orientation to High School--February 2023		Formative			Summative
Strategy's Expected Result/Impact: Provide orientation to high school for incoming ninth grade students and parents in preparation for course selection and endorsement planning.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Lead Counselor Principal Dean of Instruction **Funding Sources:** - No Funding Required					

Strategy 9 Details		Reviews			
Strategy 9: Top 20 Banquet for Parents of top performing students --March 2023		Formative			Summative
Strategy's Expected Result/Impact: Recognize and celebrate the top performing students and their parents for their dedication to excellence in education.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Lead Counselor Principal **Funding Sources:** - No Funding Required					

Strategy 10 Details		Reviews			
Strategy 10: Schedule Monthly activities to encourage Parent Engagement.		Formative			Summative
Strategy's Expected Result/Impact: Provide meaningful, timely and relevant learning/informational activities for parents to encourage parental involvement.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Parent Engagement Coordinator School Principal **Funding Sources:** - 211-Title IA - 211-0-61-001-30-29-6119-DW - $2,500					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 1: Develop a set of standard questions and an interview rubric for scoring responses to be used by all DHS committees to interview teacher applicants during spring staffing.

Evaluation Data Sources: Turn-over Rate, standardized interview documentation

Strategy 1 Details	Reviews			
Strategy 1: Utilize interviewing questions to ensure all standards for evaluation are measured through the interview process.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Standardization of hiring process Hire highly-qualified applicants				
Staff Responsible for Monitoring: Campus administrators Department chairpersons Interview teams				
TEA Priorities: Recruit, support, retain teachers and principals **Funding Sources:** TASB Interview Question Models, Interview Question Banks, TASB Interview Evaluation Models - No Funding Required				
Strategy 2 Details	Reviews			
Strategy 2: Require all clerical candidates to demonstrate Microsoft skills proficiency.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Consistent Use of Skills Tests as part of interview process Hire highly-qualified applicants				
Staff Responsible for Monitoring: HR Director Campus administrators Department heads				
TEA Priorities: Recruit, support, retain teachers and principals **Funding Sources:** - No Funding Required				
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue	

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

Performance Objective 2: Develop comprehensive Mentor Program on campus to include professional development, classroom observations, and regular meetings for both new teachers and mentors including monthly district and campus meetings.

    Evaluation Data Sources: Mentor Assignments, New Teacher Survey/Input

Strategy 1 Details		Reviews			
Strategy 1: Assign a master teacher as a mentor to each teacher who is new to teaching and a teacher "buddy" to each teacher who is new to the district/campus, provide structured feedback, & facilitate monthly meetings for new teachers during Lunch & Learns with Dean of Instruction.		**Formative**			**Summative**
		Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Improve campus support for new teachers
Improve new teacher performance
Improve teacher retention rate
Improve school culture
 	
    Staff Responsible for Monitoring: Campus administration
Dean of Instruction
 	
    Funding Sources: Articulated Mentor/Buddy Responsibilities - Local Funding					

Strategy 2 Details		Reviews			
Strategy 2: Provide recognition at faculty meetings showcasing/highlighting classroom successes, student achievements, teacher achievements, etc.		**Formative**			**Summative**
		Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Increase teacher recognition
Improve teacher retention rate
Improve school culture
    Staff Responsible for Monitoring: Campus principal
 	
    Funding Sources: - No Funding Required					

0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

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

Performance Objective 3: Provide all campus staff with a minimum of two (2) professional development opportunities each school year.

    Evaluation Data Sources: Professional Development attendance data

Strategy 1 Details	Reviews			
Strategy 1: Encourage participation and provide funding for teachers and staff to attend rigorous, relevant and timely Professional Development opportunities through careful communication and ensure all understand the process for registration. Provide professional development opportunities for all teachers and support staff in research-based strategies for effectively working with ALL students including but not limited to those who are identified as Special Ed 504 At-Risk Gifted Emergent Bilingual	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improve instruction
    Improve teacher self-efficacy
    Improve school culture
    Staff Responsible for Monitoring: Campus administrators
 	
