# Dickinson Independent School District

# District Improvement Plan

# 2016-2017

**Accountability Rating: Met Standard**

# Mission Statement

The mission of the Dickinson Independent School District is to ensure that all students have successful learning opportunities that help them reach their full potential and add quality throughout their lives.

# Vision

**VISION FOR DISD AS PERCEIVED BY BOARD OF TRUSTEES:**

I see a time in the future where • • • • • • •

All stakeholders and patrons will view the district as having purpose with consistency.  This will be evidenced by campuses which exhibit safety, control and discipline as guiding principles.  Child-focused leadership will be evident to all as each child is able to develop to his/her best through challenging offerings.  Curriculum/program review/ improvement will be continuous and will result in rigorous programs, improved state assessment results, and other improvements which may be measured via established assessment means.

All space needs will be met with facilities conducive to learning.  These facilities will provide the necessary technology and resources to insure the potential for excellence.   The District's focus on providing attractive and functional facilities will set the stage for the campuses to develop an excellent learning and working environment which will display an atmosphere of teamwork and "family".   In this arena the staff will accept the accountability standards while strengthening relationships, improving communications and insuring the best possible instructional program.  As a result the district will be able to attract and retain quality staff.  Staff members will be interacting freely and continuously with each other, parents and patrons.

The district will have a compensation plan that is affordable and effective while addressing significant concerns with a predictable, reliable revenue stream.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Dickinson ISD's comprehensive needs assessment shows continued growth is needed in student academic performance in order for our students to be College and Career Ready.  In order to address this need, we must employ, train, and retain highly qualified and motivated staff.  To ensure limited disruption to instruction, it is vital that we provide a safe and secure environment and a welcoming culture and climate for all stakeholders.

# Demographics

**Demographics Summary**

The Dickinson Independent School District (DISD) serves the communities of Dickinson, Bacliff, and San Leon, Texas. Located in the northern section of Galveston County, DISD serves approximately 11,000 students on 13 campuses. Dickinson High School, Dickinson Continuation Center, McAdams Junior High , Barber Middle School, Dunbar Middle School, Lobit Middle School, Bay Colony Elementary, Calder Road Elementary, Hughes Road Elementary , K.E. Little Elementary, Lobit Elementary, San Leon Elementary, and Silbernagel Elementary.   The District provides a well-rounded program of public education for our children from prekindergarten through grade twelve.  In addition to the basic instructional programs, the District offers special education, gifted and talented, bilingual/ESL, remedial, college preparatory, and career and technical programs.  The District is fully accredited by the Texas Education Agency (TEA).  Each school is led by the building principal who ensures each staff member, student, and parent is informed of how they can improve student success.

According to the Fast Growth School Coalition, 10 percent of Texas school districts account for 80 percent of student growth. The coalition is a group raising awareness and working to find legislative solutions to help school districts cope with the demands of a fast-growing student enrollment. Dickinson ISD is one of about 100 districts in Texas classified by the coalition as a fast -growing district.  Dickinson ISD has been a fast-growing district for quite some time. In the past decade, our student enrollment has increased by about 65%.

Community support for DISD is evidenced  as citizens approval of building a new elementary and middle school located off Highway 517, west of Interstate 45, in the Bay Colony area.  Construction began in the fall of 2014 on the Lobit Education Village, which includes Louis G. Lobit Elementary and Elva C. Lobit Midddle School.  The schools opened in August 2016.

In 2016, voters approved a $70 million bond to construct the district's second junior high school.  Preliminary site work has already begun on FM 3436, with a proposed opening in the fall of 2018.

| *Data from: Texas PEIMS Yearly Report* | | | |
|---|---|---|---|
| **Dickinson ISD** | **2015-16** | **2014-15** | **2013-14** |
| Total Enrollment | 10,953 | 10,418 | 10,000 |
| Enrollment by Ethnicity: | | | |
| Am. Indian/Alaskan | 33 | 38 | 32 |
| Asian | 238 | 240 | 247 |
| Black/Af. American | 1,932 | 1784 | 1682 |
| Hispanic/Latino | 5,255 | 5,018 | 4,721 |

| | | | |
|---|---|---|---|
| White | 3,254 | 3,103 | 3,099 |
| Hawaiian/Pacific Isl. | 13 | 9 | 9 |
| Two or more races | 228 | 226 | 210 |
| *Limited English Proficient* | *1,203* | *1,183* | *1,050* |
| *Immigrant* | *205* | *158* | *131* |
| *Economically Disadvantaged* | *6,731* | *6,443* | *6,366* |
| *Homeless* | *147* | *136* | *236* |
| *Gifted/Talented* | *527* | *545* | *542* |
| *Migrant* | *0* | *0* | *0* |
| *Special Education* | *1,080* | *994* | *904* |
| *Career and Technology* | *2,302* | *1,725* | *2,312* |
| *At-Risk* | *5,571* | *5,179* | *4,810* |

***Esmond Juvenile Justice Center Residential School -Galveston County***

The Esmond Juvenile Justice Center is one of 4 alternative campuses in Dickinson Independent School District.   The Juvenile Justice Center has two residential programs serving students ages 10-17.  The Galveston County Juvenile Detention School provides educational services for students in Galveston County who are pre-adjudicated by the Juvenile Court and the Transforming Lives Cooperative (TLC) provides educational services for students who have post-adjudications.  Esmond Center requests provision of educational classes for students through the Dickinson Independent School District.  Services and arrangements are established through a yearly Memorandum of Understanding.

Students are placed in either facility by a judge and are released from the facility by a judge.  Dickinson ISD has no control over student entrance or withdrawal from either program.

Demographics for the total Esmond Juvenile Justice Center  population during the 15-16 school year were as follows:

Galveston County Detention.....148 students   (100 males, 48 females)

Transforming Lives Cooperative (long term, 90 + residential days)....19 students  (14 males, 5 females)

81% of the students attending Esmond Juvenile Justice Center programs during the 2015-16 school year resided outside the boundaries of Dickinson ISD.

**Demographics Strengths**

- The District is a fast-growing district.
- The District has a diverse student population.
- The District has a clearly defined process for opening new schools.

**Demographics Needs**

Listed in priority:

- Plan and adjust staffing for 2017-18 according to student demographic growth and needs, with special attention to the Limited English Proficient and Special Education students.
- Transportation, school supplies and clothing necessary for identified homeless students in order to attend school on a daily basis.

# Student Achievement

## Student Achievement Summary

2015-2016 was the fourth year of implementation for the new performance index state accountability system. According to the 2016 Dickinson ISD Accountability Summary, DISD achieved the **Met Standard** rating on all four performance indexes. The district scores for all four performance indexes were lower than the corresponding state score. All campuses in Dickinson ISD also achieved the **Met Standard** rating. Dickinson ISD failed to earn the one possible district-level Distinction Designation (Postsecondary Readiness) in 2015. Dickinson ISD met 85% of the Systems Safeguards.

|  | Index Target | DISD Score | State Score |
|---|---|---|---|
| **Index 1:  Student Achievement** | 60 | 72 | 75 |
| **Index 2:  Student Progress** | 22 | 36 | 40 |
| **Index 3:  Closing Performance Gaps** | 28 | 38 | 39 |
| **Index 4:  Postsecondary Readiness** | 60 | 69 | 75 |

## Performance Standards

STAAR passing standards are being phased-in because of the significant rigor of the STAAR program compared to TAKS. The gradual increase in performance standards sets both realistic and challenging expectations. The phase-in plan provides districts with time to adjust instruction, provide additional professional development for staff, and close knowledge gaps. This is particularly important as the state standards for each core subject are going through transition in turn.

In October 2015, the state changed the phase-in plan from the eleven-year, four-step process to the Standard Progression Plan with small incremental increases each year instead of big increases every few years.

Level II (satisfactory) achievement means that students are *sufficiently* prepared for the next grade level or course, but may need short-term, targeted academic intervention.

**2012-2015 Standard** (1.0 SD below Final Standard)

**2016 Standard** (0.9 SD below Final Standard)

**2017 Standard** (0.75 SD below Final Standard)

**2018 Standard** (0.6 SD below Final Standard)

**2019 Standard** (0.45 SD below Final Standard)

**2020 Standard** (0.3 SD below Final Standard)

**2021 Standard** (0.15 SD below Final Standard)

**Final Level II Standard:** Implemented in 2022

Level III (advanced) achievement, which is not being phased-in, means that students are *well* prepared for the next grade level or course and have a high likelihood of success in the next grade or course with little or no academic intervention.

**Mathematics Achievement**

| | 3rd Grade | | 4th Grade | | 5th Grade (1st Admin.) | | 6th Grade | | 7th Grade | | 8th Grade (1st Admin.) | | Algebra I (Spring) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **2016** | 2015 | **2016** | 2015 | **2016** | 2015 | **2016** | 2015 | **2016** | 2015 | **2016** | 2015 | **2016** | 2015 |
| **DISD Level II** | **72** | 83 | **76** | 81 | **71** | 77 | **72** | 79 | **70** | 77 | **71** | 65 | **82** | 78 |
| **State Level II** | **76** | 77 | **74** | 73 | **79** | 79 | **74** | 75 | **71** | 72 | **73** | 75 | **81** | 81 |

Mathematics achievement in DISD is above the state average on STAAR for grade 4 and the Algebra I EOC in 2016. Mathematics achievement in DISD on STAAR grades 3, 5, 6, 7, and 8 is below the state average. There are just under 200 students who have tested Algebra I EOC before and still need to retest to meet the passing standard for graduation. The district met eight out of the nine (89%) State System Safeguards for mathematics in 2016, with Special Education being the one group that missed the 60% target. The district did not meet any of the federal safeguards for mathematics in 2016. The Performance-Based Monitoring Analysis System report indicates that math performance is below the state standard for the following student groups/tests: BE STAAR 3-8, ESL STAAR 3-8, CTE SPED STAAR EOC, SPED STAAR 3-8, and SPED STAAR EOC.

**Reading Achievement**

| | 3rd Grade | | 4th Grade | | 5th Grade (1st Admin.) | | 6th Grade | | 7th Grade | | 8th Grade (1st Admin.) | | English I (Spring) | | English II (Spring) | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **2016** | 2015 | **2016** | 2015 | **2016** | 2015 | **2016** | 2015 | **2016** | 2015 | **2016** | 2015 | **2016** | 2015 | **2016** | 2015 |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **DISD Level II** | **65** | 77 | **73** | 77 | **66** | 71 | **68** | 77 | **66** | 71 | **79** | 69 | **56** | 52 | **63** | 60 |
| **State Level II** | **74** | 77 | **77** | 74 | **75** | 78 | **71** | 76 | **72** | 75 | **82** | 78 | **63** | 63 | **66** | 66 |

The district struggled more in reading than in mathematics in 2016. The district was below the state average on STAAR reading grades 3-8 and on the EOC exams in English I and English II. DISD still has over 450 students who need to retest to meet the passing standard on the English I EOC and over 300 students who must retest English II. The district met eight out of the ten (80%) State System Safeguards for reading in 2016, with Special Education and English Language Learners being the two groups that did not meet the 60% target. The district did not meet any of the federal safeguards for reading in 2016. The Performance-Based Monitoring Analysis System report indicates that reading performance is below the state standard for the following student groups/tests: BE STAAR 3-8, ESL STAAR 3-8, LEP STAAR EOC, CTE SPED STAAR EOC, SPED STAAR 3-8, and SPED STAAR EOC.

**Writing Achievement**

| | 4th Grade | | 7th Grade | |
|---|---|---|---|---|
| | **2016** | 2015 | **2016** | 2015 |
| **DISD Level II** | 64 | 73 | 56 | 60 |
| **State Level II** | 69 | 70 | 70 | 72 |

The district was below the state average on STAAR writing grades 4 and 7. The district met four out of the nine (44%) State System Safeguards for Writing, with African American, Hispanic, Economically Disadvantaged, Special Education and English Language Learners being the groups that did not meet the target of 60%. The Performance-Based Monitoring Analysis System report indicates that writing performance is below the state standard for the following student groups/tests: BE STAAR 3-8, ESL STAAR 3-8, LEP Year-After-Exit STAAR 3-8, and SPED STAAR 3-8.

**Science Achievement**

| | 5th Grade | | 8th Grade | | Biology | |
|---|---|---|---|---|---|---|
| | **2016** | 2015 | **2016** | 2015 | **2016** | 2015 |
| **DISD Level II** | 69 | 69 | 74 | 66 | 91 | 92 |
| **State Level II** | 75 | 72 | 76 | 70 | 91 | 92 |

DISD 5th and 8th graders performed below the state average on STAAR science. DISD students' performance on the Biology EOC was equal to the state average. The district met seven out of nine (78%) State System Safeguards in science, with Special Education and English Language Learners being the two groups that did not meet the 60% target. The Performance-Based Monitoring Analysis System report indicates that science performance is below the state standard for the following student groups/tests: BE STAAR 3-8, ESL STAAR 3-8, CTE SPED STAAR EOC, SPED STAAR 3-8, and SPED STAAR EOC.

**Social Studies Achievement**

|  | 8th Grade | | U.S. History | |
|---|---|---|---|---|
|  | **2016** | 2015 | **2016** | 2015 |
| **DISD Level II** | **56** | 61 | **96** | 94 |
| **State Level II** | **65** | 64 | **94** | 91 |

DISD 8th graders performed below the state average. DISD students taking the U.S. History EOC performed above the state in 2016. The district met six out of eight (75%) State System Safeguards, with Special Education and English Language Learners being the groups that did not meet the 60% target. The Performance-Based Monitoring Analysis System report indicates that social studies performance is below the state standard for the following student groups/tests: CTE SPED STAAR EOC, Title I Part A STAAR 3-8, and SPED STAAR 3-8.

**Index 2: Student Progress**

Dickinson ISD's score for Index 2 in 2016 was 36 which is comfortably over the target of 22, but below the state Index 2 score of 40. The Index 2 calculation awards one point for each student who meets the progress standard, and one additional point for each student who exceeded the progress standard.

**Index 3: Closing Performance Gaps**

Index 3 emphasizes academic achievement in the economically disadvantaged student group and the two lowest-performing race/ethnicity groups identified in Index 1 from the previous year. For DISD, these two groups are African American and Hispanic. The Index 3 calculation awards one point for students who met the Level II: Satisfactory standard, and two points for students who met the Level III: Advanced standard. Five subject areas are measured in Index 3. All campuses and the district met the target for Index 3 in 2016. The district Index 3 score was 38, which was one point below the state Index 3 score of 39. The target for Index 3 was 28.

**Index 4: Postsecondary Readiness**

Postsecondary readiness on campuses other than a high school is measured by the percentage of students who score at the Final Level II standard on two or more STAAR assessments. High school campuses and districts have additional indicators in this index. The district Index 4 score is comprised of STAAR Postsecondary Readiness (STAAR Final Level II), Graduation Rate Component, Graduation Plan Component, and Postsecondary Component. The Postsecondary Component is the percentage of students who are designated as "college and career ready" as measured by their scores on the TAKS, SAT, ACT, etc., whether they earned credit for two or more advanced or dual enrollment courses, or were enrolled in a CTE Coherent Sequence of courses.

| Index 4 Overall Performance | State | DISD |
|---|---|---|
| STAAR Postsecondary Readiness (25%) | 49.6 | 42.3 |

| | | |
|---|---|---|
| Graduation Rate Component (25%) | 88.6 | 89.5 |
| Graduation Plan Component (25%) | 85.9 | 70.6 |
| Postsecondary Readiness Component (25%) | 74.9 | 73.5 |
| **Index 4 Score (Target = 57)** | **75** | **69** |

## ACT

142 Dickinson High School students took the ACT in 2014-2015.  This represents an increase of 50+ students over the 2013-14 school year.  The average school composite score was 20.0 as compared to the previous year's average composite score of 18.7.  The state average was 20.9.  Dickinson High School students are closing the gap between their performance and the state average.

## TELPAS-  AMAOs-3: ELL English Language Proficiency, Federal Standards

| AMAO | | | | | |
|---|---|---|---|---|---|
| 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| Met | Met | Met | Met | TBD | TBD |

### *Esmond Juvenile Justice Center Residential School-Galveston County*

The Galveston County Detention Center and Transforming Lives Cooperative were NOT RATED under the Texas Education Agency's 2016 Accountability System.

79% of students adjudicated for 90 plus days maintained or improved their reading level proficiency.

93% of students adjudicated for 90 plus days maintained or improved their math level comprehension.

## Student Achievement Strengths

<u>Accountability</u>

- Dickinson ISD earned the rating of **Met Standard** in 2012, 2013, 2014, 2015, and 2016.
- 11 of 11 campuses also earned the rating of **Met Standard.**

- On Index 1 (Student Achievement), Dickinson ISD received a score of 72 which exceeded the target by 12 points.
- On Index 2 (Student Progress), Dickinson ISD received a score of 36 which exceeded the target by 14 points.
- On Index 3 (Closing Performance Gaps), Dickinson ISD received a score of 38 which exceeded the target by 10 points.
- On Index 4 (Postsecondary Readiness), Dickinson ISD received a score of 69 which exceeded the target by 9 points.
- 3 of 10 eligible campuses earned Distinction Designations.
- DISD campuses earned a total of 3 Distinction Designations in 2016.
- DISD met Federal System Safeguard Limits on Alternative Assessments in 2016.

Reading

- DISD 8th graders' reading scores increased 10 points from 2015.
- DISD English I scores increased four points from 2015.
- DISD English II scores increased three points from 2015.
- On PBMAS, the LEP Year-After-Exit STAAR 3-8 passing rate in reading exceeded the state standard by 5.6 points.
- On PBMAS, the Title I, Part A STAAR 3-8 passing rate in reading exceeded the state standard by 1.9 points.
- On PBMAS, the SPED Year-After-Exit STAAR 3-8 passing rate in reading exceeded the state standard by 1.4 points.

Mathematics

- DISD 4th graders' math scores exceeded the state by 2 points.
- DISD Algebra I scores increased by four points from 2015 and exceeded the state by 1.0 point.
- On PBMAS, the LEP Year-After-Exit STAAR 3-8 passing rate in mathematics exceeded the state standard by 19.1 points.
- On PBMAS, the LEP STAAR EOC passing rate in mathematics exceeded the state standard by 13.3 points.
- On PBMAS, the CTE STAAR EOC passing rate in mathematics exceeded the state standard by 12.0 points.
- On PBMAS, the CTE LEP STAAR EOC passing rate in mathematics exceeded the state standard by 15.0 points.
- On PBMAS, the CTE Economically Disadvantaged STAAR EOC passing rate in mathematics exceeded the state standard by 9.0 points.
- On PBMAS, the Title I, Part A STAAR 3-8 passing rate in mathematics exceeded the state standard by 5.4 points.
- On PBMAS, the Title I, Part A STAAR EOC passing rate in mathematics exceeded the state standard by 15.4 points.
- On PBMAS, the SPED Year-After-Exit STAAR 3-8 passing rate in mathematics exceeded the state standard by 7.3 points.

