

# Dickinson Independent School District

## Dickinson High School

### 2019-2020 CIP

Accountability Rating: B



# Mission Statement

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

## Vision

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

## Value Statement

We believe that...

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

Every person has purpose, worth, and dignity,

Individual potential is unlimited,

Family dynamics has a profound influence on who we become,

Connecting with others is essential to a quality life,

Learning is instinctive, lifelong and unique to each individual,

Diversity adds to the quality of one's life,

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

Communication is pervasive, ever-present, and multidimensional,

Change is natural and continuous,

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



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# Comprehensive Needs Assessment

## Needs Assessment Overview

Our campus plan will be reviewed, updated, and approved at points throughout the year by the Campus Improvement Committee that meets quarterly.

# Demographics

## Demographics Summary

Dickinson High School is the only high school campus in Dickinson Independent School District. DHS serves predominantly low and middle income families. DHS serves 3009 students in grades 9 to 12. This campus is a Title I Schoolwide Campus.

The student population is 19.57% African-American, 29.38% White, 2.86 % Asian, 45.82% Hispanic, with a low socioeconomic status of 55.45%. The staff population is 14.6 % African-American, 71.5% Anglo, .6% Asian, 12.5% Hispanic, 39.2% male and 60.8% female with an average of 9.6 years of experience. The current teacher/student ratio is approximately 16.0. This ratio is consistent with the previous school year.

The overall mobility rate for the campus is approximately 14.7%, with a drop-out rate of 2.0% for the 16-17 year which is a slight drop from the 2.1% rate from the previous year. The average daily attendance rate for students is 95.8 for the 16-17 school year which is an increase from the previous rate of 94.6%.

DHS serves 130 English Language Learner students (an increase of 36% over last year) and monitors an additional 24 who are recently exited from the program, 211 students in the Gifted and Talented program, 317 students served through special education services.

## Demographics Strengths

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

# Student Achievement

## Student Achievement Summary

Dickinson High School serves a diverse student population with a variety of needs which are addressed through many academic and extra-curricular programs, interventions, and supports. DHS provides many opportunities for students to receive additional support and tutoring during, before and after school open tutorial sessions and through the Lighted Windows Open Doors (LWOD) program held two times a week from 2:45 to 7:00 PM. All teachers are required to provide 90 minutes of tutorial services each week. Teachers' tutorial schedules are: (1) included in their class syllabus sent home the first week of school, (2) posted on their individual DHS website pages, (3) posted in their classrooms, and (4) posted on our DHS campus website.

In order to support students' achievement and growth among the diverse student populations at DHS, teachers must implement teaching strategies that meet the needs of a very diverse student population. We have a growing ESL, economically disadvantaged, African American, and Hispanic student body. Engaging instructional strategies coupled with bell to bell instruction are essential to student achievement. In addition, highly structured and predictable classroom procedures along with safe and civil hallways and common gathering areas are critical to the learning and the social needs of our students. DHS teachers need ongoing training to address student's individual needs including timely interventions, appropriate modifications and accommodations, and differentiated instruction in the regular classroom. In addition, on-going training in the delivery of research-based instructional strategies such as TALK/READ/TALK/WRITE and the 7 Steps to a Language Rich Classroom will continue. An emphasis must be placed on the development of literacy skills in all classes including expository reading and writing. Formative assessments must be administered more frequently in order to monitor student achievement and to inform instructional decisions. Teachers need additional training in the effective and efficient analysis of data and they need protocols for using data to inform their instructional decisions. The Electronic DATA Wall has been introduced and implemented at DHS in an effort to support the timely analysis of student achievement data and will be continued for the upcoming school year. In addition to a 3 week ABYDOS Writing Institute, a 1 week ABYDOS Reading Institute was offered for faculty during the summer.

A school-wide emphasis will continue to be placed on ensuring that all Dickinson High School graduates are college/workplace ready and possess the "soft skills" college admissions officers and employers are looking for including, but not limited to, well-developed skills in time management, organization, effective communication, collaboration/teamwork, problem-solving, and leadership. This will also include training in language registers and academic/professional and collaborative discussion skills.

## Student Achievement Strengths

Spring 2018 STAAR EOC, English I						Spring 2019 STAAR EOC, English I						Spring 2018 STAAR EOC, English II					
Total Students	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Total Students	Scale Score	Percent Score	Approaches	Meets	Masters	Total Students	Scale Score	Percent Score	Approaches GL	Meets GL	Maste GL
974	3864.1	61.03%	59.45%	39.01%	3.29%	943	3967	63.13%	67.66%	48.04%	7.85%	852	3940.4	64.66%	62.56%	47.42%	7.04



