



## **Dickinson Continuation Center**

# **Campus Improvement Plan 2019-2020**

*Met Alternative Standard: A (90) 2018-19*

# District Mission Statement

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

## District 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.

## District Goals

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

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

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

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

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

# Dickinson Continuation Center

Campus Improvement Plan Evaluation  
2019-2020

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## **Provide effective teaching and learning that results in student mastery for successful college and career readiness.**

Campus performance goal: **During 2019-20 DCC will meet or exceed state and national standards in all subject areas and meet state safeguards. DCC students will improve our four- year graduation rate by 10% in order to meet federal system safeguards.**

Our student performance goal was met; however, we will reinforce our focus on College, Career and Military Readiness with the goal of increasing the number of students who Meet Grade Level as opposed to the Approaching Grade Level score, and to work on reducing the number of dropouts.

- TEA STAAR Performance data table report reflects that 81% of overall all subjects (all tests taken) approached grade level, 79% of our students in ELA, 82% in Math, 82% in Science, and 81% in Social Studies, This reflects grades 8<sup>th</sup> through 12<sup>th</sup> scores as we are considered an 8-12 High School. The report indicated that 37% of all tests taken met grade level.
- The College, Career, and Military Readiness Data Table indicates that 11% of our students met that goal, for a score of 75.
- DCC Graduation data indicate that 70% of our students graduated in 4 years, but 91% graduated, continued earned a TxCHSE for a score of 80.
- DCC graduated 52 students over the course of the school year.
- Our overall STAAR Student Achievement Score was a 82.
- According to the TEA Academic Growth Data Table, DCC earned 13 points out of a possible 18 points for a scaled score of 85
- DCC successfully Met Alternative Standard in 2018 with a score 90.
- We were not rated for ClosingThe Gaps, due to small numbers.

Although our graduation rate improved to 69.6%, we still failed to meet the federal goal of 90%,

- The drop-out rate rose slightly from 11% to 15.7% (data collection period 2017-2018)
- DCC did miss a total of 4 federal targets in the areas of graduation rate, and CCMR data for 3 consecutive years, which rated us as in need of Targeted Support.

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

Campus Performance Goal: **DCC will work to maintain a 100% certified staff through mentoring and staff development during the 2017-18 school year.**

We did meet our goal

- All DCC teachers are certified and highly qualified and new faculty were assigned mentor teachers as well as staff development targeted to their teaching assignment.

## **Provide a Safe, Healthy, Secure and orderly Environment for students, staff, families, and community.**

Campus Performance Goal: 100% of teachers will be trained in all safety procedures and student safety for the campus, student discipline issues will be reduced by 5% and the campus will strive improve attendance by .5% for 2019-2020

- We met our goal of training all teachers in safety procedures and student safety.
  - Fire drills, tornado drills, and active shooter trainings were preformed regularly, we have a low number of discipline issues and students report a feeling of safety and security on the DCC campus. Students and visitors can only enter through the front doors which allows for better ability to monitor visitors. The doors remain locked with a buzzer system to allow visitors into the building.
- We did not meet our goal of improving student attendance by .5%, as attendance actually declined.

- We continue to strive to attain the districts 95% attendance goal. Our attendance rate was 87%, which decreased from 93% the prior year.

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

Campus performance Goal: DCC will apply fiscally sound management procedures in order to maintain a balanced budget, incorporate technology into 100% of t instruction and maintain energy consumption and campus maintenance.

- We met our goal as we have incorporated technology into 100% of the instruction.
  - All DCC classroom computers have individual computer for students, a minimum of 16 computers per classroom.
- We met our goal to have a balanced budget.
  - All DCC budgets had significant surplus at the end of the year.
- We met our goal to reduce energy consumption.
  - DCC is a part of a complex which showed a reduction in energy consumption over the past year.

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

Campus Performance Goal: **During 2018-2019 our campus will apply fiscally sound management procedures in order to maintain a balanced budget, incorporate technology into 100% of the instruction and maintain energy consumption and campus maintenance**

- We met this goal in terms of engaging in activities that promote community engagement, however we still struggle.
  - Every student was given the opportunity to have friends and families attend their personal graduation walk that we refer to as their “Clap-out Ceremony.”
  - Increased publicity of DCC was achieved through articles published in Gator Bytes.
  - The Campus website was kept up to date with events, information and pictures of graduates.
  - Parents were more involved in their student's post-secondary educational interests by coming to the school and having our counselor assist them in filling out grant applications.
  - Students went on a field trip to COM and also had visits from a College of the Mainland advisor.
  - DHS and DCC had an integrated graduation ceremony which provided the community an opportunity to share in DCC student success.
  - The call-out system was utilized consistently.
  - Teachers called each student's parents during grading periods to discuss student achievement and concerns.
  - The counselor personally called each parent on the morning of a student absence.
  - Updates on student progress were e-mailed to parents regularly.