Science

- DISD 8th graders' science scores increased by 8 points from 2015.
- DISD students' Biology EOC scores tied the state.
- On PBMAS, the LEP Year-After-Exit STAAR 3-8 passing rate in science exceeded the state standard by 20.7 points.
- On PBMAS, the LEP STAAR EOC passing rate in science exceeded the state standard by 10.7 points.
- On PBMAS, the CTE STAAR EOC passing rate in science exceeded the state standard by 13.8 points.
- On PBMAS, the CTE LEP STAAR EOC passing rate in science exceeded the state standard by 8.3 points.

- On PBMAS, the CTE Economically Disadvantaged STAAR EOC passing rate in science exceeded the state standard by 11.9 points.
- On PBMAS, the Title I, Part A STAAR 3-8 passing rate in science exceeded the state standard by 5.9 points.
- On PBMAS, the Title I, Part A STAAR EOC passing rate in science exceeded the state standard by 11.3 points.
- On PBMAS, the SPED Year-After-Exit STAAR 3-8 passing rate in science exceeded the state standard by 35.0 points.

Social Studies

- DISD students' U.S. History EOC scores increased 2 points from 2015 and exceeded the state by 2 points.
- On PBMAS, the CTE STAAR EOC passing rate in social studies exceeded the state standard by 23.0 points.
- On PBMAS, the CTE Economically Disadvantaged STAAR EOC passing rate in social studies exceeded the state standard by 19.8 points.
- On PBMAS, the Title I, Part A STAAR EOC passing rate in social studies exceeded the state standard by 23.2 points.


**Student Achievement Needs**

Accountability

- DISD scores on all four indexes were under the state scores.
- Seven eligible campuses earned no Distinction Designations.
- DISD failed to meet 20% of the System Safeguards (Special Education in all five subjects, English Language Learners in all but mathematics, African American, Hispanic, and Economically Disadvantaged students in writing, plus graduation rate for All Students and Hispanic students)
- The district missed all federal safeguards for performance in mathematics and reading.
- No DISD campuses met all of their System Safeguards.
- 41% of DISD students failed to meet progress (All Subjects).

Reading

- DISD students' reading scores were below the state in grades 3-8 and on the English I and English II EOC exams.
- On PBMAS, the BE STAAR 3-8, ESL STAAR 3-8, LEP Not Served STAAR 3-8, and LEP STAAR EOC passing rates were below the state standard.
- On PBMAS, the CTE SPED STAAR EOC passing rate was below the state standard.
- On PBMAS, the SPED STAAR 3-8 and SPED STAAR EOC passing rate was below the state standard.
- DISD did not meet the Federal Performance passing standard of 87% for All Students, African American, Hispanic, White, Economically Disadvantaged, Special Education and ELL(Current and Monitored).

Mathematics

- DISD students' math scores were below the state in grades 3, 5, 6, 7, and 8.
- On PBMAS, the BE STAAR 3-8, ESL STAAR 3-8, and LEP Not Served STAAR 3-8 passing rates were below the state standard.

- On PBMAS, the CTE SPED STAAR EOC passing rate was below the state standard.
- On PBMAS, the SPED STAAR 3-8 and SPED STAAR EOC passing rates were below the state standard.
- DISD did not meet the Federal Performance passing standard of 95% for All Students, African American, Hispanic, White, Economically Disadvantaged, Special Education and ELL(Current and Monitored).

Writing

- DISD students' writing scores were below the state in grades 4 and 7.
- On PBMAS, the BE STAAR 3-8, ESL STAAR 3-8, and LEP Not Served STAAR 3-8 passing rates were below the state standard.
- On PBMAS, the Title I, Part A STAAR 3-8 passing rate was below the state standard.
- On PBMAS, SPED STAAR 3-8 passing rate was below the state standard.

Science

- DISD students' science scores were below the state in grades 5 and 8.
- On PBMAS, the BE STAAR 3-8, ESL STAAR 3-8, and LEP Not Served STAAR 3-8 passing rates were below the state standard.
- On PBMAS, the CTE SPED STAAR EOC passing rate was below the state standard.
- On PBMAS, the SPED STAAR 3-8 and SPED STAAR EOC passing rates were below the state standard.

Social Studies

- DISD students' social studies scores were below the state in grade 8.
- On PBMAS, the CTE SPED STAAR EOC passing rate was below the state standard.
- On PBMAS, the Title I, Part A STAAR 3-8 passing rate was below the state standard.
- On PBMAS, the SPED STAAR 3-8 passing rate was below the state standard.

# District Culture and Climate

**District Culture and Climate Summary**

DISD strives to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The district has a Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the success of the district. DISD has school liaison officers who we contract with through the Galveston County Sheriff's Office to ensure safety on all campuses. Our campuses offer a variety of after school activities, clubs, and UIL events promoting student connectedness and enhancing a positive environment.

A high degree of professionalism exists among our employees, and an on-going recognition of student and staff excellence contributes to this culture. The instructional program is geared toward having the student meet and exceed grade level expectations. Emphasis is placed on higher level thinking skills, including research methodologies and independent, complex and critical thinking skills.

The Dickinson High School CTE program has experienced a significant increase in student enrollment for the 2015-16 school year. As a result, additional teachers were added to the Welding, Ready/Set/Teach, Health Science Technology, Criminal Justice, Family and Consumer Science, and the Business departments. In addition, community, business, and industry support have increased with interest demonstrated and significant monetary and equipment contributions made to various programs.

| Dickinson ISD: Students | 2013-14 | 2012-13 | 2011-12 |
|---|---|---|---|
| Daily Attendance rate | 95.31% | 95.40% | 97.70% |
| Annual Drop-out rate (Gr.7-8) | 0.20% | 0.30% | 0.30% |
| Annual Drop-out rate (Gr.9-12) | 2.00% | 1.70% | 2.70% |
| 4-year Graduation rate (Gr.9-12) Federal | 87.10% | 89.10% | 86.80% |

*Esmond Juvenile Justice Center Residential School-Galveston County*

The detention facility of the Juvenile Justice Department houses juvenile offenders ten years of age or older and under 17 years of age; or 17 years of age or older and under 18 years of age who have been found to have engaged in delinquent conduct or conduct indicating a need for supervision as a result of acts committed before becoming 17 years of age within the boundaries of Galveston County. The facility operates twenty-nine (29) single occupancy rooms. The County Intake Officer assists in court proceedings, processing of admissions / releases of juvenile offenders 24 hours daily, and holds supervisory responsibility for line staff during evenings, weekends and holidays. The program is oriented towards rehabilitation and concerned humanistic care. A juvenile who is placed in detention will participate in a comprehensive program, including diagnostic services, both indoor and outdoor recreation, voluntary religious instruction and other services believed to be beneficial to the child. Esmond Center requests provision of educational classes for students through

the Dickinson Independent School District.  Services and arrangements are established through a yearly Memorandum of Understanding.  The Galveston County Juvenile Justice Department requests that DISD employees do not become involved with any of the services provided other than direct classroom instruction.

### *Transforming Lives Cooperative-Galveston County*

The Transforming Lives Cooperative's intent is to effectively channel Galveston County's delinquent juveniles' behavior into more positive outcomes in the forms of  willing law abiding citizens, instilling within its participants the importance of self discipline, responsibility, and respect towards one's self and community. It is their commitment to accomplish this in the least restrictive and most cost effective manner possible.  Students are placed in TLC by the judge and are released by the judge.  DISD has no control over entrance or withdrawal from the program.  Any juvenile who is on formal probation and continues to violate order of probation will eventually reach Level 4 of the Progressive Sanctions.  At that point, the student's probation officer may recommend placement in TLC.  This action is a court order for post-adjudication requiring the student to report to Esmond Center daily for a minimum of 6 months.  While at the Center, the student attends classes on Monday-Friday rather than those at his regular school in his district of residence.  In certain cases, any Level 4 juvenile through continued violations will be classified as L-5.  At that point, the judge may issue a court order requiring a post-adjudication residential placement for a minimum of 6 months.   The student lives in the facility and attends classes on Monday-Friday.  The Galveston County Juvenile Justice Department requests that DISD employees do not become involved with any of the services provided other than direct classroom instruction.

High school students who live in  Dickinson ISD upon release are encouraged to consider attending the Dickinson Continuation Center, the alternative high school of choice, particularly if they are behind the graduation cohort group.  Many students are highly unmotivated for a myriad of reasons, and traditional classroom methods and materials are ineffective.  Students also do not have much support from the home environment in terms of emphasizing the importance of education, consistent attendance and appropriate behavior.  They are also inconsistently exposed to appropriate social skills for the classroom and work place.  After being in such a protected and sheltered environment even if it is a short period of time, students need more transition and follow-up from the facility.  Generally these students get "lost" when they return to a regular school.A vast majority of the students who are court-ordered to attend these programs will be likely to fall behind and not graduate on time, if at all.  Pre-GED and GED instruction can benefit students who may not be able to earn a high school diploma. There is a segment of students who are indignant at being detained, and these students are unreachable.  They become locked down emotionally, so they cannot make any effort toward engagement or achievement.  Upon release, these are students who might be much more successful at an alternative high school or at least in the credit recovery lab back in their local district.

134 adjudicated students received transition services and exited the program during the 2015-16 school year.  109  students re-enrolled in a Texas school district or charter and the remaining 25 exited students did not enroll in a Texas school district or charter and were counted as Dickinson ISD dropouts for 2015-16.  Currently DISD administration and the Esmond Juvenile Justice Center are collaborating with the Director of the Juvenile Justice System of Texas and 90 other juvenile justice centers located in Texas to find a way to track exited students who have not returned to their home district/campus, in order to reduce district dropout rates.

**District Culture and Climate Strengths**

- DISD has numerous safety programs and action plans in place including: security cameras, emergency operation plans, fire drills, tornado drills, shelter in place drills, exterior lock-down drills, total lock-down drills, and evacuation drills.
- A variety of after school clubs and activities are available district-wide.
- Peer and adult mentoring programs are available at a majority of our campuses.
- The AVID program is in place for grades 5-12.
- Expansion of our CTE programs to accommodate increased student interest and enrollment.
- A 2015 TEA audit of CTE program which was proficient on all levels.
- Implementation of Safe and Civil Schools training for all middle schools, junior high and high school during the 2016-17 school year.

**District Culture and Climate Needs**

Listed in priority:

- Communities-in-School case managers serving at-risk students on 6 campuses.
- Decrease the of number of discipline referrals.
- Decrease the number of in-school and out-of-school suspensions on all campuses, with a special focus on Special Education and African American students.
- Increase student and staff attendance rates.
- Ensure student leaver data are accurate. Decrease drop-out rate for all students with special emphasis on Limited English Proficient Students.
- Increase graduation rate for district with special emphasis on Special Education and Limited English Proficient students.
- Ensure curriculum, instruction, and assessment are aligned with college and career readiness standards.
- Provide early identification of students to receive credit recovery and test preparation opportunities.
- Ensure students are aware of the dangers of drugs and alcohol.
- Increase campus safety and prepare staff to respond to crisis situations.
- Ensure students receive appropriate health instruction.
- Continue to provide the At-Risk Liaison teacher to assist students as they are released from Esmond Center and returning to their home campuses or districts in order to reduce dropout rate.
- Online credit recovery program teacher for at-risk students identified at Dickinson High School and Dickinson Continuation Center to help reduce dropout rate.
- Online credit recovery program for students at Esmond Center to help students meet their graduation requirements as they return to their home district/campus.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

The DISD Human Resources Department is focused on recruiting and hiring qualified staff for all district positions. Dickinson ISD staff members attend a wide variety of Houston/Galveston area job fairs as well as actively recruit from universities and colleges in Texas during the school year and summer months. In order to encourage applicants to DISD, the district maintains a daycare for children of employees. The district provides stipends to secure staff for 'high needs' positions.

The DISD Educational Services Department provides first year professional employees who are new to the district with a comprehensive induction program. A Navigator Program is also provided for second year teachers and those teachers identified by their principals who require additional support. An Assistant Principal Academy provides bi- monthly support/trainings to help all new and experienced assistant principals expand their portfolios for future principal opportunities.

All teachers, administrators and support staff are expected to actively participate in the wide-variety of professional development activities provided by the district and campuses. The district provides professional development that aligns specifically with student and campus needs. Professional development is based on district and campus identified student performance needs and it is aligned with the written and taught curriculum, district initiatives and needs of teachers. Out-of-district professional development is available to teachers at the discretion of the building principal. Information obtained from in-district and/or out- of -district professional development will be shared by participants with district/campus teams.

| Dickinson ISD | 2014-15 | 2013-14 | 2012-13 |
|---|---|---|---|
| Total Staff | 1,252.7 | 1,191.30 | 1,159.20 |
|  |  |  |  |
| Total Minority Staff | 439.1 | 400.7 | 367.4 |
| Average Teacher Experience-Yrs. | 10.3 | 11 | 11 |
| Average Teacher Exp. With District-Yrs. | 6.1 | 6.7 | 6.9 |
| Teacher Turnover Rate | 20.7 | 16.8 | 15.00% |

*Esmond Juvenile Justice Center Residential School-Galveston County*

Academic programming is provided to students through teachers for Juvenile Detention, teachers in TLC, a special education facilitator, and a part time ELL

facilitator.  Other academic staff includes a part-time principal, the education records secretary and a records clerk. ARDs are held as required by law. Section 504 accommodations are implemented. The programs have a trained TELPAS rater and test administrator.  ELL services are provided to identified students. State assessments are administered, as well as pre-and post-testing for students who are in residence 90 days or more.

**Staff Quality, Recruitment, and Retention Strengths**

- New Teacher Academy, Teacher Mentor Program , Navigator Program and the Assistant Principal Academy.
- A wide-variety of researched-based, sustainable professional development provided by the district.
- Professional development is driven by curriculum/student needs and staff surveys
- Gator Academy Daycare as a recruitment incentive.
- Partnership with University of Houston-Clear Lake Internship Program.
- Online application process-principals have access to review applicants and set up own interviews.
- Wide variety of district personnel to attend job fairs and participate in hiring interviews.
- Scholarships for paraprofessionals and teachers wanting to expand their learning provided by the DISD Educational Foundation.
- Campus staff surveys as well as professional development surveys provide valuable input on needs, presenters, and the professional learning experience.
- Esmond Center teachers have opportunities to participate in all district professional development, opportunities to attend out of district professional development and make visits to similar programs in the Region 4 area.
- Esmond Center teachers have a very low turn-over rate.

**Staff Quality, Recruitment, and Retention Needs**

Listed in priority:

-  Continue to provide funds for a district Director of Teacher Development and Professional Learning.
- Trainings/materials for New Teacher Academy, Teacher Mentor Program, Assistant Principal Academy and Teacher Navigator Program.
- Support technology in order to video and save best practice teaching strategies demonstrated in DISD classrooms.
- Recruit and retain critical shortage area teachers in ELL/Bilingual/Special Education.
- Sustainable professional development opportunities for administrators to address campus academic improvement in core content areas.
- Professional development and materials for teachers working with at-risk, bilingual and ESL and special education students.
- Supplemental funds for student tutorials, materials, teacher training for staff -- for teachers serving identified at-risk students at the Private School (PNP) with Title IA funds.
- Training/materials for  improving teacher quality with Title IIA funds for both district and participating PNP.
- Maintain a starting teacher salary that is competitive with surrounding districts.
- Expansion of district teachers earning ESL certification.
- Professional development  and materials to support curriculum across all subjects in order to improve instruction to meet state and national standards.

- Training and supplemental materials for campus administrative staff that will assist in building capacity.
- Opportunities for staff to attend local, state, and national conferences as they relate to student achievement/improvement in all subjects/areas.
- Ensure quality professional learning and implementation for all trainings.
- Instructional training and support materials for staff relating to current on-line program for students on alternative campuses.
- Instructional materials to support district selected Abydos TOT participants.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

In Dickinson ISD everyone is accountable for teaching and learning--students, parents, teachers, campus administrators, and district administrators. Curriculum, instruction, and assessment must all be in alignment for students to be successful. Our students' academic performance and achievement level will reflect excellence in learning and attainment of high expectations and high standards.

All teachers will utilize the district Comprehensive Curriculum Placemats (CCP) located in Eduphoria Forethought, Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), College and Career Readiness Standards, STAAR blueprints and aligned readiness charts. The curriculum is written and updated by our Curriculum Specialists and teams of teachers from all campuses to specifically address the needs of our students. The District's common assessments that are used across all campuses are aligned to the curriculum (CCP).

Dickinson ISD campuses strive to create common planning times for teachers who teach in the four content areas (English, mathematics, science, and social studies) for middle through high school grade levels, while the elementary campuses strive to create common planning times for each grade level. This Professional Learning Committee (PLC) 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. All teachers, administrators and support staff are expected to actively participate in campus Professional Learning Communities (PLCs). Formative data will be disaggregated for state assessments, benchmark assessments, and curriculum-based assessments in each of the following areas:

- TEKS/SEs
- Reporting categories
- Readiness/ Supporting/ Process Standards
- Demographic groups
- Teacher
- State/Federal accountability groups

Data Conferences will be held to discuss results on benchmark assessments and curriculum based assessments as follows:

- Individual or combined data meetings with campus administrators
- "Power" Professional Learning Community meetings
- Curriculum and Instruction Council
- District administrators

District and Campus Administrators, including Curriculum Specialists will actively monitors classroom teaching. Curriculum Specialists provide additional support to core departments through aligned curriculum documents, lesson planning assistance, peer coaching, data disaggregation and mentoring.

Campuses utilize Academic Coaches (elementary, middle and junior high campuses) and Instructional Specialists (high school) who are certified teachers not assigned to a regular classroom, but serve as supplemental support for classroom teachers and students who need additional academic support. Prime Time and Smart Lunch are examples of campus initiated times during the school day where students can receive targeted interventions that are data-driven by student academic needs. All campus faculty are expected to be working with a specific sub-group of students during this time on documented identified needs.

### *Esmond Juvenile Justice Center Residential School-Galveston County*

Lesson plans and instruction are based on the TEKS and the DISD Comprehensive Curriculum Placemats(CCP). Teachers have common planning periods and weekly discussion sessions. Teachers were required to demonstrate proficiency in the training topics by including strategies in their lessons and are observed for delivery of the strategies. Communication with other districts and obtaining special education information from them in a timely manner is critical. More accurate information for state assessments is being obtained from other school districts with the assistance from DISD's Director of Assessment. Many times, due to the judge's decision on a student's withdrawal from the program, the academic information is received after the student has been released from the facility, especially if the student has only been enrolled for 1-2 days. The Center continues to focus on providing immediate services for identified special education and ELL students, but this is dependent on timely receipt of paperwork received from the last campus, district or state the student has attended. Personnel from DISD provide related services or other needs that Esmond staff cannot provide.