    TEA Priorities:
    Recruit, support, retain teachers and principals
    Funding Sources: - 255-Title IIA				

Strategy 2 Details	Reviews			
Strategy 2: Embed professional development opportunities into faculty and department meeting time to promote the goals of the campus utilizing Schoology and Global PD.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve instruction Improve teacher self-efficacy Improve school culture **Staff Responsible for Monitoring:** Principal Dean of Instruction Campus Administrators Curriculum Specialists AVID Site Team PLC Guiding Coalition **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Printed Materials/Handouts, Electronic Resources, Planning time for PD Teams - Local Funding				

Strategy 3 Details	Reviews			
Strategy 3: Provide on-going professional learning opportunities for paraprofessional staff.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve clerical efficiency Improve school culture Improve service to parents, students, and teachers **Staff Responsible for Monitoring:** Campus administrators **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - 255-Title IIA				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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

Performance Objective 4: Provide teachers and staff with regular opportunities for input in the decision-making process through membership/representation on the Campus Improvement Committee, the PLC Guiding Coalition, the AVID Site Team and cultivate multiple opportunities for leadership in all areas on the campus evidenced by our tiered system of leadership (administrator, department chair, team leads) in all content areas.

    Evaluation Data Sources: Committee Agendas, Minutes, Attendance data

Strategy 1 Details	Reviews			
Strategy 1: The Instructional Leadership Team, the Campus Improvement Team, the AVID Site Team, and the PLC Guiding Coalition will meet regularly to review/analyze student achievement data, to plan school activities, and to advise the principal in all areas including but not limited to: instruction, organization/logistics, parent involvement, development of curriculum, master schedule development, student engagement, attendance, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improve communication and address curriculum and instruction concerns and/or issues.
    Staff Responsible for Monitoring: Campus Principal
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
    Funding Sources: - No Funding Required				

Strategy 2 Details	Reviews			
Strategy 2: Revise membership of CIC to ensure each department is sufficiently represented and follow rotation schedule to ensure continuity and new membership each year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improve CIC membership effectiveness
Ensure CIC membership rotation
    Staff Responsible for Monitoring: Campus Principal
 	
    Funding Sources: membership rosters - No Funding Required				

Strategy 3 Details	Reviews			
Strategy 3: Utilize the Instructional Leadership Team to serve as the School Safety Committee to advise the principal and to bring safety concerns to the leadership team.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve communication and address safety concerns **Staff Responsible for Monitoring:** Campus Principal				

Strategy 4 Details	Reviews			
Strategy 4: Maintain an organizational structure in all departments that includes a supervising Administrator, a Department Chairperson, and Content Team Leaders so that communication is accurate, timely, relevant, purposeful, and meaningful to all stakeholders.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve communication Improve instruction **Staff Responsible for Monitoring:** Campus principal Administrators Dept chairs				

Strategy 5 Details	Reviews			
Strategy 5: Support the efforts of aspiring leaders and advanced degree pursuits through provision of observation hours, leadership assignments, and inclusion in leadership roles. Increase opportunities for leadership for all teachers/staff by broadening the assignment of roles and responsibilities in departments, committees, site teams and content teams.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased teacher / leader participation in campus activities Meeting agendas / membership as evidence **Staff Responsible for Monitoring:** Campus principal Dean of Instruction Dept chairs **TEA Priorities:** Recruit, support, retain teachers and principals				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 5: Provide campus supports to ensure that DHS actively operates as a Professional Learning Community by creating common planning time in the master schedule and ongoing training in the tenets of an effective PLC.

Evaluation Data Sources: Department and Team meeting minutes and sign in sheets.

Strategy 1 Details	Reviews			
Strategy 1: Provide common conference time for all teachers within the same content/grade level to allow for collaboration and planning. Assign team leaders/department chairs to lead and facilitate collaboration efforts within teams/departments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve instruction Increase teacher collaboration Improve school culture/climate Improve student performance on STAAR EOC **Staff Responsible for Monitoring:** Campus principal Lead counselor Dean of Instruction Instructional Specialists - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - No Funding Required				

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for core academic teachers and CTE teachers to collaborate, plan, and integrate curriculum to ensure college/career readiness for all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve instruction Increase teacher collaboration Improve school culture/climate Improve student performance on STAAR EOC Improve completion rates for coherent sequence of courses Increase in the number of CTE certifications/license **Staff Responsible for Monitoring:** Campus administrators CTE director **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funding				

Strategy 3 Details	Reviews			

Strategy 3: Utilize Global PD training from Solution Tree to improve our implementation and on-going support for collaborative planning.
 	