**DCC will challenge and prepare students to become enthusiastic lifelong learners, problem solvers and contributing members of society. The staff at DCC is dedicated to establishing and maintaining a safe environment, which fosters a positive attitude and a commitment to excellence while providing accelerated instruction. All students will be challenged to develop social, personal, and academic talents to their fullest potential. Students will be empowered to make a living, make a life, and make a difference.**

# Dickinson Continuation Center

## 2019-2020 Campus Improvement Plan

### Executive Summary

#### **The goals of The Dickinson Continuation Center are aligned with the 2019 – 2020 DISD priority objectives.**

Individual student success will remain the focus of the campus. The campus will continue to work on relationship building, mentoring, and technology hybrid integration in the classroom order to improve the academic performance and eliminate the achievement gaps, instilling in all students the ability to be critical thinkers and lifelong learners.

- Teachers meet with Curriculum Specialists regularly to plan for rigorous instruction.
- Provide specific and focused reading and writing professional development.
- Implement consistent use of data with regular data talks to provide timely interventions.
- Provide opportunities to write across the curriculum in order to increase writing scores on state assessments.
- Review individual graduation plans student by student, and monitor drop-out lists to ensure each student understands their status and increase the likelihood of graduation.
- Ensure that all teachers are trained in the use of research based instructional practices, including SIOp strategies.
- Provide incentives for students to remain on-schedule in their Edgenuity classes each week.
- Teachers will be provided opportunities to attend conferences and workshops in order to improve instruction and student achievement.
- Utilization of Lead4ward to plan student centered activities.

A safe learning environment will be provided with continual emphasis on parent/family visits to campuses, character education, consistent enforcement of student rules/codes, and careful screening of visitors and employees.

- Follow all district and state laws and regulations regarding fire, tornado, and active shooter drills and training.
- Meet with a Principal Advisory Board comprised of student representatives.
- Student absences will be monitored by a three-step process beginning with the team leader who personally meets with each student after any absence.
- Provide a comprehensive counseling program based on student needs.
- Staff will participate in the district training on recognizing signs of abuse and neglect, as well as to identify the homeless population in order to provide resources for students and families to receive help.
- Provide incentives for students to maintain their attendance.
- Institute restorative practices in order build and maintain relationships between the adults and the students on campus.

District/family collaboration will be a fundamental part of planning efforts as well as an element of program, campus and district performance reviews and evaluations.

- Continue weekly visits to Dickinson High school to communicate with counselors and principals regarding student transitions and needs
- Communicate with McAdams and Kranz Junior High regarding over age 8<sup>th</sup> grade students at risk of dropping out for our ACCEL program.
- Continue to invite families for student “Clap-outs” upon graduation from DCC.
- Provide opportunities for area community colleges and professionals in various fields to visit with students at DCC.
- Increase student attendance through incentives and individualized interventions at EVERY absence.
- Monitor drop-out lists and communicate with students and families regarding the student’s status and options.
- The counselor will call parents by 8am on the morning of each absence to attempt to locate the student and get them to school that day.
- Hold open house during the school year.
- Ensure that web-sites are maintained with relevant information through-out the year.
- Parents will be e-mailed Edgenuity progress reports on a regular basis.
- Develop a transition plan for students who are assigned to DAEP, to reduce the incidences of residivism and to welcome the student back to campus.

# Needs Assessment for the Dickinson Continuation Center 2019-2020

## **VISION**

The Dickinson Continuation Center will challenge and prepare students to become enthusiastic lifelong learners, problem solvers and contributing members of society. The staff at DCC is dedicated to establishing and maintaining a safe environment, which fosters a positive attitude and a commitment to excellence while providing accelerated instruction. All students will be challenged to develop social, personal, and academic talents to their fullest potential. Students will be empowered to make a living, make a life, and make a difference.

## **MISSION**

We are committed to providing individualized, rigorous and relevant instruction to all students in an appropriate academic setting which enables students to earn a high school diploma and ready themselves for college or the work-force.

## **Comprehensive Needs Assessment**

The Dickinson Continuation Center is one of fourteen campuses in the Dickinson Independent School District. It is a by-choice, non-disciplinary Alternative Education Campus in which students must complete an application to attend. DCC opened its doors for students in August 2010 and serves predominantly suburban, low to middle socioeconomic, “at-risk” students. The Dickinson Continuation Center served 69 students in grades 8-12 (2018-19 TEA Fall Submission) and continues to interview and enroll students throughout the school year.

In order to maintain compliance with the Alternative Accountability standards, DCC will maintain a student population in which at least 75% of the enrolled students are identified as “at risk” of dropping out of school. During the 2018-2019 school year, 61 of the 69 students enrolled were met criteria as “at risk” (88%). The Continuation Center offers a non-traditional school setting and provides a multitude of instructional delivery methods designed to meet the individual needs of students.