### Curriculum, Instruction, and Assessment Strengths

- Decision-making pertaining to curriculum revisions is an collaborative effort.
- Online district curriculum including a scope and sequence, with student specific expectations clearly defined.
- On-going content courses are evaluated throughout the year to ensure proper alignment and pacing.
- PLC teams meet to analyze student performance data.
- Administrators are adept at compiling and analyzing data and guiding their campuses in the use of data.
- Academic Coach utilization to support academic needs of students.
- Curriculum Specialists in all core content areas.
- Curriculum Councils led by Curriculum Specialists.
- Cohesive grade level teams.
- Campuses developing creative intervention and acceleration supports for students.
- Training provided to teachers is research-based.
- Campuses inform and promote college and workforce readiness in all schools throughout the year.
- Esmond Center teachers have high expectations for success for all students.

### Curriculum, Instruction, and Assessment Needs

Listed in priority:

- Training for staff on developing and implementing, modifications, and supplemental aids in the classroom.
- Opportunities for teachers to evaluate, plan and develop alignment of curriculum across content areas.
- Researched-based training and materials to address differentiated instructional strategies in all core content areas.
- Supplemental staff to support personnel to mentor teachers on the use of researched-based instructional strategies in the classroom in order to meet needs of at-risk students.
- An online program to help elementary bilingual students acquire English language skills for students in Grades 1-4.
- Support programs that assist campuses on the implementation of ELPS in all classrooms.
- Opportunities for staff to attend conferences and/or trainings and/or provide contracted services/materials to address students who did not meet federal and/or state required standard in identified subject areas.
- Professional development in the implementation of purchased resources.
- Supplemental core curriculum materials to assist at-risk student needs.
- Credit recovery online  course access for at-risk students.
- AVID program/activities for students in middle through high school.
- Programs and support that address meeting needs of ELL and Special Education students in required core content areas according to PBM analysis.
- Contracted support, materials, and substitutes for teachers in the areas of literacy and writing.

# Family and Community Involvement

## Family and Community Involvement Summary

Because we know that education does not occur in isolation, Dickinson ISD strives to maintain a strong partnership with parents and community members. Dickinson ISD is a growing community which still has a small-town atmosphere. Many of our graduates return home upon graduating college to teach in the district. The efforts of our students, teachers, administrators, support personnel, and parents are invaluable to our District's continued successes.

Dickinson ISD campuses offer a wide variety of parent nights, Title I meetings, curriculum nights and other events to continue building parent and family involvement at each campus. The district and campuses use many forms of communication to make sure parents stay informed about the district, including social media (Facebook, Twitter), district website, weekly electronic email newsletter, a printed newsletter three times a year, text messaging emergency notification and School Messenger call-outs, as well as the traditional campus-based communication newsletters, calendars, etc. DISD maintains a district website as well as campus websites for all campuses. Parents can access their child's grades through Skyward Family and Student Access. All state and federal required parent information is released to parents in both English and Spanish. The district's Education Foundation has raised more than $1.2 million since its inception in 2007 and spends a portion of the funds raised on teacher mini-grants which are many times used for parent involvement programs. More than 100 employees were trained in the Friends of Texas Public Schools Ambassador Program to share good news to parents and the community about public schools and Dickinson ISD. Parents and community representatives are actively involved in the CIP and DIP process. Campus and district surveys are provided for parental and community input.

We believe our strengths in Family and Community Involvement are offering a wide range of communication tools to reach parents and community and building community partnerships to develop relationships with community business leaders and the schools to showcase the great things happening in our schools. We must continue to work toward finding more ways to get parents involved and engaged in school events and activities.

### *Esmond Juvenile Justice Center Residential School-Galveston County*

Since students are court-ordered into both programs and parents are not participants in the educational process in the same way they could be in a regular public or private school, there are unique communication problems affecting parental involvement. Many parents are incarcerated in the adult system, so a huge percentage of these students are not being raised by parents and at times not even with family members. The family is often homeless or moves to a new location frequently. Communication is difficult to establish and maintain. Responsible parties are often working multiple jobs in order to survive, so educational issues are often very low on the list of priorities.

## Family and Community Involvement Strengths

- DISD families
- DISD Public Information Office use of social media

- Increased coverage of stories and photos on the district website and the Galveston Daily News
- PTO expansion at the campuses
- Parent volunteers
- Staff, community, and business partnerships at the district and/or campus level
- Dickinson Educational Foundation Program
- Campus events for parents

**Family and Community Involvement Needs**

Listed by priority:

- Effective communication with parents.
- A program for elementary parents that provides daily activities for adults to do with their children to support math and reading taught in the classroom.
- A program to engage fathers of students at school on a weekly basis.
- Federal and state Title I information is delivered to parents in a timely manner.
- Increase parent involvement and community support on all campuses.
- Parents will continue to share their feelings about their child's school environment through campus and district surveys.
- Monitor and assess the parental involvement programs at all Title I schoolwide campuses.
- Parent program which helps parents of English Language Learners.
- The district website containing back-to-school information from campuses and district are provided in English and Spanish for 2016-17.

# District Context and Organization

**District Context and Organization Summary**

Dickinson ISD students attend 6 elementary schools, 2 middle schools, 1 junior high school, 1 high school and 4 alternative campuses.

Campuses strive to create common planning times for teachers who teach in the four content areas (English, mathematics, science, and social studies) for middle through high school grade levels, while the elementary campuses strive to create common planning times for each grade level.

Every campus has initiated a specific time during the school day where students can receive targeted interventions that are data-driven by student academic needs, helping students in subjects in which they perform poorly. These times vary from elementary through high school. They are referred to as either Prime Time or Smart Lunch, depending on the campus. All campus faculty are expected to be working with a group of students during this time. Additional Saturday tutorials are provided for at-risk students from January through April, depending on the campus.

Staff members at each campus meet in Professional Learning Communities (PLCs) to work on lesson design, examine research-based instructional strategies, and collaborate on expert instructional delivery. Campus staff members are actively involved in selecting textbooks/materials, updating curriculum/assessments and have a voice in decision-making and school policies.

Principals take part in district-level meetings with the Superintendent, Cabinet, and District Directors twice a month. These meetings can also include professional development activities for principals.

The District Educational Improvement Committee (EIC), composed of district-wide, elected professional staff, parents, community members, and business representatives advise the Superintendent and Cabinet members in establishing and reviewing the District's educational goals, objectives, and major district-wide classroom instructional programs.

**District Context and Organization Strengths**

- Campus Instructional schedules maximized.
- Educational Improvement Committee (EIC)
- Professional Learning Communities (PLCs)
- District/Campus goal alignment.
- Involvement of campus staff in decision-making.
- Implementation of a daily acceleration activities for all students.

**District Context and Organization Needs**

- Alignment of campus and district improvement plans with State and Federal Standard changes.
- Improve collection of information/surveys relating to students', parents' and community perceptions of the district's schools.

# Technology

## Technology Summary

Dickinson ISD is aware that instructional technology is a critical component to ensuring students graduating from high school are prepared for success in college and the workforce. The Technology Department developed a process where team members work with district curriculum specialists and campus administrators to ensure awareness of campus instructional needs. Solutions are found to meet the needs of student knowledge acquisition as well as the needs of adults who are providing instruction. Technology changes quickly and budgets do not allow for hardware to be upgraded as often as possible; therefore, Dickinson ISD uses strategies to look into the future and find the most appropriate hardware and software to meet both the current needs and make the purchased hardware last as long as fiscally possible.

## Esmond Juvenile Justice Center Residential School-Galveston County

Teachers need to continue to develop their technology usage and integration of technology. Instruction needs to be highly individualized, which can be partially achieved through use of software programs. Student access to online technology is dependent upon the orders of the court judge and online usage is highly supervised to assure that access is only to programs purchased by DISD relating to either academic support/credit recovery and college and career readiness.

## Technology Strengths

- A well- planned, long range hardware replacement plan based on a combination of curricular needs, age appropriate technology equipment, and condition of current hardware.
- Online curriculum for students who are behind on credits in order to move them towards graduation. These students are in both alternative education settings and traditional education settings.
- Additional technology staff added this year to meet growing technology integration with classroom curriculum/instruction.
- Completed Technology Long Range Plan to the ePlan website per TEA.

## Technology Needs

Listed in priority:

- Implement a Learning Management System (LMS) such as Google Classroom to increase collaboration among peers and between students and teachers.
- Increase the number of mobile devices for student use to increase student engagement and learning while also allowing for more individualized

learning.

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

**Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

## Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

## Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

## Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 1:** By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core and implementing RtI with fidelity, 67% of tested students will meet or exceed the state passing standards in math, reading, science and social studies, with special emphasis on student subgroups (ELL/Bilingual, Special Education, Title IA and CTE Special Education, African American and Hispanic) making at least a 10% improvement over 2016 PBMAS results in core subjects. District will continue to make significant gains toward meeting the federal passing standards in math and reading for all federal designated subgroups.

**Evaluation Data Source(s) 1:** 2016-17 STAAR/EOC. PBMAS and TELPAS results, meeting all State Safeguards and advancing toward meeting Federal Standards in each required subject area.

**Summative Evaluation 1:**

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Continue to update curriculum documents to include more instructional resources for "hard-to-teach" standards. Align with STAAR/EOC assessment and include best-practice, research-based instructional strategies. | 2 | Curriculum Specialists, Campus Teachers, Deputy Supt. for Educational Services | Documented walk throughs, lesson plans, updated curriculum. Improved benchmarks, STAAR/EOC scores. | ◕ | ◕ | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |
| **State System Safeguard Strategy** **Federal System Safeguard Strategy** 2) Continue to provide/expand district-wide professional development on developing and implementing accommodations, modifications and supplemental aids across curriculum for all grade levels | 10 | Academic Coaches/Instructional Specialists, Teachers, Campus Administrators. | Documented sign-in sheets from trainings. Implementation of processes observed in classrooms and used on STAAR/EOC. Reduction in irregularities on STAAR/EOC and increase student performance. | ◕ | ◕ | | |
| Funding Sources: 211-Title IA - $0.00, 255-Title IIA - $0.00, 263-Title IIIA - $0.00 | | | | | | | |

| | | | | |
|---|---|---|---|---|
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>3) Provide campus staff with the research-based training and necessary resources/materials to implement differentiated instructional strategies via small group instruction, cooperative learning, and curriculum compacting, while integrating our district-wide initiative for balanced literacy in order that all at-risk students can transfer skills acquired across all content curriculum. | 2 | Academic Coaches/Instructional Specialists Campus administrators, Campus teachers. | Sign in sheets, walk through documentation. District staff development catalogue in Euphoria. Improved STAAR and EOC performance. | |
| | Funding Sources: 211-Title IA - $0.00, 255-Title IIA - $0.00, Local Funding - $0.00 | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>4) Provide professional development and support/ materials for classroom teachers on building student academic vocabulary for ELL, at-risk, and Special Education students. | 9 | Campus Principals, Campus teachers. | Documented training through sign-in sheets, travel. Sharing of information at the campus level through documented trainings, faculty meetings. Walkthroughs documented by campus and district administrators. Improved local and state test scores | |
| | Funding Sources: 211-Title IA - $0.00, 255-Title IIA - $0.00, 263-Title IIIA - $0.00, IDEA B - $0.00 | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>5) Provide supplemental funds for campuses to use for professional development, curriculum travel, and cross-campus and district collaborative planning. | 4, 9 | Campus Principals, Curriculum Specialists, Campus Teams. | Documented training, travel, or planning. Documentation of substitutes used and how funded. Improved curriculum documents added/revised and implementation of strategies learned and practiced. Improved student scores on local and state testing. | |
| | Funding Sources: IDEA B - $0.00, 211-Title IA - $0.00, 255-Title IIA - $0.00 | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>6) Continue to provide supplemental teachers, Academic Coaches/Instructional Specialists, and instructional aides on all Title IA campuses that support learning activities in and out of the regular classroom for any struggling student(s) in addition to those already identified as At-Risk, ELL, Special Education, or Dyslexic. | 9, 10 | Campus Administrators | Documented schedules of personnel/job description and documentation of services provided to students served during the school year.<br>Reduction in dropout numbers from Grades 7-12. Improved results for local and state assessments. | |
| | Funding Sources: 255-Title IIA - $0.00, 211-Title IA - $0.00, 263-Title IIIA - $0.00, 199-SCE - $0.00, IDEA A - $0.00, IDEA B - $0.00 | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>7) Provide staff development on data disaggregation and opportunities for staff to attend researched-based professional development on how to use data to plan lessons that will lead to improved student academic performance. | 2 | Campus Principals, Teachers. | Documentation of trainings, travel, and implementation on the campus through trainings or data disaggregation. Documented data talks on the campus with district administrators. Improved CBAs and STAAR/EOC. | |
| | Funding Sources: 211-Title IA - $0.00, 255-Title IIA - $0.00, 263-Title IIIA - $0.00, 210-Title ID2 - $0.00 | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>8) Continue to update and implement Performance Based Monitoring goals and strategies requirements for PBM through district-wide training opportunities for campus administrators and teachers in how to effectively differentiate and scaffold lessons to meet the learning needs of every student.(ELL and Special Education, Title IA and CTE populations) | 9 | Deputy Superintendent for Ed. Services,<br>Director of Special Program,<br>Directors of Elementary and Secondary Programs<br>Director of Accountability/Assessment,<br>Campus Administrators,<br>Campus Teachers. | Documentation of implementation of programs through quarterly reports submitted to TEA, trainings, travel and interventions.<br>Improved scores for identified at-risk students on STAAR/EOC. Reduction of student drop-out rate and increased graduation rates for specific sub populations. Improved progress on TELPAS ratings. | ◕ ◕ | | | |
| | Funding Sources: State Funds - $0.00, 255-Title IIA - $0.00, Special Programs - $0.00, Local Funding - $0.00 | | | | | | |
| 9) Provide training and support to GT and AP teachers on how to differentiate instruction in order that all GT students perform at the Advanced Level on STAAR/EOC | 9 | Directors of Elementary and Secondary Programs,<br>Campus Administrators. | Documented walkthroughs, CBAs. and advanced STAAR/EOC performance levels. | ◕ ◕ | | | |
| | Funding Sources: Local Funding - $0.00 | | | | | | |
| 10) Plan and implement development of separate Pre AP and AP curriculum documents (curriculum guides, pacing documents). Use of effective curriculum compacting to facilitate differentiation. | 2 | Directors of Secondary and Elementary Programs,<br>Curriculum Specialists,<br>Campus Administrators,<br>Pre AP and AP Content teachers. | Documented planning sessions and writing curriculum and lesson plans. | ◕ ◕ | | | |
| | Funding Sources: Local Funding - $0.00 | | | | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>11) Provide staff with the training necessary to implement differentiated , researched-based instructional strategies through the Reading and Writing Workshop model. | 2 | ELA Curriculum Specialists,<br>Campus Principals,<br>Campus ELA teachers. | Documented trainings, embedded professional development, travel, purchases that support trainings. Documented implementation and use of materials through walkthroughs. Improved STAAR/EOC performance in all content areas for all student groups/subgroups. | ◕ ◕ | | | |
| | Funding Sources: Local Funding - $0.00 | | | | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>12) Revise curriculum documents<br>( CBAs, pacing guides, district Placemats) based on analysis of 2016 state and local assessment results. | 2 | Curriculum Specialists | Online Curriculum Documents | ◕ ◕ | | | |
| | Funding Sources: Local Funding - $0.00 | | | | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>13) Provide staff development on the utilization of on-line databases and resources as it relates to Level 2 STAAR requirement for student progress/academic growth for 2017 and beyond. | 2, 9 | Director of Assessment,<br>Campus Administrators,<br>Curriculum Specialists. | Documented sign-in sheets of campus trainings provided. Improved STaR, DRA and STAAR results. | ◕ ◕ | | | |
| | Funding Sources: 255-Title IIA - $0.00 | | | | | | |

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| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br>14) Provide professional development, materials and support for teachers to address Math TEKS for grades K-8. | 2, 4 | Math Elementary and Secondary Curriculum Specialists | Attendance sheets for workshops/curriculum planning meeting documentation. Improved CBAs, unit tests, STAAR/EOC results. | | |
| Funding Sources: 211-Title IA - $0.00, 255-Title IIA - $0.00, Local Funding - $0.00, Outside Agency - $0.00 | | | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br>15) Provide an Abydos Summer Writing Institute to train K-12th grade teachers in the Abydos writing model. | 2 | ELA Curriculum Specialist, Campus Administrators. | Improved CBA data, Benchmark data, student led portfolio reflection, teacher needs assessment, STAAR / TELPAS data and sign-in sheets of training. | | |
| Funding Sources: Local Funding - $0.00 | | | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br>16) Provide campuses with the expertise of experienced consultants skilled in modeling researched-based activities in core subjects that have proven successful in addressing the academic needs of elementary, middle school and secondary ELA teachers and students. | 2, 4 | Campus Administrators, Deputy Supt. for Educational Services, Curriculum Specialists, Directors of Elementary and Secondary Programs. | Documented sign-in sheets from trainings, observation of techniques used in classroom by administrators. Improved CBAs and STAAR/EOC scores | | |
| Funding Sources: 211-Title IA - $0.00, 263-Title IIIA - $0.00, Special Programs - $0.00, 255-Title IIA - $0.00 | | | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br>17) Provide opportunities to send Abydos- trained teachers to Abydos Reading and Grammar Week and Abydos State Conferences. | 2, 4 | ELA Curriculum Specialists, Campus Administrators. | Documentation of travel to conferences submitted. | | |
| Funding Sources: 211-Title IA - $0.00, 255-Title IIA - $0.00, Local Funding - $0.00 | | | | | |
| 18) Provide students with English course choices at the secondary level that reflect student goals. Assess post-secondary student data. | 2 | Secondary ELA Curriculum Specialist, Campus Leaders, ELA Teachers/Dept. Heads, Counselors. | Documentation of student-led goal assessment, student self-reports student enrollment and acceptance in post-secondary programs. 2017 Graduation data. | | |
| Funding Sources: Local Funding - $0.00 | | | | | |
| 19) Provide training /scoring sessions for Grade 4,7 and EOC writing teachers. | | ELA Curriculum Specialist, Campus Administrators. | Sign-in sheets, agendas.<br>Improved inter-rater reliability. Improved scores on CBAs and STAAR/EOC and TELPAS compositions. | | |
| Funding Sources: Local Funding - $0.00 | | | | | |
| **State System Safeguard Strategy**<br>20) Provide researched-based writing training opportunities and materials for PK-4 teachers. | 2 | ELA Curriculum Specialist, Campus Administrators. | Documented ELA curriculum specialist and campus administrator walk throughs. Sign-in sheets of training with Eduphoria documentation. Improved student compositions on CBAs, TELPAS and STAAR. | | |
| Funding Sources: Local Funding - $0.00 | | | | | |
| **State System Safeguard Strategy**<br>21) Provide resources and training opportunities for K-8 Social Studies teachers that will improve vocabulary, process standards/map skills and student writing for at-risk students to help them perform at a higher level. | 2, 4, 9 | Teachers,, Campus Principals Soc. Studies Curriculum Specialist, | Sign-in sheets of training. Effective use of materials to improve instruction documented with walkthroughs by curriculum specialist and campus administrators. Improved vocabulary and mapping skills on local and state assessments. | | |
| Funding Sources: 211-Title IA - $0.00, Local Funding - $0.00 | | | | | |