Spring 2018 STAAR EOC, English I						Spring 2019 STAAR EOC, English I						Spring 2018 STAAR EOC, English II					
33	4555.5	83.94%	100%	93.94%	24.24%	52	4743	86.25%	100%	98.08%	51.92%	46	4750	87.04%	100%	100%	45.65%
5	3766.4	59%	60%	0%	0%	13	3865	59.92%	61.54%	38.46%	0%	1	3351	43%	0%	0%	0%
73	3337.3	38.36%	10.96%	0%	0%	82	3519	45.56%	25.61%	6.10%	0%	66	3319.1	41.11%	4.55%	3.03%	0%
7	3841.7	61.71%	57.14%	14.29%	0%	3	3924	63.33%	66.67%	33.33%	0%	10	3852.4	63.90%	50%	30%	0%
65	3745.7	55.92%	43.08%	21.54%	1.54%	79	3847	59.16%	54.43%	36.71%	2.53%	52	3687.9	56.33%	40.38%	23.08%	1.92%
86	3505.7	45.42%	17.44%	9.30%	2.33%	113	3571	47.72%	27.43%	11.50%	0%	71	3396.2	44.52%	16.90%	7.04%	0%
Spring 2018 STAAR EOC, Algebra I						Spring 2019 STAAR EOC, Algebra I						Spring 2018 STAAR EOC, Biology					
Total Students	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Total Students	Scale Score	Percent Score	Approaches	Meets	Masters	Total Students	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL
757	3943.8	57.50%	83.36%	48.22%	18.23%	664	4074	62.52%	87.95%	59.34%	27.86%	821	4191.8	66.80%	91.23%	67.11%	23.39%
6	4249.2	72.17%	100%	83.33%	33.33%	11	4551	79.27%	90.91%	90.91%	81.82%	32	4822.6	88.13%	100%	100%	81.25%
6	3871.7	54.83%	83.33%	50%	0%	13	4079	63.08%	92.31%	61.54%	30.77%	5	4106.2	65.20%	100%	60%	20%
71	3571	40.25%	46.48%	15.49%	2.82%	68	3857	53.25%	75%	42.65%	13.24%	51	3572.6	40.39%	58.82%	7.84%	1.96%
5	3911.8	56.20%	80%	40%	20%	3	3752	50%	66.67%	66.67%	0%	3	4005.3	61%	100%	66.67%	0%
47	3847.8	53.17%	80.85%	36.17%	17.02%	50	3905	55.04%	78%	42%	12%	47	4061.5	61.40%	87.23%	53.19%	23.40%
79	3616.2	42.29%	54.43%	13.92%	6.33%	91	3798	50.60%	72.53%	31.87%	7.69%	73	3737	47.21%	60.27%	21.92%	6.85%
Spring 2018 STAAR EOC, US History						Spring 2019 STAAR EOC, US History											
Total Students	Scale Score	Percent Score	Approaches GL	Meets GL	Masters GL	Total Students	Scale Score	Percent Score	Approaches	Meets	Masters						
625	4342.3	72.74%	94.56%	76.48%	43.20%	654	4355	72.74%	93.73%	77.22%	45.72%						
60	4830.3	86.38%	100%	96.67%	78.33%	43	4946	88.23%	100%	100%	88.37%						
2	4167	70%	100%	100%	0%	1	4440	78%	100%	100%	100%						
25	3624.6	45.40%	64%	12%	0%	30	3683	48.83%	63.33%	20%	0%						
3	4148.3	67.33%	100%	66.67%	33.33%	1	3441	38%	0%	0%	0%						
34	4215.9	69.24%	94.12%	73.53%	29.41%	37	4207	68.16%	89.19%	75.68%	27.03%						
51	3900	57.08%	80.39%	39.22%	13.73%	63	3838	54.33%	66.67%	36.51%	12.70%						

**Dickinson High School Advanced Placement Program.**

	2015	2016	2017	2018	2019
Total AP Students	287	211	211	265	276
Number of Exams	473	393	370	419	442
AP Students with Scores 3+	107	93	109	120	116
% of Total AP Students with Scores 3+	37	44	52	45	42

**Dickinson High School Dual Credit Program.** In cooperation with College of the Mainland, 196 students took 946 semester course hours and passed 915 of them.

**Dickinson High School Career and Technology Program.** A total of 2,365 students were enrolled in CTE courses for the 18-19 school year. This is up from the 2017-2018 year where there were 2,256 students enrolled in one or more CTE courses.

**Dickinson High School Graduation, Class of 2019.** A total of 656 DHS seniors graduated with the Class of 2019.

**ACT Scores.** Ninety (90) Dickinson High School students took the ACT in 2018-19. The average school composite score was 20.

**SAT Scores.** The average SAT score for 2019 was 1068. We had 179 students (38% of testers) score above the 2018 national average. We had 5 10<sup>th</sup> grade, 227 11<sup>th</sup> grade, 231 12 grade, 1 7<sup>th</sup> grade and 1 9<sup>th</sup> grade student take the SAT test during 2018-19.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Eng I EOC & Eng 2 EOC scores continue to fall below the state average though we are closing the gap. **Root Cause:** Our students enter high school with below grade level reading/writing (Literacy) skills.

**Problem Statement 2:** Despite progress, DHS continues to lag far behind the state in Mastery level performance on STAAR on all tests. **Root Cause:** Focus is on Approaches (passing) rather than Mastery for all students.

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

**Problem Statement 4:** Our White, ELL, and Non-Continuously Enrolled student demographic groups failed to meet the federal standard target for mathematics. **Root Cause:** Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for our PLCs.

**Problem Statement 5:** We have an ongoing need to increase participation and success on AP, TSI, SAT, and ACT. **Root Cause:** The campus philosophy in regards to Pre-AP/AP access must be addressed to ensure that all students have equal opportunity and access.

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

# School Culture and Climate

## School Culture and Climate Summary

Dickinson High School provides students with many opportunities to participate in extra-curricular activities and to explore college and career readiness to achieve goals beyond high school graduation. DHS has addressed many systems issues to target excessive student tardies, student absences, and student discipline. Student tardies have improved as a result of these efforts including tardy sweeps, but along with attendance will continue to be a focus for the 2019-20 school year.

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

DHS will continue the foundational work originated with the Safe and Civil Schools initiative while adding supports through Restorative Practices, CharacterStrong and a campus study on Emotional Poverty by Ruby Payne. The Safe and Civil Schools committee includes a representative from every department and from every grade level. CharacterStrong will be implemented across the campus with special emphasis placed on activities that reinforce the character building lessons.

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

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

## School Culture and Climate Strengths

DHS Counselors meet regularly with students in both one-on-one settings and in group settings to explore course sequence options, high school

- College & Career Center promotes college and career readiness for all grades through facilitation of career inventories, scholarship opportunities, resume building workshops, college visits and job boards.
- The DHS master schedule provides an opportunity for collaboration through shared planning time in content areas; team leaders facilitate meetings, planning, and instructional collaboration during weekly PLC meetings.
- The campus-wide AVID program is building College Readiness through classroom instruction, college field trips, college tutors, and use of AVID instructional strategies in all core courses.
- DHS student participation in extracurricular activities continues to grow each year. Enrollment and active participation continues to grow in band, theatre, choir, robotics, History Fair, Science Fair, and all athletic and fine arts programs.
- The Dickinson High School CTE program has experienced a significant increase in student enrollment for the 2017-2018 school year. In addition, community, business, and industry support have increased with interest demonstrated and significant monetary and equipment contributions made to various programs.
- The Dickinson community is very supportive of the efforts on our campus. Community sponsors for programs and initiatives are easily found.
- DHS will continue using CharacterStrong lessons with all students and teachers as a basis for improving culture and climate for all stakeholders.