According to PEIMS snapshot data of 2018-19 the student population breakdown of enrollment by ethnicity was: 10 African-American, 17 White, 40 Hispanics, 1 Asian, and 1 of two or more races. The teaching staff (as of 2018-2019 Staff Summary Report) consisted of 0 (0) African-Americans, 6 (6.2) Anglos, 0 (zero) Asians, and 1 (.3) Hispanics; 1 male and 6.5 females with an average of approximately 7.1 years of teaching experience. 100% of the DCC staff was highly qualified.

The Dickinson Continuation Center has served 2 English Learner students, 0 (zero) students in the Gifted and Talented program, 3 students identified for 504 services and 3 student who received special education services. 88% of the DCC students are considered “at-risk”.

The Dickinson Continuation Center will use local funds to provide parent involvement activities, local and federal funds for professional development for staff and faculty and state compensatory funds for direct instructional support for academics acceleration. DCC will utilize federal funding to aid students who are identified as homeless.

**Based on current data (and the current accountability measures), the academic goals for 2018-2019 are as follows:**

- Students will prepare and strive for achievement on the state mandated End-of-Course exams.
- Attend and work toward continuous improvement in attendance through daily parent notification through school personnel, school messenger, and parent access.
- Students not meeting state assessment standards will receive additional assistance through a scheduled class where direct instruction is the primary mode of curriculum delivery and/or a virtual tutor class on Edgenuity, the computer-driven curriculum that DCC utilizes.
- Students taking EOC classes will be enrolled in homogeneous classes working with direct instruction and hands on TEKS based activities that encourage higher order thinking as well as computer instruction, which will increase student scores.
- Increase student attendance so that academic performance will be enhanced as a result, which will improve the student's chance of graduating, therefore reducing the drop-out rate.
- Increase the number of students graduating on the recommended high school plan which enables them to be college and career ready.
- Reduce the number of students who drop-out or fail to complete for various reasons through tracking, home visits, mail, and constant monitoring.
- a portfolio course that DCC students are required to complete that prepares them for either college, military or workforce to address the areas to which we fell short of the required target.
- Monitor student's progress continually in each Edgenuity class, and provide incentives to stay on pace to complete classes on time in order to improve our graduation rate, as we missed system safeguards in all student groups.
- Utilize Credit Recovery classes to allow students more opportunities to graduate with their 4 year co-horts to address the areas to which we fell short of the required target.
- Establish regular visits from the College of the Mainland College advisor based at DHS, as well as military recruiters.
- Use data to drive our instruction in order to provide differentiated instruction to increase the number of students who meet grade level on the STAAR test, or better to address the areas to which we fell short of the required target.
- Coordinate scheduled trips to local community colleges to expose students to the opportunities that exist close to home as well as universities and colleges outside of the area.
- Lead4ward strategies will continue to drive ELA instructional activities, as well as all core classes.

**To accomplish these goals, the campus will coordinate the use of state, local and federal funds to provide:**

- Continue to be updated and use current and effective teaching techniques for success on EOC's.
  - Use data from curriculum based assessment to plan instruction and interventions.
  - Weekly support from the district's secondary curriculum and technology specialists.
  - Tutoring or extended hours for any student requesting additional time and/or support.
  - A certified staff to meet the individual needs of our student population and continued support for new teachers on our campus.
  - Staff will participate in district level professional development addressing effective teaching practices for working with "at risk" students and students of poverty, and training focused on improving academic content support.
  - Research based professional development for staff, as identified by staff surveys, teacher input and classroom observations.
  - Continued district focus on the development and mastery of "Lead4ward" training for teachers in order to improve/align our online curriculum with the TEKS and increase student achievement up to state and federal standards
  - Continued use of our current online curriculum, Edgenuity, to increase the rigor of on-line instruction.
  - Provide necessary supplies/materials and transportation to identified homeless students in order to attend school on a daily basis and meet graduation requirements.
  - Offer Saturday school to allow students to make-up for missed time or accelerate daily their instruction.
  - Provide training to ensure that all teachers acquire ESL supplemental certification over the next 3 years
  - Scheduled field trips to College of the Mainland, or other campuses in the area.
- Restorative Practices will be utilized to form more meaningful connections between students and adults on campus.





The **Dickinson Continuation Center** is a non-disciplinary Alternative Education Campus of Choice, and is evaluated using Alternative Education Accountability standards. DCC is a public 8-12<sup>th</sup> grade high school for students “at risk” of dropping out of school and is located within the Dickinson Independent School District.

Students interested in DCC begin an application process which includes a personal interview. Before a student is enrolled in DCC, the application process must be completed and academic and discipline records are reviewed to determine if DCC is the best educational setting for the applicant. If it is determined that DCC is not the best educational environment, the student may attend the traditional high school campus or other alternatives may be discussed.