| Strategy | | Staff Responsible for Monitoring | Formative Reviews | | | | |
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| 22) Provide GT professional development to enable teachers to meet the initial 30 hour and annual 6 hour updates to provide differentiated instruction to students in the gifted and talented program. | 3 | Directors of Elementary and Secondary Programs, Campus Principals. | Curriculum, unit assessments, STAAR data, GT compliance report, teacher participation and feedback. | | | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |
| **State System Safeguard Strategy** **Federal System Safeguard Strategy** 23) Provide summer PD sessions that focus on building expert and research-based instructional delivery in the classroom. | 2, 4, 10 | Deputy Supt. for Ed. Services, Directors of Elementary and Secondary Programs, Director of Special Programs, Director of Technology, Director of Teacher Development and Professional Learning, Campus Principals. | Curriculum and assessment data, teacher participation and feedback. | | | | |
| Funding Sources: 211-Title IA - $0.00, Outside Agency - $0.00 | | | | | | | |
| 24) Provide professional development opportunities for P.E. teachers. | 4 | Campus Principals | Fitness Gram results, teacher participation and feedback | | | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |
| **State System Safeguard Strategy** **Federal System Safeguard Strategy** 25) Continue support of the Leveled Literacy Intervention for grades K-8. Provide professional development and materials throughout the school year and summer. | 2 | ELA Elementary Curriculum Specialists, Elementary and Middle School Principals. | Student reading data, teacher participation and feedback. Improved reading STAAR scores in 2017. | | | | |
| Funding Sources: 211-Title IA - $0.00, 199-SCE - $0.00, Outside Agency - $0.00, Local Funding - $0.00, 263-Title IIIA - $0.00 | | | | | | | |
| **State System Safeguard Strategy** **Federal System Safeguard Strategy** 26) Provide trained teachers to focus on services to students identified with dyslexia and other identified at-risk students. Provide Neuhaus professional development and materials to Academic Coaches providing Dsylexia intervention. | 4, 9 | Director of Special Programs | Participant documentation of training and feedback. Record of student progress on local and state assessments. | | | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |
| **State System Safeguard Strategy** **Federal System Safeguard Strategy** 27) Provide customized instruction for qualified general education homebound students and professional development opportunities for teachers and counselors on 504 regarding compliance on homebound services. | 9 | Director of Special Programs, Campus Counselors, Social Worker. | Student progress reports, report cards, service logs of homebound students. Improved STAAR scores in 2017. | | | | |
| Funding Sources: 199-SCE - $0.00, Local Funding - $0.00 | | | | | | | |
| **State System Safeguard Strategy** **Federal System Safeguard Strategy** 28) Provide on-going professional development on sheltered instruction and research-based ELL strategies for all teachers. | 2, 9 | Directors of Elementary and Secondary Programs | PBMAS and TELPAS data, STAAR/EOC data, CBAs, benchmarks. Observations of instructional practices being implemented in the classrooms. Teacher and administrator participation and feedback. | | | | |
| Funding Sources: 255-Title IIA - $0.00, Title IA - $0.00, 263-Title IIIA - $0.00, Local Funding - $0.00 | | | | | | | |

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| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>29) Provide on-going professional development support on effective implementation of the English Language Proficiency Standards (ELPS) in individual classrooms for all campuses. | 2, 9 | Directors of Elementary and Secondary Programs, Campus Administrators. | Observations of instructional practices and language objectives being implemented with fidelity in classrooms. Teacher and administrator participation and feedback.<br>Improved 2017 PBMAS, TELPAS, STAAR/EOC data. | 🟠 | 🟠 | | |
| | | Funding Sources: Title IA - $0.00, 255-Title IIA - $0.00, Local Funding - $0.00 | | | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>30) Provide professional development for bilingual/ELS teachers, regular teachers and campus/district administrators as well as the opportunity to attend conferences relating to bilingual/ESL instructional support. | 2, 9 | Campus Principals, Directors of Elementary and Secondary Programs | Teacher and administrator participation and feedback. Documentation of trainings in Workshop or TRAVEL TAER. | 🟠 | 🟠 | | |
| | | Funding Sources: 211-Title IA - $0.00, 263-Title IIIA - $0.00, Local Funding - $0.00, 255-Title IIA - $0.00 | | | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>31) Continue to provide professional development for developing Standards Based IEP goals and objectives. | 2, 9 | Director of Special Programs | Teacher participation documentation and feedback. Quality written IEP goals and objectives directed at student needs. | 🟠 | 🟠 | | |
| | | Funding Sources: Local Funding - $0.00 | | | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>32) Continue to provide professional development for PPCD , PK and K-12 support staff, teachers and paraprofessionals supporting research-based instructional strategies for working with students with Autism, occupational, physical , speech/ language , hearing, sight, functional and/or learning disabilities.l challenges. | 2, 9 | Director of Special Programs, Campus Administrators, Academic Coaches/Instructional Specialists. | Teachers, support staff and paraprofessional participation and feedback. Student IEP objectives being met or exceeded. Improved STAAR/EOC results. | 🟠 | 🟠 | | |
| | | Funding Sources: IDEA B - $0.00, Local Funding - $0.00, Special Programs - $0.00 | | | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>33) Provide supplemental reading lessons/transition support for TLC and Gal.Co.Det. students at Esmond Center. | 9 | Supplemental At-Risk Liaison Teacher | Pre and Post Assessments for adjudicated students. 2017 STAAR data for DISD adjudicated students. | 🟠 | 🟠 | | |
| | | Funding Sources: 210-Title ID2 - $0.00 | | | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>34) Purchase supplemental core curriculum materials and contracted services to enhance online content areas programs and increase student success on state assessments for adjudicated students at Esmond Center. | 9 | Teachers | 2017 STAAR/EOC results for DISD adjudicated students. | 🟠 | 🟠 | | |
| | | Funding Sources: 210-Title ID2 - $0.00 | | | | | |
| ✔ = Accomplished    🟠 = Considerable    🟡 = Some Progress    ⚪ = No Progress    ✖ = Discontinue | | | | | | | |

**Goal 1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 2:** 76% of all DISD graduates in 2017 will graduate on the Foundation Program with an Endorsement or with a Distinguished Level of Achievement.

**Evaluation Data Source(s) 2:** Graduation results of 2016-17 enrolled students.

**Summative Evaluation 2:**

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| **Federal System Safeguard Strategy** <br> 1) Provide Dropout/Credit Recovery teacher and Transition Teacher for students at DHS and the Alternative Education Campuses that are at-risk of dropping out of school. | 9 | Principal of Alternative Campuses, Teachers. | Documented Credit Recovery credits received. Number of students returning to their home campus upon leaving county adjudication facility. | ◑ | ◑ | | |
| Funding Sources: 210-Title ID2 - $0.00 | | | | | | | |
| **Federal System Safeguard Strategy** <br> 2) Track students who leave the district and do not return to their home campus. Reduce drop-out rate for district. | 9 | Campus counselors and staff. | Documentation of training in use of program. Reduced drop-out rate for students in Grades 7-12. | ◕ | ◑ | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |
| **State System Safeguard Strategy** <br> **Federal System Safeguard Strategy** <br> 3) Provide online courses to alternative campuses, Detention, and high school and junior high school for primary purpose of credit recovery, including professional development to the teachers of record to support them in providing online credit-recovery courses. | 9 | Secondary Curriculum Specialists, Campus Principals, Teachers. | Course enrollments and completion and passing rates. | ◕ | ◑ | | |
| Funding Sources: SCE - $0.00, 210-Title ID2 - $0.00 | | | | | | | |
| **State System Safeguard Strategy** <br> **Federal System Safeguard Strategy** <br> 4) Provide elementary, middle and high school summer school opportunities for promotion and advancement, including exploration of digital options for credit recovery at the high school level. This includes opportunities for intervention and accelerated instructional materials and access to online programs for students in grades 5 and 8 not passing state math or reading STAAR for the 2nd time. | 9, 10 | Campus Administrators, Directors of Elementary and Secondary Programs, Director of Special Programs, Teachers. | Student Attendance,. Student performance on STAAR/EOC and student graduation rate. | ○ | ◔ | | |
| Funding Sources: 199-SCE - $0.00, Local Funding - $0.00 | | | | | | | |

| Strategy | | Personnel | Evidence of Implementation | Formative | | Summative | |
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| 5) Provide Advancement Via Individual Determination (AVID) courses in 5-12th grade to equip students with skills needed in order to be successful in school and prepared for college. Provide on-going professional development for teachers working in the program. | 2 | Campus Principals, AVID Campus Teachers, Directors of Elementary and Secondary Programs. | Unit assessments, student grades, student feedback, teacher feedback, documentation of on-going professional development. Annual evaluation of AVID program. | ◑ | ◑ | | |
| Funding Sources: 211-Title IA - $0.00, 255-Title IIA - $0.00, Local Funding - $0.00 | | | | | | | |
| 6) Provide professional development for teachers and paraprofessionals on behavior strategies and interventions. | 9 | Director of Special Programs | Teacher participation, classroom observations. Decreased classroom behavioral referrals. | ◑ | ◑ | | |
| Funding Sources: Special Programs - $0.00, 255-Title IIA - $0.00, Local Funding - $0.00 | | | | | | | |
| **Federal System Safeguard Strategy** 7) Work with DHS and MJHS campus personnel to ensure Special Education and ELL graduation rate increases and drop-out rates decrease and all are monitored accurately and within a timely manner. | 9 | Campus Administrators and Teachers, Campus Personnel working with data entry, Campus counselors. | Subsequent year safeguard performance data and PBMAS improvement. | ◑ | ◑ | | |
| Funding Sources: No Funding Required - $0.00 | | | | | | | |
| **Federal System Safeguard Strategy** 8) Continue to provide Dickinson Continuation Center to offer a different setting in order for at-risk students to accelerate credit acquisition. | 9 | DCC Administrative staff, Counselor and Staff, DHS Counselors. | Increase the number of credits and courses completed. | ◑ | ◑ | | |
| Funding Sources: 199-SCE - $0.00, State Funds - $0.00 | | | | | | | |
| **Federal System Safeguard Strategy** 9) Provide Communities in Schools case managers for campuses to assist with at-risk students and their families. | 2, 9 | Assistant Superintendent for Administration, Campus Administrators. | Reduction in the number of students who drop out of school. Number of students who complete courses and meet passing standards on STAAR/EOC. | ◑ | ◑ | | |
| Funding Sources: 199-SCE - $0.00 | | | | | | | |
| 10) Provide opportunities for tutorials for identified homeless students at Dickinson Continuation Center and Juvenile Detention facility. | 9 | Principal of Alternative Programs | Extra Duty documentation of tutorials provided to identified homeless students. | ◯ | ◯ | | |
| Funding Sources: 210-Title ID2 - $0.00 | | | | | | | |
| **Federal System Safeguard Strategy** 11) Provide funds for At-Risk Liaison to travel as itinerant provider as students are placed in disciplinary or Juvenile Justice Center. Provide for At-Risk Liaison and Esmond Center teachers to attend professional development opportunities that address academic needs of high at-risk students. | 4, 9 | Principal of Alternative Programs, Teachers at Alternative Programs | Travel log of services provided, Professional development Travel TAER forms. | ◔ | ◑ | | |
| Funding Sources: 210-Title ID2 - $0.00 | | | | | | | |
| 12) Provide opportunities to accelerate areas of strength for students identified as GT. | | Teachers | STAAR final level. Enrollment/ advanced course completion. | ◔ | ◑ | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |

✔ = Accomplished ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue

**Goal 1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 3:** Improve overall student performance to meet or exceed state standards in Science and Social Studies, with emphasis on improving subgroups of ELL, Special Education and CTE, Title IA improving by a minimum of 10% growth on PBMAS standard, meeting all State Safeguards on STAAR.

    **Evaluation Data Source(s) 3:** STAAR/EOC , PBMAS and TELPAS results

    **Summative Evaluation 3:**

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | Reviews |
|---|---|---|---|---|---|---|---|
| | | | | **Formative** | | | **Summative** |
| | | | | **Nov** | **Jan** | **Mar** | **June** |
| **State System Safeguard Strategy** 1) Provide staff development on data disaggregation and opportunities for staff to attend researched-based professional development on how to use the data to plan for lessons that will lead to improved academic performance. | 4 | Director of Assessment and Accountability, Campus Principals. | Documentation of trainings from Eduphoria. Data talks, documentation of successful interventions used by teachers. Improved, focused lessons. | | | | |
| Funding Sources: 211-Title IA - $0.00, 255-Title IIA - $0.00, 263-Title IIIA - $0.00 | | | | | | | |
| **State System Safeguard Strategy** 2) In Secondary Classrooms: Continue to develop key labs/lessons supporting TEKS from 7th grade and focus on readiness TEKS for 8th grade. At high school: Implement labs into each course, while providing modeling of labs by district curriculum specialists. | 8 | Classroom teachers, Secondary Science Curriculum Specialist, Campus Principals, Science Dept. Leaders and Teachers. | Documented observations of classrooms by campus and district administrators throughout the school year. Teacher Lesson Plans. Improved student results of local and state assessments in all student subgroups for Science-based STAAR results as well as improved ACT/SAT/ and AP results. | | | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |
| **State System Safeguard Strategy** 3) For 5th Grade Science Classrooms: Embed process TEKS within the daily lesson to improve visual literacy critical thinking skills and scientific inquiry skills. Teachers insure that students are given at least two opportunities a week to participate in directed, guided or independent inquiry investigations. | 9 | Elementary and middle school science teachers. | Documented observations of classrooms by campus and district administrators throughout the school year. Teacher Lesson Plans. Improved student results of local and state assessments in all student subgroups for Science STAAR results. | | | | |
| Funding Sources: Outside Agency - $0.00, Local Funding - $0.00, Title IA - $0.00 | | | | | | | |
| **State System Safeguard Strategy** 4) For 6th grade Science: Using STAAR data, labs/ lessons will be created and implemented by teachers that focus on the Supporting TEKS. Teachers will design activities that allow students to develop those skills necessary to complete descriptive and experimental investigations, such as graphing, identification of variables, and analyzing data. | 8, 9 | Middle school science teachers. | Documented observations of classrooms by campus and district administrators throughout the school year. Teacher Lesson Plans. Improved student results of local and state assessments in all student subgroups for Science. | | | | |
| Funding Sources: 211-Title IA - $0.00, Local Funding - $0.00, Outside Agency - $0.00 | | | | | | | |

| Strategy | Title I | Staff Responsible | Evidence that Demonstrates Success | Reviews | | | |
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| **State System Safeguard Strategy**<br>5) For Elementary PK-4 Science classes:<br>Embed process TEKS within the daily lesson to improve visual literacy, critical thinking skills and scientific inquiry skills. Insure that students are given at least two opportunities a week to participate in directed, guided, or independent inquiry investigations. Increase teacher proficiency in the use of science notebooks. | 9 | Campus Administrators, Elementary Science Curriculum Specialist, Teachers. | Documented observations of classrooms by campus and district administrators throughout the school year. Teacher Lesson Plans. Improved student results of local and state assessments in all student subgroups for Science-base CBA results. | ◔ ◔ | | | |
| | | Funding Sources: Local Funding - $0.00, Outside Agency - $0.00, 211-Title IA - $0.00 | | | | | |
| **State System Safeguard Strategy**<br>6) District administrators will schedule campus visits with principals and teachers to discuss student data. | 1, 2, 9 | Superintendent, Deputy Superintendent. | Data talks on campuses with administrators and teachers. Improved student success on CBAs and STAAR/EOC for all students, subgroups in all content areas. | ◑ ◑ | | | |
| **State System Safeguard Strategy**<br>7) Provide extended, structured, data-driven learning opportunities and programs and classroom resources for At-Risk students. | 9 | Campus Administrators, Campus Teachers. | Documentation of student attendance, lesson plans and extra duty contracts for employees. Improved CBAs, STAAR/EOC, TELPAS passing rates of identified students. | ○ ◑ | | | |
| | | Funding Sources: 199-SCE - $0.00 | | | | | |
| **State System Safeguard Strategy**<br>8) For Grades 9- 12 Social Studies:<br>Focus on critical writing (DBQs) and critical reading/analysis of primary and secondary sources. Provide vertical support in Social Studies skills. | 9 | Social Studies Curriculum Specialist, Department Chairs, Teachers, Campus Principals. | Documented observations of classrooms by campus and district administrators throughout the school year. Teacher Lesson Plans. Improved student results of local and state assessments in all student subgroups for Social Studies-based STAAR results as well as improved ACT/SAT/ and AP results. | ◔ ◑ | | | |
| | | Funding Sources: 211-Title IA - $0.00, 199-SCE - $0.00, Local Funding - $0.00 | | | | | |
| **State System Safeguard Strategy**<br>9) For Elementary Social Studies classrooms: Focus on short answer response, mini -DBQs, reading comprehension through formative assessment techniques. Project-based Summative Assessments-District CBAs for grades K-4 will consist of performance tasks to assess readiness and skills standards and measure progress. | 9 | Social Studies Curriculum Specialist, Teachers, Campus Principals. | Documented observations of classrooms by campus and district administrators throughout the school year. Teacher Lesson Plans. Improved student results of local assessments in all student subgroups for Social Studies. | ◔ ◑ | | | |
| | | Funding Sources: 211-Title IA - $0.00, Local Funding - $0.00, Outside Agency - $0.00 | | | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br>10) Support implementation of the ELPS in core content classes by providing support to teachers with documented observations by peers and ELPS trainer. | 4, 9 | Campus Principals Teachers | Demonstration of content and Language objectives in lesson plans and language acquisition building techniques implemented during classrooms instruction. 7- Steps observation protocol, student assessment data: Improved CBAs, benchmarks, and STAAR/EOC data. | ◑ ◑ | | | |
| | | Funding Sources: 211-Title IA - $0.00, 255-Title IIA - $0.00 | | | | | |
| **State System Safeguard Strategy**<br>11) Middle School and Junior High School Social Studies classrooms: Plan for rigorous instruction that incorporates best practices in social studies, including the use of ELPS and AVID strategies. Focus on critical writing ( DBQs) and critical reading/analysis of primary and secondary sources. | 9 | Department Chairs, Teacher Leaders/PLCs, Campus Principals. | Documented observations of classrooms by campus and district administrators throughout the school year. Teacher Lesson Plans. Improved student results of local and state assessments in all student subgroups for Social Studies-based STAAR results as well as improved PSAT8 results. | ◔ ◑ | | | |
| | | Funding Sources: 211-Title IA - $0.00, Local Funding - $0.00, Outside Agency - $0.00 | | | | | |

| State System Safeguard Strategy<br>12) Provide job-embedded Social Studies professional development to implement varied formative assessments during instruction to improve student learning. | 2, 4 | Campus teachers, Campus administrators. | Teacher reflections and feedback on common assessments, CBAs, Benchmark, STAAR/EOC results.<br>Strategies observed in walk-throughs, Assessment data: Common Assessments, CBAs, Benchmark, STAAR/EOC | | | | |
|---|---|---|---|---|---|---|---|
| Funding Sources: Local Funding - $0.00, 211-Title IA - $0.00, Outside Agency - $0.00 | | | | | | | |
| State System Safeguard Strategy<br>13) Continue to provide TEKS curriculum development sessions for secondary science and social studies teachers to study low performing TEKS for the upcoming 9 weeks, instructional strategies, performance indicators, and academic vocabulary activities. | 8 | Science and Social Studies Curriculum Specialists, Campus Science Teachers and Dept. Leaders. | Curriculum assessments, STAAR data, sign in sheets of training, lesson plans, STAAR/EOC data | | | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |
| ✓ = Accomplished   ◔ = Considerable   ◕ = Some Progress   ○ = No Progress   ✗ = Discontinue | | | | | | | |

**Goal 1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 4:** Improve overall student performance to meet or exceed state standards in Language Arts and Math, with emphasis on improving subgroups of ELL & Special Education and meet or exceed state standards in Writing with special emphasis for subgroups of African American, Hispanic, and Economically Disadvantaged, improving by a minimum of 10% growth on PBMAS standard, meeting all State Safeguards and making significant progress toward meeting Federal Safeguards for all subgroups.