    Strategy's Expected Result/Impact: Cohesive, consistent understanding and use of the power of being a Professional Learning Community
Increased productivity
 	
    Staff Responsible for Monitoring: Principal
Dean of Instruction
Department APs
Department chairs
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	0% **No Progress**	100% **Accomplished**	→ **Continue/Modify**	✕ **Discontinue**

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

Performance Objective 6: Hire highly qualified teachers who mirror our student demographic composition.

    Evaluation Data Sources: Increase the number of male, Black/African American, and Hispanic teachers and staff members.

Strategy 1 Details		Reviews			
Strategy 1: Recruit highly qualified/effective teachers for all content areas		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of highly-qualified minority teachers Increase the number of highly-qualified male teachers		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: DISD Dept. of Human Resources Campus principal/administration **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local Funding					
Strategy 2 Details		Reviews			
Strategy 2: Provide opportunities for teachers who are not highly qualified to attend professional development, conferences, and additional training in their core area to assist them in attaining/passing qualifications in order to become highly qualified during the school year.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the number of teachers who receive their certification through alternative programs Improve retention of effective teachers **Staff Responsible for Monitoring:** Campus principal Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Professional development opportunities/training for required certification - 211-Title IA, Professional development opportunities/training for required certification - 255-Title IIA, - Local Funding					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Dickinson High School will provide operational services to support the success of student learning.

Performance Objective 1: Teachers will use technology to enhance and support instruction for all students as evidenced by library data reports and ongoing regular sign-outs of Chromebook and Laptop Carts within all departments.

   Evaluation Data Sources: Observations/DTAS Evaluations

Strategy 1 Details	Reviews			
Strategy 1: Monitor and maintain system for submitting facility and technology work orders for clarity and efficiency of the process.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Timely submission/completion of work orders Improve communication Reduce duplicate work orders **Staff Responsible for Monitoring:** Campus administrators O & F Department DISD Tech dept Teachers/staff **Funding Sources:** Work order forms - No Funding Required				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development for all teachers for integration of technology into instruction with an emphasis on non-traditional "brick and mortar" instructional settings including Schoology and Solution Tree Global PD. Besides expansion in classrooms, teachers will be fluent in providing tech-supported lessons in a virtual home-based setting as needed and to ensure on-going communication with parents.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Enhance, enrich and extend instruction. Improve instruction Readiness for virtual / home requirements **Staff Responsible for Monitoring:** Campus administrators Director of Technology Instructional Technology Specialist **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local Funding				
0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue	

Goal 5: Dickinson High School will provide operational services to support the success of student learning.

Performance Objective 2: The teacher workroom will be adequately stocked, well-organized, and professionally staffed to ensure that all instructional copy orders are completed accurately and within 24 hours of submission.

Evaluation Data Sources: Observations Teacher Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Continuous review of Teacher Workroom/Copy Room procedures to make submission of orders easier and more efficient for teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Streamline process Improve efficiency Improve instruction **Staff Responsible for Monitoring:** Copy room clerk Supervising administrator Teachers/staff **Funding Sources:** Copy room clerk - No Funding Required	**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue	

Goal 5: Dickinson High School will provide operational services to support the success of student learning.

Performance Objective 3: 100% transparency of the development and management of the DHS budget will be provided to all DHS stakeholders through the Campus Improvement Committee as evidenced by CIC agendas.