The Continuation Center offers flexible scheduling; this type of scheduling allows students with various occupational, personal or academic needs to remain in school and pursue a high school diploma. Curriculum is delivered through a multitude of methods, including computer-based and direct instruction, credit-by-exams, credit recovery, community-based learning projects as well as cross-curricular projects, to satisfy state graduation requirements. Any student requiring/requesting additional support, to meet state assessment standards or course completion, is served according to their individual needs. Graduating seniors are assisted in filling out financial aid and post-secondary education applications. College of the Mainland advisors and Military recruiters will be on campus to help students plot a path after graduation. Students desiring to enter the workforce directly upon graduation, as well as while attending high school, are assisted in filling out job applications and online profiles. All students are provided with a wealth of information pertaining to financial aid, scholarships, colleges, trade programs and current job opportunities and trends.

DCC students have the opportunity to address personal issues with an on-site licensed counselor and referrals to outside agencies are made when deemed necessary.

### **Site-Based Decision-Making Process**

The Dickinson Continuation Center will follow federal, state, and district policies in developing and implementing the Campus Improvement Plan. Community and parental input, along with staff input, will be a key component in decisions related to the use of federal, state, and local funds used to strengthen the campus mission. These key members will address, monitor and modify strategies to ensure that the most effective strategies are being practiced to promote academic and social growth of all students.

The site-based decision-making team looked at the following data:

- Computer-based assessments from programs such as Edgenuity
- PEIMS Data
- Texas Performance Reporting System Data
- Teacher Input
- Student Surveys
- AYP Data
- Parent Surveys
- Benchmark Results
- Tutorials
- STAAR Scores
- TELPAS data
- Student Attendance
- Discipline Reports
- Entry/Withdrawal Forms
- Drop-Out Data
- Staffing
- Budget/Budgetary Guidelines
- Staff Development Surveys
- Student Input
- Graduation Data

## Campus Improvement Committees

### **Committee #1:** Curriculum, Instruction, and Assessment:

<u>Name</u>	<u>Job/Title</u>
Wendy Chide	Campus Principal
Amanda Scardino	Counselor
Katie Daley	Team Leader

**Strengths:** DCC has continued to see great improvement on the state End Of Course tests over the past year using Edgenuity, a computer based curriculum that has increased the rigor of our curriculum, as well as direct instruction for all EOC courses. Teachers have been very involved in analyzing data and providing intervention and support for students who are struggling to master the tested curriculum. They have ensured that lessons are all TEKS driven and have supplemented when the lesson does not meet the verb in the text. Teachers are very knowledgeable of the curriculum, and collaborate across the curriculum. DCC Met Alternative Standard for the 2018-19 school year. 53 DCC students graduated in May,2019.

**Needs:** Monitoring and evaluation of Edgenuity classes in order to ensure that the level of instruction meets the needs of DCC students. The implementation of well-written, rigorous, lessons is critical. Staff development is ongoing in the area of ELA with implementation of Lead4Ward academy and strategic planning to move students from approaching grade standards to meeting grade standards, or from meeting grade level standards to mastering them.

### **Committee #2:** Student Achievement

<u>Name</u>	<u>Job/Title</u>
Wendy Chide	Campus Principal
Amanda Scardino	Counselor
Katie Daley	Team Leader

**Strengths:** 81% of students approached GL standard or above with 37% meeting it, and 4% mastering grade level. 81%% approached GL standard or above on the Social Studies, of those, 44% met GL. 83% approached GL in math, with 36% meeting GL standards. 79% of our ELA testers approached GL standards, and of those, 31% met GL, and 0% mastered GL. The students in our 8th grade program showed growth on STAAR, and all students were able to earn at least of 2 high school credits per student. Teachers are becoming much more adept at analyzing data and making instructional adjustments based on their analysis.

**Needs:** Although DCC was not rated for Closing The Gaps domain, we were marked for Targeted Support in the following areas: Academic Achievement percentage of students who “met GL standard” (performance needed in Reading: DCC -31%, Target- 44. Math: DCC -36%, Target-46), which was a significant improvement over last year. Four Year Graduation Rate: Target 90% All Students performance 70%, Black was not reported Hisp 74%, White 72%, Eco Dis 73%, CCMR: All Student Target 47 performance 11, Hisp Target 41 performance 11, White Target 58 –not reported, EcoDis Target 39 performance 10. Teachers will need to use data to plan everyday interventions as well as enrichment for students as they progress individually though the curriculum in order to increase the number of students who meet grade level on state assesments. They will need resources to use for interventions, as well as training. Although our small numbers in each reporting category makes it difficult to analyze data by group as the only group that can be measured is our economically disadvantaged students, efforts to do so need to continue. Monitoring and evaluation of student progress in Edgenuity classes with timely interventions in order to keep students on track to gain credit in their classes. There is a need to focus on incentives and recognition to reward those students who are achieving success. We will continue to offer students who are extremely at-risk for dropping out as our focus is to help students who have difficulties both within the academic setting, and beyond. Alternatives need to be developed to the current Endorsement option at DCC, as well as the availability of CT classes.