**Evaluation Data Source(s) 4:** STAAR/EOC , PBMAS and TELPAS results

**Summative Evaluation 4:**

| **Strategy Description** | **Title I** | **Staff Responsible for Monitoring** | **Evidence that Demonstrates Success** | **Reviews** | | | |
|---|---|---|---|---|---|---|---|
| | | | | **Formative** | | | **Summative** |
| | | | | **Nov** | **Jan** | **Mar** | **June** |
| **State System Safeguard Strategy** **Federal System Safeguard Strategy** 1) In all ELA classroom PK-12 grade: Increase teacher proficiency in purposeful planning in order to ensure rigor with questioning, academic vocabulary, genre, text choice, and focus in reading and writing. Increase teacher understanding and instructional delivery of writing workshop and effectively implementing specific writing strategies for developing writing in each genre; implement writing portfolios for every student with periodic portfolio checks. | 2 | Elementary and Secondary ELA Curriculum Specialists, Campus Principals, ELA Teachers. | Documented observations of classrooms by campus and district administrators throughout the school year. Teacher Lesson Plans. Improved student results on local and state assessments in all student subgroups. | ◐ | ◐ | | |
| | | Funding Sources: 211-Title IA - $0.00, Local Funding - $0.00, Outside Agency - $0.00, 199-SCE - $0.00 | | | | | |
| **State System Safeguard Strategy** **Federal System Safeguard Strategy** 2) Reading Improvement: In Grades K-4:Effectively implement Guided Reading/Literacy Workstations in all classrooms maintaining a Guided Reading Notebook with anecdotal notes. In Grades K-2:Increase teacher understanding and implementation of K-2 Phonics lessons, Word Study 3 and the Buddy Study Cycle. | 9 | Elementary ELA Curriculum Specialist, Campus Principals, ELA Teachers | Documented observations of classrooms by campus and district administrators throughout the school year. Teacher Lesson Plans. Improved student results on local and state assessments in all student subgroups. | ◐ | ◐ | | |
| | | Funding Sources: 211-Title IA - $0.00, Local Funding - $0.00, Outside Agency - $0.00, SCE - $0.00 | | | | | |

| State System Safeguard Strategy / Federal System Safeguard Strategy | | | | | | | |
|---|---|---|---|---|---|---|---|

| Strategy | Days | Staff Responsible | Evidence that Demonstrates Success | Reviews | | | |
|---|---|---|---|---|---|---|---|
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>3) Reading Improvement: In Grades 5-6: Implement specific reading strategies to improve student reading capacity and increase teacher understanding and instructional delivery of STAAR rigor in reading. Implement Word Study Curriculum and increase 5th grade teacher understanding and implementation of Word Study 3. Devise and implement best practices for student revising and editing of their own writing. | 2 | Elementary ELA Curriculum Specialist, Campus Principals, ELA Teachers. | Documented observations of classrooms by campus and district administrators throughout the school year. Teacher Lesson Plans. Improved student results on local and state assessments in all student subgroups. | | | | |
| | Funding Sources: 211-Title IA - $0.00, Local Funding - $0.00, 199-SCE - $0.00 | | | | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>4) ELA in Grades 7-8: Implement specific reading strategies to develop balanced literacy and increase student overall progress and performance in every STAAR genre. Improving STAAR Level II and II by increasing teacher understanding of STAAR rigor to improve student overall progress and performance in Level II and III in reading and writing. Increase implementation of short answer response strategies. Develop and implement STAAR revising and editing strategies. | 9 | Secondary ELA Curriculum Specialist, Campus Principals, ELA Teachers | Documented observations of classrooms by campus and district administrators throughout the school year. Teacher Lesson Plans. Improved student results on local and state assessments in all student subgroups and improved PSAT8 results. | | | | |
| | Funding Sources: Local Funding - $0.00, 211-Title IA - $0.00, Outside Agency - $0.00, 199-SCE - $0.00 | | | | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>5) ELA in Grades 9-12: Implement specific reading strategies to increase teacher understanding and instructional delivery of specific reading strategies, both at the independent and grade-appropriate reading levels, to improve student reading rigor and capacity. Continue to developing effective instructional plans for re-testers to increase percentage meeting Level II and Level III standards on STAAR. | 9 | Secondary ELA Curriculum Specialist, Campus Principals, ELA Teachers | Documented observations of classrooms by campus and district administrators throughout the school year. Teacher Lesson Plans. Improved student results on local and state assessments in all student subgroups for ELA/Writing-and improved PSAT9 and PSAT results. | | | | |
| | Funding Sources: 211-Title IA - $0.00, Local Funding - $0.00, SCE - $0.00, Outside Agency - $0.00 | | | | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>6) For Math Grades PK-4: Purposeful embedding of process TEKS within daily classroom instructional practices to strengthen students' problem solving skills. Strengthen rigor of classroom instructional practices such as lesson planning, modeling, questioning, and formal and informal assessments. Effectively implement small group instructions and introduce learning centers as independent review and extension of the lesson. Consistently view application problems in multiple representations i.e.: equation/expression, tables, diagrams/graphs and written/verbal descriptions. | 9 | Elementary Math Curriculum Specialist, Campus Principals, Math Teachers | Documented observations of classrooms by campus and district administrators throughout the school year. Teacher Lesson Plans. Improved student results on local and state assessments in all student subgroups. | | | | |
| | Funding Sources: Local Funding - $0.00, Title IA - $0.00, SCE - $0.00, Outside Agency - $0.00 | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>7) For Math in Grades 7-8: Focused lessons that incorporate high levels of student engagement through continued use of formative assessment, collaborative learning and movement. 7th and 8th grade teachers will meet weekly to share teaching strategies and activities. Academic Coaches and teachers will concentrate on providing students multiple opportunities to improve assessment scores by monitoring student progress on common assessments and CBA's. 8th grade teachers will be incorporating the TI-INSPIRE calculator into their lessons and teaching students to use these tools | 8, 9 | Secondary Math Curriculum Specialist, Campus Principals, Math Teachers | Documented observations of classrooms by campus and district administrators throughout the school year. Teacher Lesson Plans. Improved student results on local and state assessments in all student subgroups and improved PSAT8 results. | ◐ ◐ | | |
| | Funding Sources: 211-Title IA - $0.00, Local Funding - $0.00, Outside Agency - $0.00, 255-Title IIA - $0.00 | | | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br><br>8) For Math in Grades 9-12: Focused lessons that incorporate high levels of student engagement through continued use of formative assessment, collaborative learning and movement. Increase percentage of students meeting Phase 2 Level II and Level II standards on STAAR Algebra I. Teachers and Instructional Specialists will concentrate on improving student assessment scores by monitoring student progress on previous year's STAAR scores, common assessments, and CBAs. Students must show growth every year. | 8, 9 | Secondary Math Curriculum Specialist, Campus Principals, Math Teachers | Documented observations of classrooms by campus and district administrators throughout the school year. Teacher Lesson Plans. Improved student results on local and state assessments for all student subgroups plus improved PSAT results. | ◐ ◐ | | |
| | Funding Sources: Local Funding - $0.00, Outside Agency - $0.00, 211-Title IA - $0.00, 199-SCE - $0.00 | | | | | |
| | ✔ = Accomplished ◐ = Considerable ◐ = Some Progress ● = No Progress ✖ = Discontinue | | | | | |

# Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

**Performance Objective 1:** Reduce the turnover rate of teachers by 5% through First Year Teacher and Navigator Academies, teacher mentoring, competitive compensation plan, staff development and aggressive hiring strategies of high quality personnel.

**Evaluation Data Source(s) 1:** Number of highly effective teachers retained at the end of the school year.

**Summative Evaluation 1:**

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) District will work collaboratively with colleges/universities and educational programs to assist with support for interns assigned to campuses throughout the school year. | 4, 5 | Exec. Dir. of Human Resources, Campus Administration, Director of Teacher Development and Professional Learning. | Documentation of meetings with colleges. Intern observations, critique of lesson plans by Dir. Of Alternative Programs throughout the school year. | ◑ | ◑ | | |
| Funding Sources: Local Funding - $0.00, Outside Agency - $0.00 | | | | | | | |
| 2) Assist teachers by providing training opportunities for courses or certifications as designated by their campus needs. | 3 | Exec. Dir. for Human Resources, Campus Principals, Director of Teacher Development and Professional Learning. | Documentation of trainings, certification, travel needed to meet highly qualified standards | ◑ | ◑ | | |
| Funding Sources: Local Funding - $0.00, 255-Title IIA - $0.00, 211-Title IA - $0.00, 210-Title ID2 - $0.00 | | | | | | | |
| 3) Provide supplemental recruitment materials and district incentives/stipends to attract the very best candidates for positions | 5 | Office of Human Resources | Documentation of recruiting success and high quality teachers applying for positions in DISD. | ◑ | ◑ | | |
| Funding Sources: 255-Title IIA - $0.00, Local Funding - $0.00 | | | | | | | |
| 4) Provide district maintained daycare for employee children, age birth-5 as a recruitment tool to attract and retain highly qualified candidates. | 5 | Exec. Dir.for Human Resources | Survey results of employees recruited and retained by district who benefited from having their children in district for daycare | ◑ | ◑ | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |

| 5) Provide a 'First Year Teacher Academy' induction program conducted by Educational Services Dept. focusing on trainings, classroom support, observations and campus-assigned mentors to assist teachers new to education. | 4 | Director of Teacher Development and Professional Learning, New Teacher Mentors, Campus Principals. | Documented trainings with sign-in sheets, agendas, support materials and surveys. Classroom support with written observations plus campus sign-in sheets. Retention of teachers for Year 2. | | | | |
|---|---|---|---|---|---|---|---|
| Funding Sources: 255-Title IIA - $0.00, Local Funding - $0.00 | | | | | | | |
| 6) Provide a "Navigator Academy' for ' 2nd year teachers conducted by Educational Services Dept. focusing on trainings, classroom support, observations assist teachers who need additional support during their 2nd year in the classroom. | 4 | Director of Teacher Development and Professional Learning, Campus Principals. | Documented trainings with sign-in sheets, agendas, support materials and surveys. Classroom support with written observations plus campus sign-in sheets. Retention of teachers for Year 3. | | | | |
| Funding Sources: Local Funding - $0.00, 255-Title IIA - $0.00 | | | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✖ = Discontinue | | | | | | | |

**Goal 2:** DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

**Performance Objective 2:** Increase the capacity of teacher leadership to facilitate collaboration and implementation of the district's curriculum.

**Evaluation Data Source(s) 2:** District tests and STAAR/EOC data

**Summative Evaluation 2:**

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide sustained support for campus assistant/associate principals though meetings, book studies, data, discipline and parent engagement support to help them grow as instructional leader. | 4 | Director of Teacher Development and Professional Learning, Campus Administration. | Documented meetings, agendas, sign-in sheets. Reduced discipline data errors, positive survey results from meeting reviews. | ◐ | ◐ | | |
| Funding Sources: Local Funding - $0.00, 255-Title IIA - $0.00 | | | | | | | |
| **State System Safeguard Strategy** **Federal System Safeguard Strategy** 2) Provide focused programs, trainings and instructional materials which support core content-based instruction and provide sustained classroom support with experts in the field who model research based practices most effective in improving instruction for at-risk students. | 9, 10 | Academic Coaches. Deputy Supt. for Ed. Services, Administrators, Classroom Teachers, Team Leaders/Dept. Chair, Math Curriculum Specialists. | Documented trainings, sign-in sheets. Campus sign-in sheets, on-going academic support meetings with sign-in sheets. Evidence of student improvement on CBAs and STAAR tests in reading and math. | ◐ | ◐ | | |
| Funding Sources: 211-Title IA - $0.00, IDEA B - $0.00, Local Funding - $0.00, 263-Title IIIA - $0.00 | | | | | | | |
| **State System Safeguard Strategy** **Federal System Safeguard Strategy** 3) Provide professional development opportunities/materials which allows collaboration of teachers and campus administrators to improve their school's culture and instruction | 8 | Academic Coaches, Campus Administrators, Classroom Teachers,. | Documented trainings, sign-in sheets. Campus sign-in sheets, on-going academic support meetings with sign-in sheets. Evidence of student improvement on CBAs and STAAR/EOC tests in reading and math, science and social studies. | ◐ | ◐ | | |
| Funding Sources: Local Funding - $0.00, 211-Title IA - $0.00 | | | | | | | |
| **State System Safeguard Strategy** **Federal System Safeguard Strategy** 4) Provide administrators and staff with high quality, research-based professional development activities supported by instructional materials that address reading and math SE's difficult for at-risk students to understand. | 4, 9, 10 | Academic Coaches/Instructional Specialists, Campus Administrators Curriculum Specialists. | Documented trainings to address diverse population needs with sign-in sheets, surveys. Student success evidenced by increase in benchmarks, STAAR and TAKS scores and reduced documented behavioral issues | ◐ | ◐ | | |
| Funding Sources: 211-Title IA - $0.00, Local Funding - $0.00, IDEA B - $0.00, 255-Title IIA - $0.00, Special Programs - $0.00, 263-Title IIIA - $0.00, SCE - $0.00 | | | | | | | |

| 5) Provide professional development opportunities for administrators to expand and develop their skills as a campus leader. | 4 | A- Team members. | Documentation of trainings through sign-in sheets, agendas, surveys. Implementation of skills used on a daily basis to improve planning, use of funds and programs which will enhance the education programs of the campus | | | |
|---|---|---|---|---|---|---|
| Funding Sources: Local Funding - $0.00, 255-Title IIA - $0.00 | | | | | | |
| 6) Provide professional development for district administrators, campus principals and assistant principals and Curriculum Specialists in order to build capacity for successful local, Title , SCE and Special Programs. | 4 | Deputy Superintendent for Ed. Services, A-Team, Campus Administrators. | Documentation of training maintained in Workshop. CIPs updated during 2016-17 and beyond. | | | |
| Funding Sources: Local Funding - $0.00, 211-Title IA - $0.00, 255-Title IIA - $0.00 | | | | | | |

✔ = Accomplished     = Considerable     = Some Progress     = No Progress     ✖ = Discontinue

# Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

**Performance Objective 1:** Through the implementation of an effective discipline management plan and providing a safe, secure, and orderly learning environment, we expect a 5% reduction in each discipline incident category.

**Evaluation Data Source(s) 1:** Monthly/Yearly Discipline incident reports.

**Summative Evaluation 1:**

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Maintain consistent discipline management policies that align with state legislative updates | 2 | Assistant Supt. for Administration Campus Administration. | Accuracy rates for discipline coding. Monitor campus framework for consistent policies maintained/documented. | ◕ | ◕ | | |
| Funding Sources: No Funding Required - $0.00 | | | | | | | |
| 2) Monitor campus behavior incidents reporting in Skyward/PEIMS for accuracy. | | Assistant Supt. for Administration, Campus Principals. | End of month discipline referrals entered in Skyward are checked for verification and timely documentation. Follow-through for accuracy and notification procedures for discipline reported as violent acts are verified with campus principal and Assistant Supt.. | ◕ | ◕ | | |
| Funding Sources: No Funding Required - $0.00 | | | | | | | |
| 3) Campuses will continue to follow district guidelines/state regulations for identifying and investigating allegations of bullying. | | Campus Administrators | Documentation recorded/procedures followed during investigation as required by District policy (attached as an addendum) | ◑ | ◑ | | |
| Funding Sources: No Funding Required - $0.00 | | | | | | | |
| 4) Campuses will work closely with the Director of Special Programs, the Assistant Supt. for Administration in reducing the number of suspensions for African American and Special Education students throughout the school year. | 2 | Assistant Principals Principals, Campus Teachers. | Documentation of Safe and Civil Schools training provided during 2016-17 for Middle -High School campuses. EOY PEIMS report on suspensions during 2016-17 | ◑ | ◕ | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |
| ✔ = Accomplished  ◕ = Considerable  ◑ = Some Progress  ● = No Progress  ✘ = Discontinue | | | | | | | |

**Goal 3:** DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

**Performance Objective 2:** DISD expects to increase the number of professional development opportunities to positively impact student health and well-being.

**Evaluation Data Source(s) 2:** Number of professional development opportunities that positively impact student health and well-being.