Evaluation Data Sources: Budget Analysis

Strategy 1 Details	Reviews			
Strategy 1: Utilize Campus Improvement Committee input to direct budget appropriations and spending; make budget reports a regular agenda item.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Efficient utilization of allocated resources Improve communication Improve transparency Improve classroom instruction Improve/expand teacher training opportunities **Staff Responsible for Monitoring:** Campus principal Assistant principals CIC Members Bookkeeper **Funding Sources:** Budget data, CIC meeting minutes - No Funding Required	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: Dickinson High School will provide operational services to support the success of student learning.

Performance Objective 4: Dickinson High School will continue to provide a ninth grade center to ensure the successful transition of students from a junior high environment to a senior high school environment.

High Priority

Evaluation Data Sources: Successful completion of ninth grade (7 credit at the end of the 2019-2020 school year)

Strategy 1 Details	Reviews			
Strategy 1: Ninth grade students will be scheduled into all four core classes with teachers on the ninth grade center campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide a smaller, more intimate learning environment to ensure a smooth transition into high school	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Associate Principal Lead Counselor Dean of Instruction **Funding Sources:** - Bond, - Local Funding				

Strategy 2 Details	Reviews			
Strategy 2: Establish procedures, expectations for behavior and protocols for the ninth grade campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide infrastructures, policies, and procedures to support the ninth grade transition year.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Associate Principal **Funding Sources:** - Local Funding				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

State Compensatory

Budget for Dickinson High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 61.26
Brief Description of SCE Services and/or Programs

Personnel for Dickinson High School

Name	Position	FTE
Allen, J	Social Worker	0.08
Allison, K.	Instructional Support	0.33
Arrendondo, N	Paraprofessional	0.17
Baldwin, K	Instructional Support	0.17
Bissonnet-Cutaia, V.	Instructional Support	0.17
Blakely, J.	Instructional Support	0.17
Borsellino, T.	Instructional Support	0.5
Bruysschaard, J.	Instructional Support	0.17
Cloyd, S.	Instructional Support	0.75
Coleman, H.	Instructional Support	0.17
Dowell, N.	Instructional Support	0.33
Eader, S.	Instructional Support	0.17
Edwards, J.	Instructional Support	0.66
Ellis, R.	Instructional Support	0.17
Etchberger, K.	Instructional Support	0.17
Farias, E.	Instructional Support	0.5
Franklin, P.	Instructional Support	0.17
Grabbe, K.	Instructional Support	0.25
Guidry, T.	Instructional Support	0.33

Name	Position	FTE
Hester, T.	Instructional Support	0.33
Jasso, R.	Instructional Support	0.5
Jenkins, J	Paraprofessional	0.17
Jones, H.	Instructional Support	0.33
Lind-Olson, J.	Instructional Support	0.17
Lindsey, C.	Instructional Support	0.16
Macheska, R.	Instructional Support	0.17
Milutin, M.	Instructional Support	0.17
Mustiful, A.	Instructional Support	0.17
Neumann, L.	Instructional Support	0.33
O'Neal, R.	Instructional Support	0.17
Revuelta, R.	Instructional Support	0.33
Rozas, R.	Instructional Support	0.83
Snelson, C.	Instructional Support	0.16
Spaniel, D.	Instructional Support	0.5
Stewart, B.	Instructional Support	0.17
Stubbs-Trevino, R.	Instructional Support	0.17
Tucker, T.	Instructional Support	50
Wasden, S.	Instructional Support	0.5
Watkins, C.	Instructional Support	0.17
Westerlage, H.	Instructional Support	0.33

Title I Personnel

Name	Position	Program	FTE
Anderson, C.	Reading Interventionist Teacher		1.0
Carse, J.	AVID Teacher		1.0
Eanes, R	English EOC Intervention		1
Ford, R.	Instructional Support Paraprofessional		1.0
Gaines, S.	Instructional Support Paraprofessional		1.0
Kaemmer, P.	English EOC Intervention		1.0
Wheat, J	English EOC Intervention		1

Campus Funding Summary

211-Title IA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		211-8-13-001-30-24-6200-DW	$0.00
1	1	5	Intervention Materials, High Quality Learning Resources		$0.00
1	1	6			$0.00
1	1	9			$0.00
1	3	2			$0.00
2	1	1			$0.00
2	3	1			$0.00
2	5	3			$500.00
3	4	10		211-0-61-001-30-29-6119-DW	$2,500.00
4	6	2	Professional development opportunities/training for required certification		$0.00
				Sub-Total	$3,000.00