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

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

### **Problem Statements Identifying School Culture and Climate Needs**

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

**Problem Statement 2:** We need to continue to increase student engagement through extra-curricular programs such as fine arts, History and Science fairs, athletics, robotics, etc. **Root Cause:** Limited availability to after school restricts student participation in these activities. Scheduling time during the regular school day will provide more opportunities for students to access these programs.

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

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

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

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

## Staff Quality, Recruitment, and Retention Strengths

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

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

**Problem Statement 2:** Increase availability and variety of professional development for faculty and staff. **Root Cause:** Requirements for certification are

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

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

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Dickinson High School provides common planning for teachers who teach in the four core areas (English, mathematics, science, and social studies). This 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. District level curriculum specialists provide additional support to core departments through well-articulated, tightly aligned curriculum documents, lesson planning assistance, peer coaching, data disaggregation, and mentoring. A full time curriculum specialist in English and math are assigned to the campus.

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

## Curriculum, Instruction, and Assessment Strengths

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

- Expected outcomes are embedded in the curriculum documents through the clearly defined performance tasks.
- Curriculum for content specific courses is evaluated throughout the year to ensure proper alignment and appropriate pacing.
- Content specific Professional Learning Committees (PLC or teams) meet weekly (more often in English I and II, Algebra I, Biology, and US History) to analyze student performance data, to discuss student learning goals, to develop common assessments, and to create lesson plans.
- Teacher leaders have assumed "department chairperson" roles and serve as department advocates/liaisons to campus and district administrators.
- Teacher leaders have assumed "team leader" roles in all four core areas and by subject taught i.e. mathematics department has a team leader for Algebra I, Geometry, and Algebra II.
- The DHS Instructional Leadership Team meets once a week to advise the principal. Issues such as department activities, resource needs, and student achievement concerns are discussed. The Team works to ensure positive and productive two-way communication is occurring, to be proactive in regards to calendar planning, and to analyze school-wide data. The Leadership Team consist of the following members: department chairpersons for mathematics, science, social studies, English, health/PE, fine arts, LOTE, and CTE. In addition, the lead counselor, the campus testing coordinator, and the librarian also serve on the team.

The department chairpersons' teaching schedules include an additional conference period during which time they coach and mentor other department members, research additional resources and training opportunities for their department members, and work with the supervising administrator to



ensure that all teachers receive support.

- The DHS Response to Intervention (RtI) meets bi-monthly throughout the year to analyze, assess, support, and monitor struggling students and their teachers by suggesting appropriate interventions.
- The master schedule includes a common planning period for all content specific teams allowing for continuous improvement in the area of instructional design and delivery.
- All teachers received 3-6 walkthroughs along with full period observations.
- Lesson plans are monitored by the Dean of Instruction and the supervising department administrator 1-2 times a month to ensure quality and alignment.
- Grades and pass/fail percentages are monitored by the Dean of Instruction and shared with the administrative team following each grading period.
- The campus offers targeted intervention classes for struggling students in the form of Reading Improvement, EOC English I, II, & III for students who were unsuccessful on the Eng EOC, a math lab period to support struggling math students in Algebra I, a full day credit recovery lab, and an additional staff member to assist with ELL sections and to serve as an LPAC coordinator.
- The campus will continue to offer a PSAT/SAT preparation class as part of the Gator Scholars program targeting potential National Merit contenders based on previous PSAT scores.
- The campus will continue offering core classes in an ELL cohort format to allow for targeted teacher instruction and support.
- The AVID Campus Site team meets monthly to continue integration of AVID Strategies and WICOR throughout the campus.
- The Lead4Ward Dreamers Team brought new and exciting approaches to the planning teams and PLCs in their individual departments. The feedback on the impact on instruction has been very positive.
- A computer lab monitor will allow for full implementation of the Fast ForWord instructional program for General Education struggling readers, Special Education students, and EL students struggling to learn English.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

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

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

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

# Parent and Community Engagement

## Parent and Community Engagement Summary

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

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

## Parent and Community Engagement Strengths

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

their families.

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

### **Problem Statements Identifying Parent and Community Engagement Needs**

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

# School Context and Organization

## School Context and Organization Summary

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

## School Context and Organization Strengths

- Central Administration supports DHS through flexible campus budgets and seeks input into professional development activities and other campus-based planning decisions.
- The DHS master schedule provides common planning periods for PLC activities and the district early release days provide opportunities for on-going, embedded staff development and content-specific planning time.
- New teachers are paired with Mentor teachers who provide them with necessary support in their first year of teaching. All teachers are assigned a campus "Buddy Teacher" who can provide direction and support when needed.
- Teacher tutorials and Lighted Windows Open Doors (LWOD) provides struggling students with additional support during the regular school day and after school.
- The Campus Improvement Committee members serve rotating three year terms and provide input and direction in regards to programmatic, instructional, and structural decisions.
- The Dickinson High School Student Advisory Board provides students with the opportunity to be student leaders and to provide the administration with relevant and timely input on issues that impact students.
- The Dickinson High School Instructional Leadership Team meets once a week to review the upcoming calendar, to help plan campus activities, to serve as a liaison and a communication bridge between the administration on and his/her department members, and to provide direction to the administration regarding our campus goals, our school's focus, programmatic and instructional decisions, and the most efficient use of our school budget.
- The department structure for each of the four core areas includes a department chairperson and a team leader for each instructional area. For example, the mathematics department has a department chairperson, an Algebra I lead teacher, a geometry lead teacher, and an Algebra II lead teacher. This structure provides an additional layer of support.
- The master schedule reflects good planning in regards to clustering special education students who receive Support Facilitation (SF) services. The campus is meeting the needs of these students much more efficiently by ensuring the IS teacher is certified in the content and in special education.

- The AVID Site Team meets monthly and the members carry the message to the campus. Our goal is to utilize technology for quick individualized trainings on key AVID strategies for teachers.
- The Instructional Leadership Team will also serve as the Safety Committee in an effort to streamline communication and take timely action on concerns/issues.