**Committee #3: School Context and Organization:**

<u>Name</u>	<u>Job/Title</u>
Wendy Chide	Campus Principal
Amanda Scardino	Counselor
Katie Daley	Team Leader

**Strengths:** DCC is small and well-equipped to respond to student needs in a timely manner. Teachers meet often to discuss both teacher and student needs. We have a student advisory committee to help us direct our resources regarding student needs, and our leadership team helps to ensure teacher needs and complaints are heard. Our 8<sup>th</sup> grades class (Accel Academy) focuses on providing opportunities for identified, over-age students who need to earn High School credits and gain the confidence to catch-up with their graduation cohort group. Every 8<sup>th</sup> grade student earned at least 2 high school credits.

**Needs:** Students need to have opportunities for movement and for collaboration within their Edgenuity-based classes in order to increase their sense of belonging. An advisory class was added in order to increase collaboration and provide mentorship to individual students, and GTNY activities have been developed. Timely, positive reinforcements for staff members and students need to become increasingly relevant. DCC needs to continue to develop a relationship with the College of the mainland advisor at DHS, as well as the Military Recruiters on campus. The campus will use Restorative Practices to provide support to developing meaningful relationships on campus.

**Committee #4: Staff Quality, Recruitment and Retention**

<u>Name</u>	<u>Job/Title</u>
Wendy Chide	Campus Principal
Amanda Scardino	Counselor
Katie Daley	Team Leader

**Strengths:** Teachers of all core subjects are highly qualified. Our small staff ensures that all teachers have a great deal of support, although not subject specific. New teachers are assigned a mentor and the team leader is involved with every teacher's professional growth. Teachers are provided training within their team and teachers are provided professional development both locally, as well as opportunities to attend courses at Region 4, Harris County Educational Support Center and various accredited outside sources. DCC teachers are eager to learn and supportive of each other. DISD curriculum and technology specialists in the district have made much effort into provide support to our teachers as well as connect them with teachers and department heads from Dickinson High School.

**Needs:** Professional development tied to the interest and needs of the DCC staff with regards to Restorative Practices and the development of CT options in partnerships with COM.

**Committee #5: Technology:**

<u>Name</u>	<u>Job/Title</u>
Wendy Chide	Campus Principal

Amanda Scardino  
Katie Daley

Counselor  
Team Leader

**Strengths:** DCC classrooms currently are supplied with 16 fully functioning computers for student use. They are extremely dependable during day to day use by the students. Edgenuity, our on-line curriculum and aligned to our district Placemats/Curriculum has increased the level of rigor of classroom indirect and direct instruction. All teachers have had extensive training on Edgenuity. All classrooms have independent CPUs which has improved efficiency for both classroom instruction as well as on-line state testing. Our web-page is kept up- to- date with parent information. Each classroom is equipped with a document camera and projector. Chrome Books are now available to augment the classroom computers, and for check-out to students who may be homebound, or need extra time finishing assignments.

**Needs:** Teacher web-pages need to be kept up-to date with timely information for students and parents. Monitor the efficiency of CPUs, replacing them as needed. Additional Chrome Books are needed to facilitate the use of Edgenuity and other software in and around the building as well as growth of on-line testing.

**Committee #6:** Family and Community Enrichment:

<u>Name</u>	<u>Job/Title</u>
Wendy Chide	Campus Principal
Amanda Scardino	Counselor
Katie Daley	Team Leader

**Strengths:** Our counselor is in contact with parents regarding their students on a regular basis, including the morning of each absence. Our school secretary/registrar continually checks on our drop-outs to encourage enrollment. She is also involved in recommending outside agencies to help students with individual needs. Parents are invited to participate in student clap-outs upon graduation. We have both a community member and a parent on our site-based decision-making team. Students participate in an integrated graduation that acknowledged DCC graduates, separate from the DHS students, which increased community awareness. The district social worker/ homeless liaison addresses helps our students.

**Needs:** The Continuation Center still struggles with parent involvement. We also need to work harder to find community partners. Teachers are encouraged to contact parents more frequently in order to build stronger partnerships for student success. We would like to have our students in the community more, and are working to schedule opportunities to do so. We would like to establish partnerships within the community to establish internship and job opportunities.

**Committee #7:** School Culture and Climate:

<u>Name</u>	<u>Job/Title</u>
Wendy Chide	Campus Principal
Amanda Scardino	Counselor
Katie Daley	Team Leader

**Strengths:** According to informal conversations, our students believe that they have someone here at school that cares about them. They overwhelmingly say they feel safe and believe that students are treated with respect. We have a student advisory committee to help us direct our resources regarding student needs, and our leadership team helps to ensure teacher needs and complaints are heard. The formation of an advisory period (non-computer based mentorship) has provided most students with an opportunity to collaborate more with their peers.