255-Title IIA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			$0.00
1	1	17		255-0-13-001-30-29-6411-00	$34,217.00
1	1	20		255-0-13-001-30-29-6411-00	$34,217.00
4	3	1			$0.00
4	3	3			$0.00
4	6	2	Professional development opportunities/training for required certification		$0.00
				Sub-Total	$68,434.00

199-SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			$0.00
2	1	5	Contracted Services		$48,000.00
2	4	5			$0.00
2	5	1			$0.00
				Sub-Total	$48,000.00

			Local Funding		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Teacher salaries for extended day and Lighted Windows Open Doors		$0.00
1	1	5			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	1	9			$0.00
1	1	10			$0.00
1	1	14			$0.00
1	1	16			$0.00
1	1	22			$0.00
1	1	24			$0.00
1	1	25			$0.00
1	1	26			$0.00
1	1	27			$0.00
1	2	1	Professional development for PAP/AP teachers, Collaborative planning time for PAP/AP teachers		$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	5	Resources for new courses i.e. textbooks		$0.00
1	2	8			$0.00
1	3	1			$0.00
1	3	3			$0.00
1	3	4			$0.00
1	3	5			$0.00
1	3	6			$0.00
1	3	7			$0.00
1	4	1			$0.00
1	4	2	Contracted Services		$0.00
1	5	1			$0.00
1	5	2			$0.00

			Local Funding		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2			$0.00
2	1	3	Posters for Established norms for every classroom and in public spaces.		$0.00
2	1	4			$0.00
2	1	6			$0.00
2	2	1	Additional computer/printer stations for Tardy Sweeps, staff assignments		$0.00
2	4	1	Fitness Gram Assessments		$0.00
2	4	2			$0.00
2	4	4			$0.00
2	4	6			$0.00
2	5	2			$0.00
2	5	4			$0.00
2	5	5			$0.00
3	1	1	Naviance program, Professional development for Naviance-High School Allotment funds		$0.00
3	1	4			$0.00
3	3	1			$0.00
3	4	2			$0.00
4	2	1	Articulated Mentor/Buddy Responsibilities		$0.00
4	3	2	Printed Materials/Handouts, Electronic Resources, Planning time for PD Teams		$0.00
4	5	2			$0.00
4	6	1			$0.00
4	6	2			$0.00
5	1	2			$0.00
5	4	1			$0.00
5	4	2			$0.00
				Sub-Total	$0.00
			State Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	8			$0.00
				Sub-Total	$0.00

263-Title IIIA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			$0.00
				Sub-Total	$0.00

Special Programs

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14			$0.00
1	1	21			$0.00
				Sub-Total	$0.00

IDEA B

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			$0.00
1	1	7			$0.00
				Sub-Total	$0.00

No Funding Required

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			$0.00
1	1	3			$0.00
1	1	11			$0.00
1	1	12			$0.00
1	1	13			$0.00
1	1	15			$0.00
1	1	18			$0.00
1	1	19			$0.00
1	1	23			$0.00
1	1	28			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	3	9			$0.00
1	4	3			$0.00
1	5	3			$0.00
2	2	2			$0.00

			No Funding Required		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	3			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	5			$0.00
3	1	6			$0.00
3	1	7			$0.00
3	1	8			$0.00
3	1	9			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	3	2			$0.00
3	4	1			$0.00
3	4	3			$0.00
3	4	4			$0.00
3	4	5			$0.00
3	4	6			$0.00
3	4	7			$0.00
3	4	8			$0.00
3	4	9			$0.00
4	1	1	TASB Interview Question Models, Interview Question Banks, TASB Interview Evaluation Models		$0.00
4	1	2			$0.00
4	2	2			$0.00
4	4	1			$0.00
4	4	2	membership rosters		$0.00
4	5	1			$0.00
5	1	1	Work order forms		$0.00
5	2	1	Copy room clerk		$0.00
5	3	1	Budget data, CIC meeting minutes		$0.00
				Sub-Total	$0.00

Bond					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	4	1			$0.00
				Sub-Total	$0.00

Addendums

DICKINSON ISD   ADVISORY COMMITTEE ACKNOWLEDGMENT

These members of the _Dickinson High School_

Campus Improvement Committee/Budget Committee acknowledge by their signature that they participated
in the preparation of the 2022-2023 campus/program budget as submitted.