**Summative Evaluation 2:**

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide information and access to required training and support interventions for staff that focus on prevention of suicide, identification of child sexual abuse and maltreatment. | | Campus Administrators, Assistant Superintendent for Administration, | Documented required trainings provided for faculty/staff of DISD | ✓ | ✓ | ✓ | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |
| 2) Continue to support character building programs on campuses which promote positive self- esteem and support positive behavior management programs that have been successfully implemented on District campuses. | 2 | Campus Administrators Classroom Teachers Dir. of Sp. Ed. PALS Counselors Assistant Superintendent | Documented Programs for students (assemblies, presentations for staff, counselor meeting documentation). Reduction of referrals for bullying. Student and staff campus surveys. | ◑ | ◕ | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |
| 3) Implement additional programs of intervention directed at specific \ campus needs through training, materials and follow-through support for campuses staff throughout the year. | 4 | Campus Administrators Superintendent Classroom Teachers Counselors Dir. of Professional Development | Documented sign-in sheets and teacher surveys. Documented used of program on campuses. Reduction of campus discipline referrals. Observations of teacher interventions used daily in the classroom. | ◑ | ◕ | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |
| 4) Provide Emergency Operations Training to all Principals and campus personnel. | | Assistant Superintendent for Administration | District and Campus Emergency Operations Plan submissions and practiced at the campus level. | ✓ | ✓ | ✓ | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |
| 5) Provide safety training to all new or identified returning secondary science teachers, | | Secondary Science Curriculum Specialist | Teacher participation and feedback documented in Workshop | ✓ | ✓ | ✓ | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 6) Provide a coordinated school health curriculum. | | SHAC | Student participation and feedback. | ◕ | ✔ | ✔ | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |
| 7) Provide opportunities for visiting research-based programs for adjudicated students. Investigate training, support, and programing for improving student math and reading to meet grade level in adjudicated settings. | 9 | Director of Alternative Programs Classroom Teachers | Input from staff after observing programs. | ○ | ○ | | |
| Funding Sources: 210-Title ID2 - $0.00 | | | | | | | |
| ✔ = Accomplished  ◕ = Considerable  ◔ = Some Progress  ○ = No Progress  ✖ = Discontinue | | | | | | | |

**Goal 3:** DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

**Performance Objective 3:** Meet student attendance rate of 96% for 2016-17.

    **Evaluation Data Source(s) 3:** Monthly reports/EOY reports of student attendance.

    **Summative Evaluation 3:**

| **Strategy Description** | **Title I** | **Staff Responsible for Monitoring** | **Evidence that Demonstrates Success** | **Reviews** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | **Formative** | | | **Summative** |
| | | | | **Nov** | **Jan** | **Mar** | **June** |
| 1) Compile a list of students by grade level who had excessive absences during 2015-16. | 2 | Campus Attendance Clerks, Assistant Superintendent for Administration | List compiled by August 2016 | ✔ | ✔ | ✔ | |
| Funding Sources: No Funding Required - $0.00 | | | | | | | |
| 2) District Attendance Intervention Specialists will work with campuses, students and parents to help increase students daily attendance. | 2 | Campus Administrators Campus Counselors Attendance Intervention Specialists (AIS) | Decrease in absentee rate for targeted students. Insure the Truancy Prevention Methods (TPM) are being implemented with fidelity.<br><br>Documentation of home visits, parent and student contact and implementation/results of Personal Intervention Plans for students with excessive absences. | ◕ | ◕ | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |
| 3) Provide individual campus incentives for students who attend school on a regular basis. | 9 | Campus Principals | Each campus to reduce its absentee rate by 5%. | ◔ | ◔ | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br>4) Provide transportation for homeless students to attend them home campus for the school year, working in collaboration with other school districts. | | District Homeless Liaison District Transportation director Campus attendance clerks/registrars | Daily attendance rate of identified homeless students who continue to attend DISD after moving out of district. STAAR data, benchmark results, attendance rate. | ◔ | ◔ | | |
| Funding Sources: 211-Title IA - $0.00 | | | | | | | |
| ✔ = Accomplished  ◕ = Considerable  ◔ = Some Progress  ⚪ = No Progress  ✖ = Discontinue | | | | | | | |

# Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

**Performance Objective 1:** Through efficient and effective management of resources and operations, campus support will be maximized.

**Evaluation Data Source(s) 1:** Balanced budget maintained for 2016-17 district wide resources and personnel necessary to assist campuses as they strive to meet State and Federal standards of achievement for all students.

**Summative Evaluation 1:**

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Maintain appropriate staffing guidelines/follow district compensation plan. | 2 | Superintendent District Cabinet Members | Appropriate coding of personnel to funding. | ✔ | ✔ | ✔ | |
| 2) Provide annual training, either individually for campus staff members or as a group for campus office staff/bookkeeper and any administrator handling district, state or federal budgets on management procedures/policies. | 4 | Exec. Director of Business Operations, Exec. Director of Payroll | Documentation of Training agendas, handouts, and sign-in sheets. Reduction of campus and department budget /account management errors. Campus personnel are knowledgeable and accountable. | ✔ | ✔ | ✔ | |
| Funding Sources: No Funding Required - $0.00 | | | | | | | |
| 3) Provide on-going beginning and end of year inventories of district/campus assets. | 2 | Exec.Director of Business Operations | Campus/District asset/inventory checklists. Accurate tracking of district assets. | ◐ | ◐ | | |
| Funding Sources: No Funding Required - $0.00 | | | | | | | |
| 4) District Energy Management Program to provide and monitor procedures in place to promote energy conservation district-wide while educating students and faculty. | 2 | Director of Energy Management | Documentation of on-site check-sheets, holiday and week-end shut down of unnecessary operating systems. Documentation of campus trainings. Documentation of energy savings for District. | ◐ | ◐ | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |
| 5) The District site-based decision-making committee, the Educational Improvement Committee (EIC) will assist in the development/approval of the DIP and the District Parent Involvement Plan. | 8 | Deputy Supt. for Ed. Services, Director of Federal Programs. | EIC agendas, minutes, sign-in sheets from meetings. | ◓ | ◓ | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |
| 6) Provide opportunities for principals and lead teachers of schools to receive support in operating a schoolwide Title I campus under new ESSA standards. | 8 | School Principal | Documentation of Trainings. Completion of planning process and CIP prior to application June 2017 | ○ | ◔ | | |
| Funding Sources: Local Funding - $0.00, 255-Title IIA - $0.00 | | | | | | | |

| State System Safeguard Strategy<br>Federal System Safeguard Strategy<br><br>7) Distribution of local and state funding equally among campuses first followed by supplemental federal funds and coordination of services to students on those campuses not meeting state and federal academic standards.. | 9, 10 | Executive Director for Business Operations, Directors of Special, Federal and Career and Technology Programs. | Use of supplemental funds to meet needs of students not meeting state standards. EOY STAAR tests results, Grades 3-8 STAAR test results, Graduation rate, and Drop-Out numbers for 2015-16. | ✔ | ✔ | ✔ | |

✔ = Accomplished  = Considerable  = Some Progress  = No Progress  ✖ = Discontinue

**Goal 4:** DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

**Performance Objective 2:** Ensure that all learners have equitable capacity, infrastructure, staffing, hardware and software to support effective and efficient operations.

**Evaluation Data Source(s) 2:** Increase in use of innovative technologies for teaching and learning. Evidence of data taken from STaR Reading and Math which is used to plan classroom lessons for at-risk students. Improved TELPAS, CBAs, DRA and STaR scores as the school year progresses in order to assist all students, especially those at-risk for meeting State and Federal as measured on STAAR.

**Summative Evaluation 2:**

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Ensure technology is approximately used by staff and students to collect data to drive individualized instruction in the classroom. | 9 | Campus Administrators Curriculum Specialists PLC teams | Lesson plans. Documented walk-throughs, District curriculum guides/ District Placemats including technology. Improved individual students scores on CBAs, benchmarks and STAAR 3-8 and EOC in all core subjects. | ◑ | ◑ | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |
| **State System Safeguard Strategy** **Federal System Safeguard Strategy** 2) Purchase supplemental technology/programs/ equipment that will assist at-risk students in mastering current curriculum needed for meeting and exceeding state and federal standards in reading and/or math. | 9 | Deputy Superintendent for Ed. Services, Exec. Dir. for Technology, | Campus inventories. Improved student performance on CBAs, STAAR/EOC. | ◑ | ◑ | | |
| Funding Sources: SCE - $0.00, Local Funding - $0.00, 211-Title IA - $0.00, 263-Title IIIA - $0.00 | | | | | | | |
| **State System Safeguard Strategy** **Federal System Safeguard Strategy** 3) Maximize use of programs currently used in district though trainings at the campus level with monitoring of program usage reports. | 9 | Exec. Director of Technology, Campus Principals | Documented trainings in Eduphoria supported by sign-in sheets, agendas. Evidence of data being used by teachers in the classroom presented and documented at PLCs. | ◑ | ◑ | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |
| **State System Safeguard Strategy** **Federal System Safeguard Strategy** 4) Provide on-site campus support with instructional technology specialist on how to maximize and enhance learning by integrating effective instructional technology wth data driven. solid classroom instruction. | 9 | Campus Administrators, Curriculum Specialists, Teachers. | Documentation of instructional classroom technology usage through walkthroughs, effective data-driven instruction. Improved STAAR and CBAs for all students, including Special Education and ELL students to meet or exceed state standards. | ◑ | ◑ | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 5) Continue to provide technology trainings for the wide-range of learners | 9 | Director. of Technology, Campus Administrators, Curriculum Specialists. | Documented trainings, teacher surveys, evidence of technology being used in the classroom by the instructor or learners. | | | |
| Funding Sources: Local Funding - $0.00 | | | | | | |
| 6) Continue to provide technology resources for campuses, based on adopted standards for life cycle hardware replacements and to support ever-changing technologies to enable efficient, effective, and meaningful teaching, learning, research, and communication. | 9 | Exec. Director of Technology | Resources in place for teachers and students to use, STAR chart, District Planning guide for equipment updates. Documentation of distribution of individual mobile units for students to use, training on how to integrate devices with classroom instruction, and implementation of devices as effective supplemental forms of instruction. Improved CBAs and STAAR results to meet or exceed state standards for all subgroups. | | | |
| Funding Sources: Local Funding - $0.00 | | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress  ✖ = Discontinue | | | | | | |

# Goal 5: DISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

**Performance Objective 1:** Through community and family partnerships, DISD expects an 5% increase in access and opportunity for family/community participation in the educational process for 2016-17.

**Evaluation Data Source(s) 1:** Community/Family survey results and participation numbers. Community engagement evaluation in Spring 2017.

**Summative Evaluation 1:**

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Provide high quality and timely customer service addressing community and parental questions/concerns at the campus and district level. | 6 | Assistant Superintendent for Administration, Campus Administration. | Documentation of communication responses in notes, email, and phone messages from campus and district offices. Positive community and parent communication surveys. | ◕ | ◕ | | |
| Funding Sources: No Funding Required - $0.00 | | | | | | | |
| 2) Analyze survey data to identify areas of satisfaction/dissatisfaction for all stakeholders-encouraging parents/community to feel valued | 6 | A-Team, Director of Communications | Documented survey results completed at the campus and/or district-level. Campus improvement plans include activities to enhance parent and community involvement | ◕ | ◕ | | |
| Funding Sources: No Funding Required - $0.00 | | | | | | | |
| 3) Seek parent, teacher, community and business input/involvement in decision-making regarding review and approval of campus and district improvement plans | 2 | EIC and CICs Campus and District Administrators | Parent and community input during CIPs and DIP development/approval for 2016-17. Sign-in sheets, agendas, and meeting notes. | ◕ | ◕ | | |
| Funding Sources: No Funding Required - $0.00 | | | | | | | |
| 4) Provide parents with timely information regarding the district, campus and their child's assessment results, access to district curriculum, and opportunities to participate in various campus and district activities. | 6 | Campus Administrators, Director of Assessment, Teachers, Director of Federal Programs/ELL, | Documentation of campus distribution of assessment information, district website, and invitations, announcements, and sign-in sheets plus agendas of meetings. | ◕ | ◕ | | |
| Funding Sources: Local Funding - $0.00 | | | | | | | |

| Strategy Description | | Persons Responsible | Evidence that Demonstrates Success | | | |
|---|---|---|---|---|---|---|
| 5) Provide planned opportunities for parents of potential PK students new to school as well as students transitioning from one campus to another and high school juniors or seniors as they prepare to transition to college or careers to tour campuses, visit with personnel, pre-register, and attend parent meetings conducted at campuses in order to provide a smooth transition from home to school, school to school, or school to college or career. | 7 | All Campus Administrators, All Campus Counselors. | Documentation of campus invitations to various programs that help with student transition. Sign-in sheet and minutes of parent/student meeting. | (gray circle) | (orange partial) | |
| | Funding Sources: Local Funding - $0.00, 211-Title IA - $0.00 | | | | | |
| 6) Communicate calendars and required local, state and federal (including required Title I information) via of meetings, social media and/or print in a format parents and community can understand. | 6 | Campus Administration, Director Of Communications. | Documented 'hits' and 'likes' on social media sites. Surveys conducted by campuses and district office of communication. Updated information on campus and district websites. | (orange partial) | (orange partial) | |
| | Funding Sources: Local Funding - $0.00 | | | | | |
| **State System Safeguard Strategy**<br>**Federal System Safeguard Strategy**<br>7) Provide supplies/materials, snacks, transportation, childcare for parent meetings, trainings and instructional activity nights to increase parental involvement in reading and math. | 6 | Campus Administrators Director Federal Programs/ELL | Agendas, sign-in sheets of parental involvement activities. Positive parent surveys. Increased parent attendance and increased parent volunteers on campuses. | (orange partial) | (orange partial) | |
| | Funding Sources: Local Funding - $0.00, 211-Title IA - $0.00 | | | | | |
| 8) Provide district homeless liaison (Social Worker), to identify and assist at-risk homeless students and their families in accessing resources necessary to be successful in school and access outside resources to assist with day to day health and safety needs | 9 | District Social Worker, Campus Counselors. | Documentation of campus trainings, communication with campus counselors and families of homeless students. Documentation of student resources/materials/clothing/ academic support provided | ✓ | ✓ | ✓ |
| | Funding Sources: 199-SCE - $0.00 | | | | | |
| 9) Currently working with Methodist Hospital to secure/coordinate a health clinic to provide general health care services for district students and their families. | 6 | Methodist St. John Hospital Campus Administrators | Documentation of collaboration meeting between school personnel and Methodist Hospital.<br><br>Implementation of health care service for students by January 2017. | (gray circle) | (orange partial) | |
| | Funding Sources: Outside Agency - $0.00 | | | | | |
| 10) Collaborate, review, update and approve and the District's Parent Involvement Plan , DIP, annually. | 6 | Director of Federal Programs | Documentation of EIC meeting: Invitation, agenda, notes and sign-in sheets, | (orange partial) | (orange partial) | |
| | Funding Sources: No Funding Required - $0.00 | | | | | |
| 11) Recruit through invitations distributed to businesses, apartment complexes, parent letters, and website of PK recruitment activities not limited to Open Houses, campus tours, opportunities to pre-register for potential PK students and their families. | 7 | Elementary Campus Administrators | Documented mailings, flyers distributed to businesses, families and PK programs in district area. Number of families pre-registering for PK beginning as early March through May 2017. | (gray circle) | (orange partial) | |
| | Funding Sources: 211-Title IA - $0.00, Local Funding - $0.00 | | | | | |
| 12) Provide parent conferences in order for teachers to meet and communicate with their student's family to promote clear understanding of their child's current reading and math levels and expected growth for the child by the end of the 2016-17 year. | 6 | DISD teachers at elementary and middle schools. | Documentation of sign-in sheets of meeting with parents and phone logs of parent calls/conferences. | (orange partial) | ✓ | ✓ |
| | Funding Sources: No Funding Required - $0.00 | | | | | |

| 13) Provide parents/guardians of elementary students with additional in -home resource to reinforce the reading and mathematic skills students are learning each day in the classroom. | 2, 6 | Principals<br>Classroom Teachers | Number of parents/guardians who have self-registered for online programs by December 2016.<br><br>Survey of parents participating in online program at the end of the 2016-17 school year. | 🟠 | ✅ | ✅ | |
|---|---|---|---|---|---|---|---|
| | Funding Sources: 211-Title IA - $0.00 | | | | | | |

| ✅ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue |
|---|

# State System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 1 | 1 | 2 | Continue to provide/expand district-wide professional development on developing and implementing accommodations, modifications and supplemental aids across curriculum for all grade levels |
| 1 | 1 | 3 | Provide campus staff with the research-based training and necessary resources/materials to implement differentiated instructional strategies via small group instruction, cooperative learning, and curriculum compacting, while integrating our district-wide initiative for balanced literacy in order that all at-risk students can transfer skills acquired across all content curriculum. |
| 1 | 1 | 4 | Provide professional development and support/ materials for classroom teachers on building student academic vocabulary for ELL, at-risk, and Special Education students. |
| 1 | 1 | 5 | Provide supplemental funds for campuses to use for professional development, curriculum travel, and cross-campus and district collaborative planning. |
| 1 | 1 | 6 | Continue to provide supplemental teachers, Academic Coaches/Instructional Specialists, and instructional aides on all Title IA campuses that support learning activities in and out of the regular classroom for any struggling student(s) in addition to those already identified as At-Risk, ELL, Special Education, or Dyslexic. |
| 1 | 1 | 7 | Provide staff development on data disaggregation and opportunities for staff to attend researched-based professional development on how to use data to plan lessons that will lead to improved student academic performance. |
| 1 | 1 | 8 | Continue to update and implement Performance Based Monitoring goals and strategies requirements for PBM through district-wide training opportunities for campus administrators and teachers in how to effectively differentiate and scaffold lessons to meet the learning needs of every student.(ELL and Special Education, Title IA and CTE populations) |
| 1 | 1 | 11 | Provide staff with the training necessary to implement differentiated , researched-based instructional strategies through the Reading and Writing Workshop model. |
| 1 | 1 | 12 | Revise curriculum documents ( CBAs, pacing guides, district Placemats) based on analysis of 2016 state and local assessment results. |
| 1 | 1 | 13 | Provide staff development on the utilization of on-line databases and resources as it relates to Level 2 STAAR requirement for student progress/academic growth for 2017 and beyond. |
| 1 | 1 | 14 | Provide professional development, materials and support for teachers to address Math TEKS for grades K-8. |
| 1 | 1 | 15 | Provide an Abydos Summer Writing Institute to train K-12th grade teachers in the Abydos writing model. |
| 1 | 1 | 16 | Provide campuses with the expertise of experienced consultants skilled in modeling researched-based activities in core subjects that have proven successful in addressing the academic needs of elementary, middle school and secondary ELA teachers and students. |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 17 | Provide opportunities to send Abydos- trained teachers to Abydos Reading and Grammar Week and Abydos State Conferences. |
| 1 | 1 | 20 | Provide researched-based writing training opportunities and materials for PK-4 teachers. |
| 1 | 1 | 21 | Provide resources and training opportunities for K-8 Social Studies teachers that will improve vocabulary, process standards/map skills and student writing for at-risk students to help them perform at a higher level. |
| 1 | 1 | 23 | Provide summer PD sessions that focus on building expert and research-based instructional delivery in the classroom. |
| 1 | 1 | 25 | Continue support of the Leveled Literacy Intervention for grades K-8. Provide professional development and materials throughout the school year and summer. |
| 1 | 1 | 26 | Provide trained teachers to focus on services to students identified with dyslexia and other identified at-risk students. Provide Neuhaus professional development and materials to Academic Coaches providing Dsylexia intervention. |
| 1 | 1 | 27 | Provide customized instruction for qualified general education homebound students and professional development opportunities for teachers and counselors on 504 regarding compliance on homebound services. |
| 1 | 1 | 28 | Provide on-going professional development on sheltered instruction and research-based ELL strategies for all teachers. |
| 1 | 1 | 29 | Provide on-going professional development support on effective implementation of the English Language Proficiency Standards (ELPS) in individual classrooms for all campuses. |
| 1 | 1 | 30 | Provide professional development for bilingual/ELS teachers, regular teachers and campus/district administrators as well as the opportunity to attend conferences relating to bilingual/ESL instructional support. |
| 1 | 1 | 31 | Continue to provide professional development for developing Standards Based IEP goals and objectives. |
| 1 | 1 | 32 | Continue to provide professional development for PPCD , PK and K-12 support staff, teachers and paraprofessionals supporting research-based instructional strategies for working with students with Autism, occupational, physical , speech/ language , hearing, sight, functional and/or learning disabilities.l challenges. |
| 1 | 1 | 33 | Provide supplemental reading lessons/transition support for TLC and Gal.Co.Det. students at Esmond Center. |
| 1 | 1 | 34 | Purchase supplemental core curriculum materials and contracted services to enhance online content areas programs and increase student success on state assessments for adjudicated students at Esmond Center. |
| 1 | 2 | 3 | Provide online courses to alternative campuses, Detention, and high school and junior high school for primary purpose of credit recovery, including professional development to the teachers of record to support them in providing online credit-recovery courses. |
| 1 | 2 | 4 | Provide elementary, middle and high school summer school opportunities for promotion and advancement, including exploration of digital options for credit recovery at the high school level. This includes opportunities for intervention and accelerated instructional materials and access to online programs for students in grades 5 and 8 not passing state math or reading STAAR for the 2nd time. |