**Needs:** Student surveys indicate that, although improving, we need to do more to foster the students since of belonging to the school group. We will need to organize activities and opportunities to have student interaction increase. Since most school-work is done on the computer, student-student interaction is minimal. The Principal Advisory Committee (student led) has suggested a time in the morning to utilize a student lounge, and a scheduled period for establishing a recess time in the gym to reward students who are on track. We are also in need of fostering more relationships among the students through the use of team-building and relationship building activities.

### **2019-2020 Campus Improvement Plan Committee Members**

<b><u>Name</u></b>	<b><u>Job/Title</u></b>
Wendy Chide	Campus Principal
Amanda Scardino	Counselor
Katherine Daley	Teacher
Catherine Schewe	Teacher
Anastasia Mireles	Teacher
Pam Porter	Paraprofessional
Robert Cobb	Administration
Lou Harris	Community Member

## The Dickinson Continuation Center 2019-20 Campus Improvement Plan

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

**Performance Objective 1:** During the 2019-2020 school year, DCC will develop a systematic approach to instruction that supports student progress in order to increase the number of students who meet grade level or above to 44% in Reading and 46% in Mathematics.

Programs/Strategies/ Activities	Resources	Person(s) Responsible	Evidence of Implementation	Evidence of Impact	Timeline
Teachers, administrators, and staff will participate in targeted professional development.	255	Principal, Classroom teachers	Notes, feedback, input, sign -in sheets.  Evidence of strategies learned being implemented in classroom through walkthroughs	Improvement of teaching strategies in the classroom leading to mastery by students on state tests.	Aug-May
Continue to incorporate ELL writing strategies for ELA classes to increase rigor.	none	Teachers	Observations/walkthroughs  Improved EOC writing scores	Improved EOC writing scores  Improved LPAC Scores	Aug-May
Meet with Curriculum Coordinators monthly to plan for rigorous instructional strategies.	199	Curriculum Coordinators, Teachers	Campus visits ,log- in information in Eduphoria, sign-in sheets of meetings	Alignment of lessons	Aug-May
Participate in data-driven, focused reading and writing, and math professional development.	199	Teachers	Training certificates, Student writing samples	Improved local assessments/STAAR EOC ELA results	June-May
Provide opportunities for students to write across the curriculum.	199	Team Leaders, Teachers	Lesson plans, student writing samples	Improvement on EOC ELA results of TAKS/STAAR	Aug-May
Data from curriculum based assessments will be disaggregated and used to inform instruction and enrichment in	199	Team Leaders, Teachers, Curriculum Specialists	Curriculum campus visitation forms, lesson plans, classroom walkthroughs	Improved Local and State Scores	Aug-May
Utilize FastFoward computer application weekly to improve cognition for students struggling	199	Teachers	Fastforward log data	Student mastery of grade level material on STAAR tests	Aug-May

Utilize Lead4ward training to plan engaging activities to ensure student mastery.	199	Teachers Principals	Lesson plans Walk-through data	Increased number of students who meet GL requirements on STAAR	Aug-May
Accelerated Instructional plans will be written for every student who has not mastered grade level objectives.	199	Teachers	Accelerated Instructional Plans Lesson Plans	Increased number of students who meet GL or above requirements on STAAR	Aug-May
Implement Restorative Practices in order to establish more significant relationships with students	199	Teachers Paras Administrators Counselors	Walk through Lesson Plans Implementation Plans Treatment Agreements	Improved attendance to eliminate gaps in understanding  Motivate students to continue to strive to master objectives	Aug-May

*X= discontinued 0= no progress 1 = some progress 2= considerable progress 3= accomplished*

**Campus Goal #1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.  
**Performance Objective 2:** During the 2019-2020 school year, DCC will increase the number of students who attend college, join the military, or receive career training.

Programs/Strategies/ Activities	Resources	Person(s) Responsible	Evidence of Implementation	Evidence of Impact	Timeline
Provide opportunities for students to meet with College advisors and military recruiters.	199	Administrator Teachers Counselor	Documentation of advising.	Students register for college or join the military	Aug-May
Create a TSI Prep course to use for 3 <sup>rd</sup> year math at DCC	199	Teachers Counselor	Master Schedule Gradebooks	Increase in the number of students who pass the accuplacer	June-Aug
Transport students to College of the Mainland, Galveston College, and Texas A&M Galveston for college planning visits.	199	Administrator Teachers Counselor	Attendance logs for the day  College materials and name tags	Improved graduation rate of student cohort group.	Nov-March
Schoolwide implementation of Restorative Practices	199	Teachers Paras Administrators Counselors	Walk through Lesson Plans Implementation Plans Treatment Agreements	Improve relationships with unmotivated students to encourage future planning	June-May
Administer TSI and ASVAB on campus	199	Administrator Teachers Counselor	Scores	Increase the number of students who attend college or join the military	Oct-May
Investigate Dual Credit options with College of the mainland for Industry Based Certifications	None	Administrator Counselor Registrar	Student Schedules Emails and phone calls with office of Dual Credit at COM	Students earning industry based certifications at graduation	Aug-Sept



**Campus Goal #1:** DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.  
**Performance Objective 3:** During the 2019-2020 school year, DCC will raise the 4 year graduation rate to meet the 90% graduation rate for all student groups.