### **Problem Statements Identifying School Context and Organization Needs**

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

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

# Technology

## Technology Summary

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

## Technology Strengths

- Almost every classroom at DHS is equipped with projectors, document cameras, teacher work stations, Mimios, Interactive Whiteboards, enabled devices, online textbook accounts, and Windows based tablets for instructional use.
- DHS is equipped with 7 computer labs for supervised student use. Additionally, the campus is equipped with over 700 Chromebooks either assigned to departments or available for teacher check out and use in the classroom.
- DHS is also equipped with 1 SMART board in the Library as well as several Quizdom sets, Vernier Probeware, and individual laptops available for teacher use.
- The campus subscribes to several web-based resources for teachers including Scientific Minds for the social studies/science classes respectively.
- Administration uses Remind 101 for communication with teachers and staff. All departments are utilizing Eduphoria Forethought for lesson planning.
- Our web infrastructure continues to be upgraded to support increased wireless network access for Bring Your Own Devices and other wireless needs. During the summer of 2019, over \$600,000 have been allocated to upgrade and increase wireless support with a significant portion of that amount being dedicated to DHS.
- All DHS teachers are required to have an active website where information regarding course requirements, upcoming events/projects, and class resources are readily available to students and parents.
- The district web-filtering has been adjusted to allow more access for students and staff.
- Students are allowed to use their personal electronic devices during class changes and non-instructional periods such as lunch to check email/text messages, to access information on the web, and to communicate with parents.
- Teachers allow students to use their personal electronic devices the use of cell phones in their classrooms to conduct research and to access information on the web.
- The DHS library provides ebooks and audio books for check out to students and teachers.
- The DHS library provides instruction in the effective use of current technologies and available on-line resources to both teachers and students.
- DHS utilizes Edgenuity for credit recovery and initial credit opportunities when appropriate and applicable.

The district purchased Fast ForWord for use with populations struggling with reading deficiencies. DHS will continue use with our SPED, ELL, and

dyslexic populations.

- DHS has subscriptions to a wide variety of on-line learning platforms such as GALE, Britannica and Discovery Education.
- Many teachers and staff members are utilizing GOOGLE classroom for instruction and for communicating/collaborating with colleagues.
- The campus continues to purchase Chromebook carts to increase access to additional technology support.
- Social Sentinel and Gaggle are utilized to monitor social media and student DISD internet accounts.

### **Problem Statements Identifying Technology Needs**

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

# Priority Problem Statements

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

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

**Problem Statement 1 Areas:** Technology

**Problem Statement 2:** Eng I EOC & Eng 2 EOC scores continue to fall below the state average though we are closing the gap.

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

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Despite progress, DHS continues to lag far behind the state in Mastery level performance on STAAR on all tests.

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

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 6:** We continue to grow and develop the CTE offerings to increase access to greater numbers of students though we have had to turn away students in welding and engineering this year.

**Root Cause 6:** Providing classroom space and finding/retaining qualified teachers for welding and engineering continues to be a challenge.

**Problem Statement 6 Areas:** School Culture and Climate

**Problem Statement 7:** The individual planning with students in areas such as endorsement plans, CTE programs, PAP/AP, dual credit, and other course selections requires significant time and attention from our staff.



**Root Cause 7:** Our counseling staff is stretched very thinly, but we have re-arranged responsibilities for this school year freeing our counselors' time so that more time is dedicated to working individually with students to monitor their academic progress and to formulate academic and career goals.

**Problem Statement 7 Areas:** School Culture and Climate

**Problem Statement 8:** We need to continue to increase student engagement through extra-curricular programs such as fine arts, History and Science fairs, athletics, robotics, etc.

**Root Cause 8:** Limited availability to after school restricts student participation in these activities. Scheduling time during the regular school day will provide more opportunities for students to access these programs.

**Problem Statement 8 Areas:** School Culture and Climate

**Problem Statement 9:** Respond to input from parents, staff, students and the community regarding student safety, campus morale, and community involvement..

**Root Cause 9:** Campus needs access to valid survey data from all stakeholders.

**Problem Statement 9 Areas:** School Culture and Climate

**Problem Statement 10:** Ongoing need to increase quality and availability of support programs from district and campus for new teachers.

**Root Cause 10:** Retention of new teachers is a national issue and DISD is examining additional induction teacher supports but the struggle continues.

**Problem Statement 10 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 11:** Increase availability and variety of professional development for faculty and staff.

**Root Cause 11:** Requirements for certification are non-negotiable but as a district, we ask much of our teachers on "their own time" in terms of professional development. Providing exchange day options is a great help for this issue.

**Problem Statement 11 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 12:** There continues to be a need to train faculty and staff in the PLC model .

**Root Cause 12:** Whenever there is staff turn over, we lose momentum in the time and effort taken to get new people up to speed on the process and expectations.

**Problem Statement 12 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 13:** There continues to be a need to focus on the master schedule to address needs such as targeted intervention classes in math & English where specialized curriculum will focus on the needs of struggling students, SPED programming, CTE classes, AVID, ESL cohort classes, PAP/AP/Dual Credit classes, and PLC time.

**Root Cause 13:** The varied programs continue to grow and require increasingly creative scheduling to meet those needs.

**Problem Statement 13 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 14:** Lack of parent engagement in the education of our students.

**Root Cause 14:** Campus must take a more active role in engaging parents.

**Problem Statement 14 Areas:** Parent and Community Engagement

**Problem Statement 15:** Increase communication and access with all stakeholders via CIC, leadership teams, extended learning opportunities, etc.

**Root Cause 15:** Media reports on schools tend to be negative and focus on generalized and overstated failures of our systems. Increasing the faith through transparency is critical for us to do.

**Problem Statement 15 Areas:** School Context and Organization

**Problem Statement 16:** The PLC model has not been implemented with fidelity.

**Root Cause 16:** Teachers and staff are unaware of the purpose and power of the PLC when implemented with fidelity.

**Problem Statement 16 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 17:** We continue to struggle with mental health and emotional well-being issues with our students, staff, and community that negatively impact the learning environment.