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 1 | 3 | 1 | Provide staff development on data disaggregation and opportunities for staff to attend researched-based professional development on how to use the data to plan for lessons that will lead to improved academic performance. |
| 1 | 3 | 2 | In Secondary Classrooms: Continue to develop key labs/lessons supporting TEKS from 7th grade and focus on readiness TEKS for 8th grade. At high school: Implement labs into each course, while providing modeling of labs by district curriculum specialists. |
| 1 | 3 | 3 | For 5th Grade Science Classrooms: Embed process TEKS within the daily lesson to improve visual literacy critical thinking skills and scientific inquiry skills. Teachers insure that students are given at least two opportunities a week to participate in directed, guided or independent inquiry investigations. |
| 1 | 3 | 4 | For 6th grade Science: Using STAAR data, labs/ lessons will be created and implemented by teachers that focus on the Supporting TEKS. Teachers will design activities that allow students to develop those skills necessary to complete descriptive and experimental investigations, such as graphing, identification of variables, and analyzing data. |
| 1 | 3 | 5 | For Elementary PK-4 Science classes: Embed process TEKS within the daily lesson to improve visual literacy, critical thinking skills and scientific inquiry skills. Insure that students are given at least two opportunities a week to participate in directed, guided, or independent inquiry investigations. Increase teacher proficiency in the use of science notebooks. |
| 1 | 3 | 6 | District administrators will schedule campus visits with principals and teachers to discuss student data. |
| 1 | 3 | 7 | Provide extended, structured, data-driven learning opportunities and programs and classroom resources for At-Risk students. |
| 1 | 3 | 8 | For Grades 9- 12 Social Studies: Focus on critical writing (DBQs) and critical reading/analysis of primary and secondary sources. Provide vertical support in Social Studies skills. |
| 1 | 3 | 9 | For Elementary Social Studies classrooms: Focus on short answer response, mini -DBQs, reading comprehension through formative assessment techniques. Project-based Summative Assessments-District CBAs for grades K-4 will consist of performance tasks to assess readiness and skills standards and measure progress. |
| 1 | 3 | 10 | Support implementation of the ELPS in core content classes by providing support to teachers with documented observations by peers and ELPS trainer. |
| 1 | 3 | 11 | Middle School and Junior High School Social Studies classrooms: Plan for rigorous instruction that incorporates best practices in social studies, including the use of ELPS and AVID strategies. Focus on critical writing ( DBQs) and critical reading/analysis of primary and secondary sources. |
| 1 | 3 | 12 | Provide job-embedded Social Studies professional development to implement varied formative assessments during instruction to improve student learning. |
| 1 | 3 | 13 | Continue to provide TEKS curriculum development sessions for secondary science and social studies teachers to study low performing TEKS for the upcoming 9 weeks, instructional strategies, performance indicators, and academic vocabulary activities. |

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 1 | 4 | 1 | In all ELA classroom PK-12 grade: Increase teacher proficiency in purposeful planning in order to ensure rigor with questioning, academic vocabulary, genre, text choice, and focus in reading and writing. Increase teacher understanding and instructional delivery of writing workshop and effectively implementing specific writing strategies for developing writing in each genre; implement writing portfolios for every student with periodic portfolio checks. |
| 1 | 4 | 2 | Reading Improvement: In Grades K-4:Effectively implement Guided Reading/Literacy Workstations in all classrooms maintaining a Guided Reading Notebook with anecdotal notes. In Grades K-2:Increase teacher understanding and implementation of K-2 Phonics lessons, Word Study 3 and the Buddy Study Cycle. |
| 1 | 4 | 3 | Reading Improvement: In Grades 5-6: Implement specific reading strategies to improve student reading capacity and increase teacher understanding and instructional delivery of STAAR rigor in reading. Implement Word Study Curriculum and increase 5th grade teacher understanding and implementation of Word Study 3. Devise and implement best practices for student revising and editing of their own writing. |
| 1 | 4 | 4 | ELA in Grades 7-8: Implement specific reading strategies to develop balanced literacy and increase student overall progress and performance in every STAAR genre. Improving STAAR Level II and II by increasing teacher understanding of STAAR rigor to improve student overall progress and performance in Level II and III in reading and writing. Increase implementation of short answer response strategies. Develop and implement STAAR revising and editing strategies. |
| 1 | 4 | 5 | ELA in Grades 9-12: Implement specific reading strategies to increase teacher understanding and instructional delivery of specific reading strategies, both at the independent and grade-appropriate reading levels, to improve student reading rigor and capacity. Continue to developing effective instructional plans for re-testers to increase percentage meeting Level II and Level III standards on STAAR. |
| 1 | 4 | 6 | For Math Grades PK-4: Purposeful embedding of process TEKS within daily classroom instructional practices to strengthen students' problem solving skills. Strengthen rigor of classroom instructional practices such as lesson planning, modeling, questioning, and formal and informal assessments. Effectively implement small group instructions and introduce learning centers as independent review and extension of the lesson. Consistently view application problems in multiple representations i.e.: equation/expression, tables, diagrams/graphs and written/verbal descriptions. |
| 1 | 4 | 7 | For Math in Grades 7-8: Focused lessons that incorporate high levels of student engagement through continued use of formative assessment, collaborative learning and movement. 7th and 8th grade teachers will meet weekly to share teaching strategies and activities. Academic Coaches and teachers will concentrate on providing students multiple opportunities to improve assessment scores by monitoring student progress on common assessments and CBA's. 8th grade teachers will be incorporating the TI-INSPIRE calculator into their lessons and teaching students to use these tools |
| 1 | 4 | 8 | For Math in Grades 9-12: Focused lessons that incorporate high levels of student engagement through continued use of formative assessment, collaborative learning and movement. Increase percentage of students meeting Phase 2 Level II and Level II standards on STAAR Algebra I. Teachers and Instructional Specialists will concentrate on improving student assessment scores by monitoring student progress on previous year's STAAR scores, common assessments, and CBAs. Students must show growth every year. |

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 2 | 2 | 2 | Provide focused programs, trainings and instructional materials which support core content-based instruction and provide sustained classroom support with experts in the field who model research based practices most effective in improving instruction for at-risk students. |
| 2 | 2 | 3 | Provide professional development opportunities/materials which allows collaboration of teachers and campus administrators to improve their school's culture and instruction |
| 2 | 2 | 4 | Provide administrators and staff with high quality, research-based professional development activities supported by instructional materials that address reading and math SE's difficult for at-risk students to understand. |
| 3 | 3 | 4 | Provide transportation for homeless students to attend them home campus for the school year, working in collaboration with other school districts. |
| 4 | 1 | 7 | Distribution of local and state funding equally among campuses first followed by supplemental federal funds and coordination of services to students on those campuses not meeting state and federal academic standards.. |
| 4 | 2 | 2 | Purchase supplemental technology/programs/ equipment that will assist at-risk students in mastering current curriculum needed for meeting and exceeding state and federal standards in reading and/or math. |
| 4 | 2 | 3 | Maximize use of programs currently used in district though trainings at the campus level with monitoring of program usage reports. |
| 4 | 2 | 4 | Provide on-site campus support with instructional technology specialist on how to maximize and enhance learning by integrating effective instructional technology wth data driven. solid classroom instruction. |
| 5 | 1 | 7 | Provide supplies/materials, snacks, transportation, childcare for parent meetings, trainings and instructional activity nights to increase parental involvement in reading and math. |

# Federal System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 1 | 1 | 2 | Continue to provide/expand district-wide professional development on developing and implementing accommodations, modifications and supplemental aids across curriculum for all grade levels |
| 1 | 1 | 3 | Provide campus staff with the research-based training and necessary resources/materials to implement differentiated instructional strategies via small group instruction, cooperative learning, and curriculum compacting, while integrating our district-wide initiative for balanced literacy in order that all at-risk students can transfer skills acquired across all content curriculum. |
| 1 | 1 | 4 | Provide professional development and support/ materials for classroom teachers on building student academic vocabulary for ELL, at-risk, and Special Education students. |
| 1 | 1 | 5 | Provide supplemental funds for campuses to use for professional development, curriculum travel, and cross-campus and district collaborative planning. |
| 1 | 1 | 6 | Continue to provide supplemental teachers, Academic Coaches/Instructional Specialists, and instructional aides on all Title IA campuses that support learning activities in and out of the regular classroom for any struggling student(s) in addition to those already identified as At-Risk, ELL, Special Education, or Dyslexic. |
| 1 | 1 | 7 | Provide staff development on data disaggregation and opportunities for staff to attend researched-based professional development on how to use data to plan lessons that will lead to improved student academic performance. |
| 1 | 1 | 8 | Continue to update and implement Performance Based Monitoring goals and strategies requirements for PBM through district-wide training opportunities for campus administrators and teachers in how to effectively differentiate and scaffold lessons to meet the learning needs of every student.(ELL and Special Education, Title IA and CTE populations) |
| 1 | 1 | 11 | Provide staff with the training necessary to implement differentiated , researched-based instructional strategies through the Reading and Writing Workshop model. |
| 1 | 1 | 12 | Revise curriculum documents ( CBAs, pacing guides, district Placemats) based on analysis of 2016 state and local assessment results. |
| 1 | 1 | 13 | Provide staff development on the utilization of on-line databases and resources as it relates to Level 2 STAAR requirement for student progress/academic growth for 2017 and beyond. |
| 1 | 1 | 14 | Provide professional development, materials and support for teachers to address Math TEKS for grades K-8. |
| 1 | 1 | 15 | Provide an Abydos Summer Writing Institute to train K-12th grade teachers in the Abydos writing model. |
| 1 | 1 | 16 | Provide campuses with the expertise of experienced consultants skilled in modeling researched-based activities in core subjects that have proven successful in addressing the academic needs of elementary, middle school and secondary ELA teachers and students. |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 17 | Provide opportunities to send Abydos- trained teachers to Abydos Reading and Grammar Week and Abydos State Conferences. |
| 1 | 1 | 23 | Provide summer PD sessions that focus on building expert and research-based instructional delivery in the classroom. |
| 1 | 1 | 25 | Continue support of the Leveled Literacy Intervention for grades K-8. Provide professional development and materials throughout the school year and summer. |
| 1 | 1 | 26 | Provide trained teachers to focus on services to students identified with dyslexia and other identified at-risk students. Provide Neuhaus professional development and materials to Academic Coaches providing Dsylexia intervention. |
| 1 | 1 | 27 | Provide customized instruction for qualified general education homebound students and professional development opportunities for teachers and counselors on 504 regarding compliance on homebound services. |
| 1 | 1 | 28 | Provide on-going professional development on sheltered instruction and research-based ELL strategies for all teachers. |
| 1 | 1 | 29 | Provide on-going professional development support on effective implementation of the English Language Proficiency Standards (ELPS) in individual classrooms for all campuses. |
| 1 | 1 | 30 | Provide professional development for bilingual/ELS teachers, regular teachers and campus/district administrators as well as the opportunity to attend conferences relating to bilingual/ESL instructional support. |
| 1 | 1 | 31 | Continue to provide professional development for developing Standards Based IEP goals and objectives. |
| 1 | 1 | 32 | Continue to provide professional development for PPCD , PK and K-12 support staff, teachers and paraprofessionals supporting research-based instructional strategies for working with students with Autism, occupational, physical , speech/ language , hearing, sight, functional and/or learning disabilities.l challenges. |
| 1 | 1 | 33 | Provide supplemental reading lessons/transition support for TLC and Gal.Co.Det. students at Esmond Center. |
| 1 | 1 | 34 | Purchase supplemental core curriculum materials and contracted services to enhance online content areas programs and increase student success on state assessments for adjudicated students at Esmond Center. |
| 1 | 2 | 1 | Provide Dropout/Credit Recovery teacher and Transition Teacher for students at DHS and the Alternative Education Campuses that are at-risk of dropping out of school. |
| 1 | 2 | 2 | Track students who leave the district and do not return to their home campus. Reduce drop-out rate for district. |
| 1 | 2 | 3 | Provide online courses to alternative campuses, Detention, and high school and junior high school for primary purpose of credit recovery, including professional development to the teachers of record to support them in providing online credit-recovery courses. |
| 1 | 2 | 4 | Provide elementary, middle and high school summer school opportunities for promotion and advancement, including exploration of digital options for credit recovery at the high school level. This includes opportunities for intervention and accelerated instructional materials and access to online programs for students in grades 5 and 8 not passing state math or reading STAAR for the 2nd time. |

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 1 | 2 | 7 | Work with DHS and MJHS campus personnel to ensure Special Education and ELL graduation rate increases and drop-out rates decrease and all are monitored accurately and within a timely manner. |
| 1 | 2 | 8 | Continue to provide Dickinson Continuation Center to offer a different setting in order for at-risk students to accelerate credit acquisition. |
| 1 | 2 | 9 | Provide Communities in Schools case managers for campuses to assist with at-risk students and their families. |
| 1 | 2 | 11 | Provide funds for At-Risk Liaison to travel as itinerant provider as students are placed in disciplinary or Juvenile Justice Center. Provide for At-Risk Liaison and Esmond Center teachers to attend professional development opportunities that address academic needs of high at-risk students. |
| 1 | 3 | 10 | Support implementation of the ELPS in core content classes by providing support to teachers with documented observations by peers and ELPS trainer. |
| 1 | 4 | 1 | In all ELA classroom PK-12 grade: Increase teacher proficiency in purposeful planning in order to ensure rigor with questioning, academic vocabulary, genre, text choice, and focus in reading and writing. Increase teacher understanding and instructional delivery of writing workshop and effectively implementing specific writing strategies for developing writing in each genre; implement writing portfolios for every student with periodic portfolio checks. |
| 1 | 4 | 2 | Reading Improvement: In Grades K-4:Effectively implement Guided Reading/Literacy Workstations in all classrooms maintaining a Guided Reading Notebook with anecdotal notes. In Grades K-2:Increase teacher understanding and implementation of K-2 Phonics lessons, Word Study 3 and the Buddy Study Cycle. |
| 1 | 4 | 3 | Reading Improvement: In Grades 5-6: Implement specific reading strategies to improve student reading capacity and increase teacher understanding and instructional delivery of STAAR rigor in reading. Implement Word Study Curriculum and increase 5th grade teacher understanding and implementation of Word Study 3. Devise and implement best practices for student revising and editing of their own writing. |
| 1 | 4 | 4 | ELA in Grades 7-8: Implement specific reading strategies to develop balanced literacy and increase student overall progress and performance in every STAAR genre. Improving STAAR Level II and II by increasing teacher understanding of STAAR rigor to improve student overall progress and performance in Level II and III in reading and writing. Increase implementation of short answer response strategies. Develop and implement STAAR revising and editing strategies. |
| 1 | 4 | 5 | ELA in Grades 9-12: Implement specific reading strategies to increase teacher understanding and instructional delivery of specific reading strategies, both at the independent and grade-appropriate reading levels, to improve student reading rigor and capacity. Continue to developing effective instructional plans for re-testers to increase percentage meeting Level II and Level III standards on STAAR. |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 4 | 6 | For Math Grades PK-4: Purposeful embedding of process TEKS within daily classroom instructional practices to strengthen students' problem solving skills. Strengthen rigor of classroom instructional practices such as lesson planning, modeling, questioning, and formal and informal assessments. Effectively implement small group instructions and introduce learning centers as independent review and extension of the lesson. Consistently view application problems in multiple representations i.e.: equation/expression, tables, diagrams/graphs and written/verbal descriptions. |
| 1 | 4 | 7 | For Math in Grades 7-8: Focused lessons that incorporate high levels of student engagement through continued use of formative assessment, collaborative learning and movement. 7th and 8th grade teachers will meet weekly to share teaching strategies and activities. Academic Coaches and teachers will concentrate on providing students multiple opportunities to improve assessment scores by monitoring student progress on common assessments and CBA's. 8th grade teachers will be incorporating the TI-INSPIRE calculator into their lessons and teaching students to use these tools |
| 1 | 4 | 8 | For Math in Grades 9-12: Focused lessons that incorporate high levels of student engagement through continued use of formative assessment, collaborative learning and movement. Increase percentage of students meeting Phase 2 Level II and Level II standards on STAAR Algebra I. Teachers and Instructional Specialists will concentrate on improving student assessment scores by monitoring student progress on previous year's STAAR scores, common assessments, and CBAs. Students must show growth every year. |
| 2 | 2 | 2 | Provide focused programs, trainings and instructional materials which support core content-based instruction and provide sustained classroom support with experts in the field who model research based practices most effective in improving instruction for at-risk students. |
| 2 | 2 | 3 | Provide professional development opportunities/materials which allows collaboration of teachers and campus administrators to improve their school's culture and instruction |
| 2 | 2 | 4 | Provide administrators and staff with high quality, research-based professional development activities supported by instructional materials that address reading and math SE's difficult for at-risk students to understand. |
| 3 | 3 | 4 | Provide transportation for homeless students to attend them home campus for the school year, working in collaboration with other school districts. |
| 4 | 1 | 7 | Distribution of local and state funding equally among campuses first followed by supplemental federal funds and coordination of services to students on those campuses not meeting state and federal academic standards.. |
| 4 | 2 | 2 | Purchase supplemental technology/programs/ equipment that will assist at-risk students in mastering current curriculum needed for meeting and exceeding state and federal standards in reading and/or math. |
| 4 | 2 | 3 | Maximize use of programs currently used in district though trainings at the campus level with monitoring of program usage reports. |
| 4 | 2 | 4 | Provide on-site campus support with instructional technology specialist on how to maximize and enhance learning by integrating effective instructional technology wth data driven. solid classroom instruction. |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 5 | 1 | 7 | Provide supplies/materials, snacks, transportation, childcare for parent meetings, trainings and instructional activity nights to increase parental involvement in reading and math. |