Programs/Strategies/ Activities	Resources	Person(s) Responsible	Evidence of Implementation	Evidence of Impact	Timeline
Provide a weekend tutorial/make-up school to allow students to receive extra help and to make-up for missed assignments in order to stay on track in their Edgenuity classes.	199	Administrator Teachers Counselor	Documentation of student tutorial attendance.  Edgenuity progress reports	Improved TAKS/STAAR results	Oct-May
Monitor Student transcripts for ways to reclaim credits lost from failure or attendance	964	Counselor	Credit by Exams Credit Recovery Classes Transcripts	Decrease the number of students who are lagging behind their cohort	Aug-May
Schedule electives that the data indicates that there is greater probability of students successfully completing class and earning credit before other electives when possible	199	Counselor Teacher Administration	Edgenuity progress reports Gradebooks Transcripts	Increase the percentage of students earning credit for courses	Aug-March
Create Individual Plans for Success- in addition to grad plans- for each student on the 4 year grad list	199	Counselor Teachers	Entry/Withdrawal Information. Documentation of meetings with students.  Documentation of communication documentation with DHS registrar, counselors and administrators.	Improved graduation rate of cohort group.	Aug-March
Create a bulletin Board that highlights all 2020 seniors with pictures and goals in order to promote a sense of belonging to the senior class,	199	Teachers	Bullitin Board	Increased number of students graduating with their cohort class	Sept-May

Accept more 9 <sup>th</sup> graders (including first time 9 <sup>th</sup> graders), in order to have the time to catch them up.	none	Counselor Administration Registrar	Peims reports Class Rosters Transcripts	Increase the number of students who are on grade level with peers	Aug-March
Send out letters to all students who are not seniors yet, but are in the 2020 co-hort at the beginning of the school year to encourage them to apply while there is still time for the student to graduate with their class.	199	Registrar Counselor Administrator	The letter Cohort lists	Student Enrollment  Class Rosters	July-Dec

**Campus Goal #2:** DISD will employ, recruit, develop, and retain high quality, certified staff to maximize learning for all students and proactively engage students for success.

**Performance Objective:** DCC will work to maintain a 100% certified staff through mentoring and staff development during the 2019-20 school year.

Programs/Strategies/ Activities	Resources	Person(s) Responsible	Evidence of Implementation	Evidence of Impact	Timeline
Provide opportunities/professional development to aids the campus principal support instruction in the classroom.	199	Principal	Sign-in sheet, training certificates  Documentation of meetings with teacher of support shared.	Student Centered classroom activities to increase student achievement	Aug-Dec
Teachers will participate in professional development at the campus level as well as off-campus and implement strategies in the classroom.	255	Principal	Sign-in sheets, agendas, training certificates  Classroom observation documented.	Student Centered classroom activities to increase student achievement	Aug-May
Hire high quality/certified teachers.	none	Principal, Dir. Of HR	Scheduled interviews with qualified candidates  Employment of certified teachers	All teachers are certified in their subject areas	June-Aug
Provide training opportunities to ensure that all teachers can acquire supplemental ESL certification.	199	Principal, Dir. Of HR	Training certificates and sign-in sheets  Conferred certificates	Teachers implement 7 steps strategies in classroom which results in TELPAS gains	June-May

Provide teachers with curriculum for subjects taught.	199	Principal Team Leaders	Lesson plans Observations  Result of local and EOY state assessments.	Aligned Curriculum	Aug-May
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*X= discontinued 0= no progress 1 = some progress 2= considerable progress 3= accomplished*

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

**Performance Objective:** 100% of teachers will be trained in all safety procedures and student safety for the campus and the campus will strive to maintain student daily attendance above 90%.

Programs/Strategies/ Activities	Resources	Person(s) Responsible	Evidence of Implementation	Evidence of Impact	Timeline
Follow all district and state laws and regulations regarding required school safety and emergency drills.	none	Campus staff	Documentation of drills maintained on campus.  Monthly drills reported to Assistant Supt. at End of Year.	Safety is maintained	Aug-May
All staff will participate in the e-course training on Abuse and Neglect provided by the district	none	Principal, Teachers	Documentation of 100% participation in the course.  Campus meeting requirement of training from Director of Teacher Development and Professional Learning	At- risk students are identified and/or referred	Aug-Sept
Staff will be trained to identify homeless population and provide the necessary supplies to allow students to remain in school.	199	Counselor, Social worker, Teachers	Documentation of training given by Homeless liaison at beginning of year.  Documentation of services provided by campus.	At- risk students are identified and/or referred	Aug
Provide leadership opportunities for at-risk students through participation in the student advisory committee	199	Principal, Counselor, Students	Sign-in sheets, agendas of meetings.  Notes from Advisory Committee. Input from students.	Students active in DCC policy	Oct-April
The counselor will call each parent on the morning of each absence by 8 am in order to attempt to have the student in class that day	none	Counselor	Parent Communication log/documentation.	Improved student attendance at end of each reporting period.	Aug-May
Follow the district code of conduct.	none	Campus staff	Implementation of strategies to reduce classroom disruption. Classroom walkthrough observations.	Reduction in the number of students in ISS/OSS	Aug-May
Make contact with every student who is absent on the day of their EOC and provide transportation to ensure participation.	none	Principal, Counselor, Staff	Phone logs Attendance report	100% participation rate on each state EOC test	Dec-May