**Root Cause 17:** Insufficient attention has been given to the emotional well-being of our students and staff as the needs grow.

**Problem Statement 17 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 18:** Our White, Asian, ELL, SpEd and Non-Continuously Enrolled student demographic groups failed to meet the federal target for reading.

**Root Cause 18:** Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for our PLCs.

**Problem Statement 18 Areas:** Student Achievement

**Problem Statement 21:** We have an ongoing need to increase participation and success on AP, TSI, SAT, and ACT.

**Root Cause 21:** The campus philosophy in regards to Pre-AP/AP access must be addressed to ensure that all students have equal opportunity and access.

**Problem Statement 21 Areas:** Student Achievement

**Problem Statement 22:** While we have in place college readiness via programs like Dual Credit, Early College High School, AVID, CTE classes, PAP/AP classes, the College Go Center, and other programming, we continue to look for ways to expand the reach and success of these programs.

**Root Cause 22:** A college going culture has not been established building-wide. Many students do not see themselves as college-going and therefore limit their goals and aspirations. Parent, community, faculty and staff attitudes must be college focused so that students "buy-in" to the vision for themselves.

**Problem Statement 22 Areas:** Student Achievement

**Problem Statement 23:** DISD and DHS have a negative image in the community as reflected in the attitudes of home buyers of new developments in our area.

**Root Cause 23:** DHS has failed to market itself in a positive manner showing the community all the positive and productive things that are happening at our school.

**Problem Statement 23 Areas:** School Context and Organization

**Problem Statement 24:** Our White, ELL, and Non-Continuously Enrolled student demographic groups failed to meet the federal standard target for mathematics.

**Root Cause 24:** Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for our PLCs.

**Problem Statement 24 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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

## Student Data: Student Groups

- STEM/STEAM data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### **Parent/Community Data**

- Parent engagement rate

#### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

**Goal 1: Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness and all measured areas will meet or exceed state average percentages in all categories (approaches, meets, masters).**

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

**Evaluation Data Source(s) 1:** CBA and Benchmark scores, STAAR EOC scores, TELPAS scores, graduation rate, state and federal safeguards, PBMAS

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            1) Provide high-quality, research-based Tier I instruction that is aligned with the rigorous Texas state standards (TEKS) to ensure all students master the state standards, to ensure that all students achieve one year's academic growth, and to support all students in the achievement of a Mastery Level on all STAAR EOC exams.</p>	2.4, 2.6	Principal Dean of Instruction Supervising Dept. Administrator Instructional Specialists Department Leaders Team Leaders Classroom Teachers	<p>Improve student performance for all students on STAAR EOC in all subjects: Algebra I, English I, English II, Biology, US History.</p> <p>Improve student performance on Formative/Summative assessments, CBAs, Benchmarks, and course grades.</p> <p>Increase in HS graduation rate.</p> <p>Improve college/career readiness for all students.</p>				
<p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 2, 3  <b>Funding Sources:</b> 211-Title IA - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 2) Identify students in all demographics who failed to meet the state and federal standards on any of the 2019 STAAR EOC assessments and provide effective, targeted remediation to ensure their academic progress throughout the school year as demonstrated at each benchmark check.	2.4, 2.5, 2.6	Campus administrators Dean of Instruction Lead teachers Classroom teachers	Improved performance on STAAR EOC to close the performance gaps for all student groups and to ensure that all students meet federal and state standards.				
				<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 <b>Funding Sources:</b> No Funding Required - 0.00			
<b>Targeted Support Strategy TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Dickinson High School will achieve Quartile 1 or Quartile 2 status in our state comparison group through our overall STAAR EOC performance, our CCMR performance, and by significantly improving our rating in the Closing the Achievement Gaps category of the state accountability system.	2.4, 2.6	Campus Administrators All Teachers	Improve Dickinson High School's rating in the Texas school accountability system				
				<b>Funding Sources:</b> No Funding Required - 0.00			
<b>Targeted Support Strategy TEA Priorities</b> Build a foundation of reading and math 4) Provide reteach/redo/retest opportunities and small group, targeted instruction as needed on all major projects, tests, and classwork so that all students demonstrate mastery of the standards (TEKS).	2.4, 2.5, 2.6	Classroom Teachers	Reduction in course failure rates.  Improve student performance on formative/summative assessments, CBA and Benchmark assessments.				
				<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 <b>Funding Sources:</b> Local Funding - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math</p> <p>5) Provide "just in time," focused Tier II intervention for students who failed to master the state standards (TEKS) following Tier I instruction. This strategy may include any or all of the following:</p> <ol style="list-style-type: none"> <li>1. computer generated supplemental instruction</li> <li>2. teacher tutoring before/after school and during CHOMP time.</li> <li>3. tutoring in LWOD</li> <li>4. individualized or small-group instruction within a pull-out program</li> <li>5. individualized and/or small-group instruction within the regular classroom</li> </ol>	2.4, 2.5, 2.6	Principal Dean of Instruction Classroom Teachers Inclusion-Support Teachers	<p>Improve student performance on Formative/Summative assessments, CBAs, Benchmarks, EOC assessments and course grades.</p> <p>Improve HS graduation rate.</p>				
				<p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 2 - Technology 1</p> <p><b>Funding Sources:</b> 211-Title IA - 0.00, 199-SCE - 0.00, Local Funding - 0.00</p>			
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math</p> <p>6) Increase student access to Tier III prescriptive interventions provided through computer and/or technological support systems to extend, reinforce and complement literacy and numeracy instruction for students struggling in English/Language Arts and/or mathematics.</p>	2.4, 2.5, 2.6	Principal Assistant Principal Dean of Instruction All Teachers	<p>Improve student achievement by increasing learning time.</p> <p>Improve student achievement by providing "just in time" interventions/remediation.</p> <p>Improve literacy and numeracy skills for struggling students by providing focused, individualized, prescriptive practice.</p>				
				<p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 2 - Technology 1</p> <p><b>Funding Sources:</b> 211-Title IA - 0.00, IDEA B - 0.00</p>			
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>7) Provide support for an effective Co-Teach model utilizing a certified regular education teacher and a certified special education teacher who are assigned to the regular education classroom. The model will provide purposeful/targeted instruction using research-based instructional strategies and differentiated learning opportunities to ensure access to the standard curriculum.</p>	2.4, 2.5, 2.6	Principal Dean of Instruction Supervising Dept. Administrator Special Education Dept. Leader	<p>Improve student performance on CBA, Benchmark, and EOC assessments by SpEd students.</p> <p>Reduce course failure rates.</p> <p>Increase student engagement.</p>				
				<p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 2</p> <p><b>Funding Sources:</b> IDEA B - 0.00, Local Funding - 0.00</p>			