# State Compensatory

**Personnel for District Improvement Plan:**

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|---|---|---|---|
| A. Cavazos | Academic Coach | BMS | 0.30 |
| A. Hardy | Academic Coach | BMS | 1.0 |
| A. Laughbaum | Academic Coach | BCES | 0.70 |
| A. Pope | Paraprofessional -AC | KELES | 1.0 |
| A. Rolla | Paraprofessional-AC | LES | 1.0 |
| A. Zamora | Academic Coach | MJHS | 1.0 |
| B. Fitzpatrick | Academic Coach | BMS | 1.0 |
| B. Stewart | Instructional Specialist | DHS | 0.87 |
| C. Burkardt | Academic Coach | SLES | 1.0 |
| C. Fernandez | Academic Coach | DMS | 1.0 |
| C. Gillespie | Academic Coach | DMS | 1.0 |
| C. Hoffman | Academic Coach | BMS | 1.0 |
| C. Jarmack | Paraprofessional-AC | SLES | 1.0 |
| C. Legrand | Paraprofessional-AC | SLES | 1.0 |
| C. Lopez | Paraprofessional-AC | LES | 1.0 |
| C. McGee | Paraprofessional-AC | BCES | 1.0 |
| C. Newell | Instructional Specialist | DHS | 1.0 |
| C. Pinkston | Academic Coach | SLES | 1.0 |
| D. Daniel | Academic Coach | SLES | 1.0 |
| D. Fowler | Teacher | MJHS | 1.0 |
| D. Jones | Academic Coach | CRES | 1.0 |
| D. Kenas | Academic Coach | JSES | 1.0 |

| | | | |
|---|---|---|---|
| D. Martin-Taylor | Paraprofessional-AC | LMS | 1.0 |
| D. McCray | Teacher | MJHS | 1.0 |
| D. Morris | Teacher | MJHS | 1.0 |
| D. Nix | Academic Coach | LMS | 1.0 |
| D. Schneider | Academic Coach | LES | 1.0 |
| D. Whitley | Paraprofessional-AC | JSES | 1.0 |
| E. Peugeot | Academic Coach | BMS | 1.0 |
| E. Puccetti | Teacher | MJHS | 1.0 |
| G. Canales | Academic Coach | BCES | 1.0 |
| H. Hall | Academic Coach | MJHS | 1.0 |
| H. Portelance | Academic Coach | LES | 1.0 |
| J. Colclazier | Academic Coach | DMS | 0.30 |
| J. Edwards | Instructional Specialist | DHS | 0.87 |
| J. Landolt | Academic Coach | LMS | 1.0 |
| J. Leary | Academic Coach | MJHS | 1.0 |
| J. Rady | Academic Coach | JSES | 1.0 |
| J. Reed | Academic Coach | CRES | 1.0 |
| J. Wallace | Academic Coach | JSES | 0.30 |
| J. Wilson | Instructional Specialist | DHS | 0.71 |
| K. Baldwin | Instructional Specialist | DHS | 1.0 |
| K. Ballard | Instructional Specialist | DHS | 1.0 |
| K. Cunningham | Academic Coach | DMS | 1.0 |
| K. Decatur | Academic Coach | SLES | 1.0 |
| K. McMahon | Academic Coach | BCES | 1.0 |
| K. Nemeth | Instructional Specialist | DHS | 1.0 |
| K. Roque | Instructional Specialist | DHS | 0.87 |
| K. Shimek | Academic Coach | LES | 1.0 |
| K. Vos | Paraprofessional-AC | JSES | 1.0 |

| L. Black | Academic Coach | SLES | 1.0 |
|---|---|---|---|
| L. Bradley | Academic Coach | JSES | 1.0 |
| L. Brown | Academic Coach | HRES | 1.0 |
| L. Gonzales | Paraprofessional-AC | BMS | 1.0 |
| L. Jackson | Paraprofessional-AC | HRES | 1.0 |
| L. Markiewicz | Academic Coach | BCES | 1.0 |
| L. Williams | Academic Coach | LMS | 0.30 |
| M. Chandler | Instructional Specialist | DHS | 1.0 |
| M. Jensen | Teacher | MJHS | 1.0 |
| M. Lewis | Instructional Specialist | DHS | 1.0 |
| M. Magliolo | Academic Coach | LES | 1.0 |
| M. Paul | Academic Coach | DMS | 1.0 |
| M. Small | Academic Coach | SLES | 1.0 |
| M. Smith | Academic Coach | MJHS | 1.0 |
| N. Campbell | Academic Coach | JSES | 1.0 |
| N. Isom | Instructional Specialist | DHS | 1.0 |
| N. Morales | Paraprofessional-AC | CRES | 1.0 |
| R. Gibb | Academic Coach | CRES | 0.50 |
| R. Jasso | Instructional Specialist | DHS | 1.0 |
| R. Revuelta | Instructional Specialist | DHS | 0.87 |
| S. Froebel | Paraprofessional-AC | BCES | 1.0 |
| S. Gilbert | Academic Coach | MJHS | 1.0 |
| S. McDonald | Instructional Specialist | DHS | 1.0 |
| S. Morales | Academic Coach | LMS | 1.0 |
| S. Sanchez | Teacher | MJHS | 1.0 |
| S. Wankan | Teacher | MJHS | 1.0 |
| S. Young | Academic Coach | KELES | 1.0 |
| T. Guidry | Instructional Specialist | DHS | 0.87 |

| T. Lowe | Academic Coach | LMS | 1.0 |
| T. Zamarripa | Academic Coach | JSES | 1.0 |

# Title I

## Schoolwide Program Plan

Dickinson ISD's Title IA allocation for 2016-17 totaled $1,873,658. $194,693 was reserved at district level for professional development, parent involvement activities, eligible Private Non-Profit School allocation, administration of Title IA programs, services to students served at the Esmond Juvenile Justice Center and services to homeless students not enrolled on a Title IA campus. The remaining $1,678,965 was distributed to the 12 Title IA IA campuses at $255 per pupil. Title IA campuses used $1,600,307.50 for personnel providing direct academic support for at-risk students (FTEs=27.47), with the remaining $78,657.50 delegated for supplemental contracted services, materials, professional development, homeless support, parent involvement, etc. depending on each campus CNA and CIP.

Dickinson ISD will focus on continued improvement in all areas of academic achievement as demonstrated by the. following data:

1. STAAR End of Course exams
2. STAAR (Grades 3-8) exams
3. SAT Scores
4. ACT Scores
5. PSAT Scores
6. Advanced Placement Exam Scores
7. Graduation Rates
8. Course Credits
9. Attendance Data
10. Discipline Data
11. Retention Data
12. Suspension Data

Dickinson ISD will focus on the improvement of our ELL and Special Education students' academic achievement by focusing on the following:

- Specialized staff development for all teachers assigned to ELL and Special Education students
- On-going Sheltered Plus training for all staff members
- On-going ELPS training for all new staff members
- On-going data analysis
- Walk through observations supporting ELPS instruction
- Additional supplemental support for instruction
- Monitoring of attendance rates
- Monitoring of discipline referral rates/suspension rates
- Monitoring of drop-outs (Grade 7-12) and recovery

# Ten Schoolwide Components

## 1: Comprehensive Needs Assessment

The staff of Dickinson ISD is a culture of professionals who use data-driven processes to produce the comprehensive needs assessment. Data sources and results are identified and analyzed by staff members. The information drives the creation of our district's plan of action known as the District Improvement Plan. The comprehensive needs assessment follows the priorities set by the DISD Board of Trustees for 2016-17, in order to write our goals. As new data becomes available, it will be analyzed and plans will be modified accordingly.

## 2: Schoolwide Reform Strategies

DISD has chosen reform strategies that will improve teaching and learning. All students are held to the highest of standards. Teachers use effective instructional strategies that are based on scientific research. DISD is constantly monitoring student performance through an assortment of programs and assessment data.

## 3: Instruction by highly qualified professional teachers

In DISD, 12 of our 14 campuses are Title IA Schoolwide campuses. High quality professional development is a priority and enhances teacher's skills. When openings occur, the principal and campus teams ensure that the best candidates are selected.

*For the 2016-17 school year, due to the re-authorization of NCLB to Every Student Succeeds Act (ESSA), the highly qualified requirement for professional staff is no longer required. DISD will continue to recruit, hire, and retain effective, high quality, certified teachers and highly qualified paraprofessionals. Research based, sustainable professional development will be provided.*

## 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

High-quality, sustained professional development if provided for staff members throughout and beyond the school year. The district's departments provide excellent training that directly aligns with district and campus initiatives. The district and campuses work to identify the skills of all staff in order to create mentors, trainers of trainers, and leaders. Professional development is based on the comprehensive needs assessment. Building capacity at district and campuses is accomplished by expecting staff members to train others when they attend professional development.

**5: Strategies to attract highly qualified teachers**

The district's human resources department does a great job recruiting high quality personnel. Hiring practices are done as a team approach and continues with a mentoring/induction program to support new teachers and staff new to DISD.

*For the 2016-17 school year, due to the re-authorization of NCLB to Every Student Succeeds Act (ESSA), the highly qualified requirement for professional staff is no longer required. DISD will continue to recruit, hire, and retain effective, high quality, certified teachers and highly qualified paraprofessionals. Research based, sustainable professional development will be provided.*

**6: Strategies to increase parental involvement**

Our district's communication department works with and administration and campuses to provide communication, information and strategies to enhance parental, community and business involvement.

**7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

DISD's Prekindergarten and PPCD teachers work closely with Kindergarten teachers in order to provide a smooth transition from PK to K. Students are assessed frequently and support is provided through Special Programs, paraprofessionals or campus intervention teams. The teachers also keep parents well informed about their children's progress. In addition, students moving from one school campus to another: elementary to middle, middle to junior high, junior high to high school and high school to college or career will be provided with processes and programs in place on campuses to make these transitions as smooth and uneventful as possible so student can quickly adjust and begin learning in their new environment. Transition services are provided to adjudicated students at the Esmond Juvenile Justice Center-Galveston County prior to their scheduled release from the facility and return to their home district/campus/state.

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

DISD follows the district's curriculum, scope and sequence and assessment guidelines. Teachers use a variety of assessment tools: CBAs, Running Records, Tejas Lee, DRA, STaR Early Literacy and more to assess students throughout the school year. Decisions concerning the use of these assessments are made by the district with the input from the campus principals. Consistency among campuses if vital to effective data and analysis.

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic**

**achievement standards**

DISD staff meets on a regular basis to assess students' academic achievement. The District has developed and implemented specific tiered interventions processes that support the efforts of regular classroom teachers. The RtI Process ensures that students receive effective and timely assistance.

**10: Coordination and integration of federal, state and local services and programs**

DISD understands the necessity of using resources the most effective way possible. Federal, state and local services and programs are integrated to ensure duplication is minimized and that the right services are being provided. Principals and central office administration communicate continually in order to monitor the coordinate and effectiveness of programs and services.

# Title I Personnel

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| A. Higgins | Academic Coach | HRES | 1.0 |
| A. Laughbaum | Academic Coach | BCES | 0.30 |
| A.Cavazos | Academic Coach | BMS | 0.70 |
| A.Hollins | Academic Coach | MJHS | 1.0 |
| D. Hinds | Academic Coach | KELES | 1.0 |
| D. Reyna | Paraprofessional-AC | CRES | 1.0 |
| E. Loosemore | Academic Coach | KELES | 1.0 |
| G. Loney | Academic Coach | BMS | 1.0 |
| J. Colclazier | Academic Coach | DMS | 0.70 |
| J. Garduno | Literacy Paraprofessional | KELES | 1.0 |
| J. Hall | Instructional Specialist | DHS | 1.0 |
| J. Nguyen | Academic Coach | HRES | 1.0 |
| J. Walker | Academic Coach | HRES | 1.0 |
| J. Wallace | Academic Coach | JSES | 0.70 |
| K. Allison | Instructional Specialist | DHS | 1.0 |
| K. Massey | Academic Coach | HRES | 1.0 |
| K. Williamson | AVID Teacher | DHS | 1.0 |
| L. Ford | Academic Coach | HRES | 1.0 |
| L. Gustke | Academic Coach | KELES | 1.0 |
| L. Williams | Academic Coach | LMS | 0.70 |
| M. Guerrero | Academic Coach | BCES | 0.50 |
| M. Guerrrero | Academic Coach | LES | 0.50 |
| M. Lourenco | Academic Coach | JSES | 1.0 |
| M. O'Neal | Academic Coach | LES | 1.0 |

| O. Martin | Academic Coach | MJHS | 1.0 |
|-----------|----------------|------|-----|
| R. Allen | Literacy Paraprofessional | CRS | 1.0 |
| R. Gibb | Academic Coach | CRES | 0.5 |
| R. Hoffman | Academic Coach | DMS | 1.0 |
| T. Ausmus | Academic Coach | CRS | 1.0 |
| T. Martin | Academic Coach | CRES | 1.0 |
| T. Vernor | Instructional Specialist | DHS | 0.71 |

# Plan Notes

## 2016-17 State Compensatory Education Program

## Dickinson ISD

State Compensatory Education (SCE) funds are being used to enhance the Title I Schoolwide Programs on 10 of our campuses and provide support to our alternative campuses by using the funds to: (1) close the achievement gap between at-risk and non-at-risk student (as measured by TAKS or STAAR), focus on reading, writing, mathematics, science, and social studies instruction; and (2) close the dropout rate gap between at-risk and non-at-risk students.

The District/Campuses use the state criteria for determining students 'at-risk'.  Students identified as at-risk will meet one or more of the following criteria:

1. Is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

2. Is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

3. Was not advanced from one grade level to the next for one or more school years;

4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument; (Did not pass TAKS/STAAR,)

5. Is pregnant or is a parent;

6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;

7. Has been expelled in accordance with Section 37.007 during the preceding or current school year;

8. Is currently on parole, probation, deferred prosecution, or other conditional release;

9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

10. Is a student of limited English proficiency, as defined Section 29.052;

11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

12. Is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Dickinson ISD received a total of $7,490,548 in State Compensatory funds for 2016-17 school year.   The district is using $ **4,140,841** for direct services to students at campuses while the remaining for indirect services throughout the district.  Title IA campuses have included their amounts in their CIP (under the Notes Section of their CIP 16-17 designating use and FTE's for State Compensatory funds.  The total district SCE FTEs for the district = 91.46

- Provide supplemental Academic Coaches/Instructional Specialists to support identified students in core subjects on Title IA campuses,
- Provide specialized staff development to train personnel who are working with students who are at risk of dropping out of school,
- Provide supplemental Instructional Academic Coach Paraprofessionals for Title IA campuses,
- Provide homebound services for students,
- Provide Communities in School Program (7 Case Managers) on six campuses to support district dropout prevention program,
- Provide supplemental funds for accelerated instruction (Saturday and Summer Programs), transportation and instructional materials/programs for struggling students not meeting state standards,
- Provide homebound services to support students who are pregnant,
- Provide Professional, Counseling and support staff for students enrolled at Dickinson Continuation center,
- Provide District Social Worker/Homeless liaison.

# Education Improvement Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Ryan Boone | Deputy Supt. for Business and Operations |
| Administrator | Robert Cobb | Assistant Supt. for Administration |
| Administrator | Vicki Mims | Superintendent |
| Administrator | Kim Rich | Executive Director for Human Resources |
| Administrator | Jim Rubach | Executive Director of Facility Planning and Construction |
| Administrator | Carla Voelkel | Deputy Supt. for Educational Services |
| Business Representative | Mike File | |
| Business Representative | Nicholi Schneider | |
| Business Representative | Joe Stanton | |
| Classroom Teacher | Valerie Alexander | HRES -1st Grade |
| Classroom Teacher | Ali Beacham | DHS- Spanish |
| Classroom Teacher | Sharon Boudreaux | DMS-Physical Education |
| Classroom Teacher | Christina Burkhart | SLES - Academic Coach |
| Classroom Teacher | Thomas Butler | DHS- Social Studies |
| Classroom Teacher | Sandra Cavazos | BMS -Bilingual Teacher |
| Classroom Teacher | Regena Collier | BCES -1st Grade |
| Classroom Teacher | Denise Daniel | SLES - Academic Coach |
| Classroom Teacher | Matthew Foster | BCES -3rd Grade |
| Classroom Teacher | Eloy Garza | DHS- Social Studies |
| Classroom Teacher | Barbara Goad | CAP- Social Studies |
| Classroom Teacher | Jennifer Heard | CRES - SAILS |
| Classroom Teacher | Caren Hoffman | BMS -Academic Coach |
| Classroom Teacher | DMS-Rebecca Hoffman | DMS- Academic Coach |
| Classroom Teacher | Brandy Kowis | KELES - 3rd Grade |

| | | |
|---|---|---|
| Classroom Teacher | Misty Magliolo | LES - Academic Coach |
| Classroom Teacher | Susan Neimeyer | HRES - 4th Grade |
| Classroom Teacher | Nathan Robinson | MJHS- Social Studies |
| Classroom Teacher | Emily Russell | KELES -4th Grade |
| Classroom Teacher | D'Ann Schneider | LES - Academic Coach |
| Classroom Teacher | Nikki Scimeca | LMS- Math |
| Classroom Teacher | Shelley Shaw | CRES- Kindergarten |
| Classroom Teacher | Melody Smith | MJHS- Academic Coach |
| Classroom Teacher | Lezli Tonnies | JSES - 2nd Grade |
| Classroom Teacher | Lisa Verinder | DMS-SAILS |
| Classroom Teacher | Sara Young | KELES -Academic Coach |
| Classroom Teacher | Traci Zamarripa | JSES - Academic Coach |
| Community Representative | Shamarion Barber | |
| Community Representative | Joy Dibello | |
| Community Representative | Jewell Hernandez | |
| District-level Professional | Lee Courville | Director of Elementary Programs |
| Non-classroom Professional | Angela Baehr | BMS-Counselor |
| Non-classroom Professional | Laura Batson | DHS- ARD Facilitator |
| Non-classroom Professional | Deanna Goodlet | SLES Assistant Principal |
| Non-classroom Professional | Sherry Howard | LMS-Librarian |
| Non-classroom Professional | Kim Jackson | CRES Counselor |
| Non-classroom Professional | Heather Kirk | BCES Librarian |
| Non-classroom Professional | Azial (AJ) | JSES Assistant Principal |
| Non-classroom Professional | Hayde Lopez | HRES Assistant Principal |
| Non-classroom Professional | Stephanie Williams | LES Principal |
| Non-classroom Professional | Jaime Williams | MJHS- Assistant Principal |
| Paraprofessional | Lisa Padgett | LMS |
| Parent | Kari Dale | Lobit Elementary School |

| Parent | Larry Gregory | |
| --- | --- | --- |
| Parent | Michelle Ixtabaian | |
| Parent | Tim Johnson | Bay Colony Elementary |
| Parent | Valerie Robson | |
| Parent | Nakia Welch | Bay Colony Elementary School |
| Parent | Patricia Welch | Bay Colony Elementary School |