Implement Restorative Practices in order to establish more significant relationships with students, as well as student to student, in order to reinforce attendance		Teacher Para Counselor Administrator	Attendance Reports Gradebooks	Increase in daily attendance, reduction in office referrals	Aug-May
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**Campus 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:** During 2019-20 our campus will apply fiscally sound management procedures in order to maintain a balanced budget, incorporate technology into 100% of the instruction and maintain energy consumption and campus maintenance.

Programs/Strategies/ Activities	Resources	Person(s) Responsible	Evidence of Implementation	Evidence of Impact	Timeline
Emphasize energy reduction through energy conservation.	none	Principal, Staff	Staff implementing energy conservation on a daily basis /report of classroom conservation from Director.  Campus report of energy conservation from Director	Lower energy bills	
Monitor campus budgets, timelines, and expenditures to ensure compliance with all district/state/federal policies.	none	Principal	Documented budget expenses and reports.  Staffing budget for 2019-2020.	Balanced Budget	
Students and staff will follow district guidelines regarding use of technology.	none	All campus staff members	Signed Acceptable Use Agreements  Documented instances of abuse.	Technology is used appropriately for student educational needs	
Provide training to all teachers on the effective use of available technology.	none	Technology Curriculum Specialists	Sign-in sheets, agendas  Observations and documentation of technology used during classroom observations/summative meeting with principal.	Teachers employ the uses of technology in their classroom	
Maintain and upgrade technology as needed throughout the school year	none	Principal, Teachers	Documented calls to the help desk.	Repairs completed	

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

**Performance Objective:** During 2019-20 DCC will engage in activities that will promote increase student and community participation in the education processes of the campus.

Programs/Strategies/ Activities	Resources	Person(s) Responsible	Evidence of Implementation	Evidence of Impact	Timeline
Counselor and Principal continue to communicate with MJHS, Kranz, and DHS counselors/principals regarding students, transitions from one campus to another and other student specific needs.	none	Principal, Counselor	Documented visits to MJHS, Kranz and DHS  Communication logs. Documentation of improved transitioning of students from one campus to another. Movement of records/student achievement.	Successful Transition	Aug-May
Monitor drop-out lists and communicate with parents and students to ensure all are aware of students' status and options.	none	Principal Counselor Registrar	Communication logs with students and parents.	Reduction in number of drop-outs for DCC	July-May
Provide a welcoming, positive campus that responds quickly to student needs	none	All campus staff	Visitor sign-in sheets.  End of year surveys.	Improvement in attendance  Students enjoy school	Aug-May
Maintain website in order to Increase communication with parents through call-outs and DCC web page	none	Teachers, Secretary	Website Call-out reports.  Record of hits on campus website from outside people other than district staff.	Greater Parental involvement	Aug-May
Continue to invite families for student "Clap-Outs" upon graduation. Students are also encouraged to participate in DHS graduation	none	Principal, Teachers, Counselors, Staff	Documentation of invitations to "Clap-Outs"  Pictures/videos/ visitor sign-in sheets	Families supporting their Graduate	Aug-May
Student Advisory Committee that promotes positive engagement in the program.	none	Principal Counselor Enrolled students	Agenda, sign-in sheets  Student survey of participants at end of year	Students have a voice in school policy	Oct-March
Hold an Open House for parents and the community.	199	Principal, Counselor, Teachers	Sign-in sheets of attendance.  Survey results of parents at end of each open house.	Parents are involved in their student's education	Sept

Students and Teachers will walk to Dickinson Public Library and receive library cards		Principal, Counselor, Teachers	Library cards Proof of visit	Increased number of students who read for enjoyment and increased comprehension	Sept-April
Develop and maintain DCC Facebook page		Registrar Teacher Counselor Administrator	Facebook Page	Parents are involved in their student's education	Aug

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## 2019-2020 State Compensatory Education Program

State Compensatory Education (SCE) funds are being used to enhance the Title I Schoolwide Programs on 12 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 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 designated \$628,665 of State Compensatory funds for our alternative programs at Dickinson Continuation Center which are used for:

- Professional and paraprofessional instructional support for students; guidance and counseling;
- Supplemental funds for classroom resources/materials/supplies that will help accelerate student learning
- Curriculum and Instruction support;
- Health Services;