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math</p> <p>8) Provide a Tier III extended learning time for all incoming ninth grade students who have not demonstrated proficiency in Algebra 1 Readiness skills and the use of graphing calculators as demonstrated by their performance on the Grade 8 STAAR Mathematics test by scheduling students into the extended Algebra I (Independent Studies in Mathematics) concurrently while also scheduling students into the regular Algebra I class.</p> <p>Provide a Tier III, targeted EOC English I and/or English II class for any student who has not met the state Approaches Grade Level mastery level on the STAAR EOC assessment.</p> <p>Provide a Reading I-IV Tier III, targeted ELA instructional class for select students who continuously struggle with reading as evidenced by their STAAR Grade 8 Reading or their EOC English I and/or English II score and/or by their performance in core classes.</p>	2.4, 2.5, 2.6	Principal Dean of Instruction Supervising Dept. Administrator Lead Counselor Math/Language Arts Curriculum Specialist Classroom Teachers	<p>Improve the academic performance of students who struggle in reading, writing, and/or mathematics.</p> <p>Improve EOC scores.</p> <p>Reduce failure rates</p> <p>Increase student engagement</p> <p>Increase high school graduation rates</p>				
<p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 2</p> <p><b>Funding Sources:</b> Local Funding - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Recruit, support, retain teachers and principals  9) Create and staff two positions to support the special education instructional program: a Special Education Administrator and a Department Leader. The responsibilities of both positions include but are not limited to the following:  1. monitor instruction in all special education classrooms daily  2. provide timely instructional support and feedback to teachers who provide instruction to special education students  3. maintain student discipline to ensure safe and orderly learning environments for all students  4. ensure that the Restorative Practices tools are used by all special education teachers to ensure continuous emotional learning/development for all students.</p>	2.4, 2.5, 2.6	Principal Dean of Instruction Supervising Dept. Administrator	Improve the quality of instruction in Special Education classrooms.				
<p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1  <b>Funding Sources:</b> 255-Title IIA - 0.00</p>							
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Build a foundation of reading and math  10) Provide increased levels of academic support for special education students whose disability and previous academic achievement indicates the need for a modified curriculum delivered through the RISE classes in Science and Social Studies (W. Geography, W. History, Biology, IPC).</p>	2.4, 2.5, 2.6	Principal Dean of Instruction Supervising Dept. Administrator Special Education Dept. Leader Lead Counselor	<p>Improve performance of special education students on CBA, Benchmark, and EOC assessments.</p> <p>Increase student engagement.</p> <p>Reduce course failure rates.</p>				
<p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 2  <b>Funding Sources:</b> Local Funding - 0.00, 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00</p>							
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>  Build a foundation of reading and math  11) All teachers will provide 90 minutes of before/after school tutorials each week for all students. Teachers will post their before/after school tutorial schedule in their classroom and on the Dickinson High School website for parents/students reference.</p>	2.4, 2.5, 2.6	Principal Dean of Instruction Supervising Dept. Administrator Classroom Teachers	<p>Reduce course failure rates.</p> <p>Improve student performance on CBA, Benchmark and STAAR assessments.</p>				
<p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4  <b>Funding Sources:</b> Local Funding - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math</p> <p>12) Provide extended learning time for all students through the SMART LUNCH (CHOMP TIME) and the Lighted Windows/Open Doors after school program.</p>	2.4, 2.5, 2.6	Principal Campus Administrators All Teachers	<p>Reduce course failure rates.</p> <p>Provide just-in-time remediation during the regular school day for all students.</p> <p>Improve student performance on CBA, Benchmark and STAAR EOC assessments</p>				
				<p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 2</p> <p><b>Funding Sources:</b> No Funding Required - 0.00</p>			
<p><b>Targeted Support Strategy</b></p> <p>13) Actively populate, utilize and interact with the Electronic Data Wall to analyze previous student performance and to monitor student progress toward improved performance in the following areas: Algebra I, Biology, English I, English II, US History.</p> <p>Utilize the OnData Suite to generate reports and actively analyze data to inform and guide instruction.</p>	2.4, 2.6	Campus administrators Instructional Specialists Algebra I teachers Biology teachers English I teachers English II teachers US History teachers	<p>Increase teacher knowledge and awareness of their students' previous academic achievement and timely monitoring of current year's performance.</p>				
				<p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 1 - Technology 1</p> <p><b>Funding Sources:</b> No Funding Required - 0.00</p>			
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math</p> <p>14) Require all special education/504/ELL students to have access to, are assisted in the design of, are taught how to use, and are provided opportunities to utilize the Supplemental Aid during classroom instruction and when taking summative/formative classroom assessments and standardized state tests.</p>	2.4, 2.5, 2.6	All teachers	<p>Improve academic performance of special education/504/ELL students on all assessments including STAAR EOC.</p>				
				<p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4</p> <p><b>Funding Sources:</b> No Funding Required - 0.00</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals 15) Provide training for all teachers in Sheltered Instruction protocols to effectively meet the literacy and English acquisition needs of our EL students.	2.4, 2.5, 2.6	Campus Principal Dean of Instruction Instructional Specialists All Administrators	Improve student achievement of ELL students as measured by TELPAS, OLPT, STAAR EOC, PSAT/SAT/ACT.  Accelerate English acquisition of our EL students.				
				<b>Problem Statements:</b> Student Achievement 1, 2, 3 <b>Funding Sources:</b> Local Funding - 0.00, Special Programs - 0.00			
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 16) Strategically schedule ELL students to ensure that they are clustered by language acquisition level into the appropriate Reading I-III, Creative/Technical Writing, and English I-IV class as part of the comprehensive English Immersion program of study.  Create and staff three (3) instructional paraprofessional positions to provide in-class support for all ELL students.	2.4, 2.5, 2.6	Lead Counselor Dean of Instruction Principal ESL Teachers	Improve student achievement of ELL students as measured by TELPAS, OLPT, STAAR EOC, PSAT/SAT/ACT.  Accelerate English acquisition of our ELL students.				
				<b>Problem Statements:</b> Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> No Funding Required - 0.00			
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 17) Require that all teachers implement the Sustained Silent Reading initiative, Gotta Keep Reading, in their second period classes.	2.4, 2.5, 2.6	Principal Dean of Instruction Supervising Dept. Administrator Classroom Teachers Librarians	Improve literacy skills for all students as demonstrated by improved EOC, SAT, ACT, TSI scores.  Increase in reading practice time for all students.  Increase in library circulation.				
				<b>Problem Statements:</b> Student Achievement 1, 2, 3 <b>Funding Sources:</b> Local Funding - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 18) Emphasize critical reading skills in all genres and across all disciplines by utilizing research-based instructional strategies learned through teacher participation in any of the following professional development activities:</p> <p>Abydos Writing Institute Lead4Ward Playlist Notice and Note AVID Institute Rice AP Institutes NMSI--LTF Seidlitz 7 Steps for Language Rich Classroom College Board Training Campus Book Studies Region IV Professional Learning Harris County Prof. Learning Neuhaus Training Solution Tree (RtI, PLC)</p>	2.4, 2.5, 2.6	All teachers	<p>Improve literacy skills for all students as demonstrated by improved EOC, SAT, ACT, TSI scores.</p> <p>Increase teacher effectiveness in literacy instruction.</p>				
	<p><b>Problem Statements:</b> Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 2 <b>Funding Sources:</b> 255-Title IIA - 34217.00</p>						
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 19) Monitor the implementation of the Abydos-Pro curriculum for English I - IV classes and provide on-going training/support to all English teachers.</p>	2.6	District Curriculum Specialist English I-IV teachers Campus administrators	<p>Improve instruction in literacy for all English I-IV students.</p> <p>Improve teacher effectiveness.</p>				
	<p><b>Problem Statements:</b> Student Achievement 1, 2, 3 - Staff Quality, Recruitment, and Retention 2, 3 - Technology 1 <b>Funding Sources:</b> No Funding Required - 0.00</p>						