Name	Department-Grade Level/Parent
1. Stephen Cloyd _Steph Cloyd_	ESL Department
2. Tammy Woelkers Billingsley _Tammy Woelkers Billingsley_	11th Grade Secretary Paraprofessional Support
3. Laura Santana _Laura Santana_	Lote Department
4. Alessi Mustifal _Alessi Mustifal_	Social Studies - 11th
5. Michelle Shoulders _Michelle Shoulders_	Admin - Dean of Instruction
6. Taylor Tucker _Taylor Tucker_	9th grade Math Teacher
7. Amecia Higgs _Amecia Higgs_	Math - 11th
8. Nancy Lounds _Nancy Lounds_	Gator HOPE Clinic
9. Sam Wasden _Sam Wasden_	Social Studies
10. Robert Wong	Fine arts
11. Charles Mon _Charles Mon_	ELA
12. Haley Jackson _Haley Jackson_	Counseling
13. DEANNA WILLIAMS _Deanna_	LIBRARY
14.	
15.	

Budge Smith
Budget Manager

Due to the Executive Director of Business Operations by   **March 31, 2021**

11
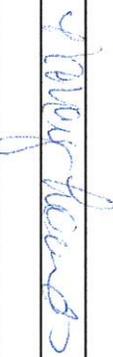
2021-2022 Campus Site-Based Committee

Meeting Date: April 5, 2022

3:00 P.M.

Dickinson High School

Committee Role	Name	Position	Signature
Administrator	Dr. Billye Smith	Principal	*signature*
Paraprofessional	Gayla Lind-Olson	Committee Secretary	
Counselor	Dr. Angie Estes	Lead Counselor	*Angie Estes*
Classroom Teacher	Brandy Crawford	Mathematics	
Classroom Teacher	Travis Oliphant	Social Studies	
Parent	Nancy Torreros	Parent	
Classroom Teacher	Ashley Anderson	English	*signature*
Classroom Teacher	Alessi Mustiful	Social Studies	*signature*
Administrator	Tara Shetler	Grade 9 Assistant Principal	*signature*
Testing Coordinator	Clara Snelson	Testing Coordinator	
Community Representative	Nancy Lounds	Gator Clinic Physicians Assistant	*signature*
Classroom Teacher	Ashley Carpenter	Fine Arts	
Classroom Teacher	Laura Santana	LOTE	*Laura Santana*
Administrator	Michelle Shoulders	Dean of Instruction	*signature*
Counselor	Haley Jackson	College and Career Counselor	
Non-classroom Professional	Deanna Williams	Librarian	*DW*
Classroom Teacher	Patricia Everist	Science	
Non-classroom Professional	Emi Millard	Instructional Coach	
District-level Professional	Charles Moore	Curriculum Specialist	*signature*
Non-classroom Professional	Stephen Cloyd	Campus LPAC Coordinator	*signature*
Classroom Teacher	Taylor Tucker	Mathematics	*signature*
Classroom Teacher	Anecia Higgs	Mathematics	*signature*

Committee Role	Name	Position	Signature
Classroom Teacher	Emma Parton	Mathematics	
Classroom Teacher	Gabby White	Special Education	
Classroom Teacher	Brooke Kahlich	Career and Technology	
Classroom Teacher	Victoria Young Young	Career and Technology	
Classroom Teacher	Robbie Wang	Fine Arts	
Classroom Teacher	Jennifer Carse	AVID	
Classroom Teacher	Mandy Snelson	Curriculum Specialist	
District-level Professional	Sam Wasden	Mathematics	
Classroom Teacher	Tammy Woelkers-Billingsley	11th Grade AP Secretary	
Paraprofessional			