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            Connect high school to career and college            20) Literary Circles will be utilized in all English I-IV classes to promote literacy for all students.</p>	2.4, 2.5	Principal Dean of Instruction Assistant Principals English Department Chair ELA District Curriculum Specialist English I-IV Team Leaders	Improve reading stamina for all students. Improve vocabulary for all students. Improve critical reading skills for all students. Improve reading motivation and student engagement with literature across all genres.				
				<p><b>Problem Statements:</b> Student Achievement 1, 2, 3  <b>Funding Sources:</b> No Funding Required - 0.00</p>			
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            21) Utilize AVID (WICOR) strategies in all classes. Require all grade 9 students to utilize the AVID 3-Ring Binder in order to support students in the development of organizational skills</p>	2.4, 2.6	Campus administrators All teachers	Improve student performance on STAAR EOC  Improve student self-efficacy and confidence  Improve college/career readiness skills				
				<p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 6  <b>Funding Sources:</b> No Funding Required - 0.00</p>			
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Build a foundation of reading and math            22) Utilize the writing portfolio model in all English I-IV classes as a means to collect/analyze writing pieces and to track student progress over time.</p>	2.4, 2.6	District Curriculum Specialist English I-IV teachers Campus administrators	Improve student's writing skills.  Track improvement over time.				
				<p><b>Problem Statements:</b> Student Achievement 1, 2, 3  <b>Funding Sources:</b> No Funding Required - 0.00</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy TEA Priorities</b> Build a foundation of reading and math 23) Contract with reading specialists, consultant (s), and authors to deliver high quality, focused staff development for DHS teachers in the area (s) of effective reading/writing instruction, differentiation for special populations, and successful implementation of the ELPS in quality instruction.	2.4, 2.6	Campus administrators	Improve instruction in literacy and differentiated instruction to meet the learning need of all students  Improve the quality of ELPS integration into classroom instruction  Improve student performance on STAAR EOC  Improve college/career readiness skills				
<b>Targeted Support Strategy TEA Priorities</b> Build a foundation of reading and math 24) Create a Dyslexia Intervention Specialist position to provide academic support, specialized literacy instruction, and compliance monitoring for all students identified as dyslexic.	2.4, 2.5, 2.6	Principal  Dean of Instruction	Improve literacy skills of students identified as dyslexic  Improve organizational skills of students identified with dyslexia  Improve academic performance of students identified as dyslexic  Provide instructional support to core teachers for working with students identified as dyslexic				
<b>Targeted Support Strategy TEA Priorities</b> Build a foundation of reading and math 25) Teach students to "brain dump" using mnemonics and graphic organizers prior to any major assessment as a test managing strategy.	2.4, 2.6	All teachers s	Improve student self-efficacy/confidence  Improve student performance on classroom/unit tests, CBA, Benchmark, and EOC assessments.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>26) Teachers will actively participate in weekly Professional Learning Community (PLC) activities. The TEAM leader will set the weekly agenda. The secretary will take notes and provide copies to all members and to campus administration. The PLC will focus on the four tenets of an effective PLC:</p> <p>1. What do we want students to learn and/or be able to do? 2. How will we access mastery? 3. What will we do for students who do not demonstrate mastery? 4. How will we extend the lesson for students who master?</p>	2.4, 2.5, 2.6	Department chairperson Campus administrators	<p>Improve the quality of instruction in all classes.</p> <p>Improve the quality of lesson planning.</p> <p>Improve and expand the use of data to inform instruction.</p> <p>Foster a school climate of collaboration and excellence.</p>				
<p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> Local Funding - 0.00</p>							
<p><b>Targeted Support Strategy</b> 27) PLC members will utilize the Lead4Ward data tables and resources to focus instruction and to inform professional discussions based on ongoing training throughout the year (webinars, conferences, district/campus training). In addition, the OnData Suite will be utilized by teachers and administrators to generate student achievement data reports for analysis by PLC members.</p>	2.4, 2.6	TEAM leaders Department chairpersons Campus administrators	<p>Improve the quality of instruction in all classes.</p> <p>Improve the quality of lesson planning.</p> <p>Improve and expand the use of data to inform instruction.</p> <p>Foster a school climate of collaboration and excellence.</p>				
<p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1 - Technology 1</p> <p><b>Funding Sources:</b> 211-Title IA - 56848.00</p>							
<p><b>Targeted Support Strategy</b> 28) Grade level campus administrators will carefully monitor student attendance by creating and analyzing weekly attendance reports. Dickinson High School will create and implement a scaffolded support system to assist students and parents in ensuring 95% school attendance for all students.</p>	2.4, 2.5, 2.6	Principal Assistant Principals	Improve student attendance				
<p><b>Funding Sources:</b> No Funding Required - 0.00</p>							



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> 29) Dickinson High School will provide parents and community members with student achievement, attendance, and discipline data during monthly Parent Engagement meetings.	3.1, 3.2	Principal	Increase parent/community awareness  Increase parent/community involvement in students' education				
	<b>Funding Sources:</b> No Funding Required - 0.00						
<b>Targeted Support Strategy</b> 30) Provide on-going mental health and emotional well-being support utilizing our Communities in Schools Liaisons, our DHS school counselors, our DISD school psychologists and social workers, and our DHS family counselors to at-risk and academically struggling students so that regular school attendance reaches 95%.	2.5	Principal Lead Counselor	Improve school attendance  Improve emotional well-being  Improve self-confidence  Develop integrated and regulated adolescent brains				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 3 - Parent and Community Engagement 1						
<b>Funding Sources:</b> Local Funding - 0.00							
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 31) Provide on-going mental health and emotional well-being support utilizing our Communities in Schools Liaisons, our DHS school counselors, our DISD school psychologists and social workers, and our DHS family counselors so that academic achievement improves so that all students demonstrate at least one year's academic growth and/or attain the approaches grade level or the mastery level status on STAAR EOC.	2.4, 2.5, 2.6						
	<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 3						
<b>Funding Sources:</b> Local Funding - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> 32) Provide on-going mental health and emotional well-being support for students identified as at risk of self-harm and/or suicide. Campus personnel will utilize the district suicide prevention protocol to make timely referrals to school counselors when warning signals and/or indicators are demonstrated by students.	2.6	School counselors Campus administrators	Improve mental health and emotional well-being of students  Improve school attendance  Improve academic performance  Improve school climate  Improve high school graduation rate				
				<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 3 <b>Funding Sources:</b> Local Funding - 0.00			
<b>Targeted Support Strategy</b> 33) Provide accelerated instruction through various instructional program formats for students identified as at risk of dropping out of school and/or not graduating in four years due to credit deficiencies, previous grade retention, poor performance on state assessments, and/or poor school attendance.	2.4, 2.5	Campus administrators Campus counselors Dean of Instruction	Credit recovery to complete high school in four years				
				<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 6 - School Culture and Climate 1, 2 <b>Funding Sources:</b> Local Funding - 0.00			
<b>Additional Targeted Support Strategy</b> 34) Utilize the re-entry protocol and the Restorative Practices process to assist students returning to the home campus from a DAEP assignment so that students experience a successful transition.	2.4, 2.5, 2.6	Grade level assistant principals	Reduce recidivism to DAEP  Improve school attendance  Improve academic achievement  Support emotional well-being and mental health of at-risk students				
				<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 6 - School Culture and Climate 1, 2 - Curriculum, Instruction, and Assessment 3 - Parent and Community Engagement 1 <b>Funding Sources:</b> No Funding Required - 0.00			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Performance Objective 1 Problem Statements:**

## Student Achievement

**Problem Statement 1:** Eng I EOC & Eng 2 EOC scores continue to fall below the state average though we are closing the gap. **Root Cause 1:** Our students enter high school with below grade level reading/writing (Literacy) skills.

**Problem Statement 2:** Despite progress, DHS continues to lag far behind the state in Mastery level performance on STAAR on all tests. **Root Cause 2:** Focus is on Approaches (passing) rather than Mastery for all students.

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

**Problem Statement 4:** Our White, ELL, and Non-Continuously Enrolled student demographic groups failed to meet the federal standard target for mathematics. **Root Cause 4:** Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for our PLCs.

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

**Problem Statement 5:** We have an ongoing need to increase participation and success on AP, TSI, SAT, and ACT. **Root Cause 5:** The campus philosophy in regards to Pre-AP/AP access must be addressed to ensure that all students have equal opportunity and access.

## School Culture and Climate

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

**Problem Statement 2:** We need to continue to increase student engagement through extra-curricular programs such as fine arts, History and Science fairs, athletics, robotics, etc. **Root Cause 2:** Limited availability to after school restricts student participation in these activities. Scheduling time during the regular school day will provide more opportunities for students to access these programs.

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

## Staff Quality, Recruitment, and Retention

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

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

## Curriculum, Instruction, and Assessment

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

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

### Curriculum, Instruction, and Assessment

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

### Parent and Community Engagement

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

### Technology

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

**Goal 1:** Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness and all measured areas will meet or exceed state average percentages in all categories (approaches, meets, masters).

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





**Evaluation Data Source(s) 2:** PreAP/AP Enrollment, AP Exam Participation and Qualifying Scores

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> 1) Require all PreAP/AP teachers to participate in Vertical Alignment activities.	2.4	Curriculum specialists PreAP/AP teachers Campus administrators	Align instruction for all PreAP/AP courses in grades 6-12.				
	<b>Problem Statements:</b> Student Achievement 2, 5, 6 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 <b>Funding Sources:</b> Local Funding - 0.00						
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Connect high school to career and college 2) Revise all AP Syllabi to include carefully articulated learning outcomes/expectations for all AP subjects.	2.6	Curriculum specialists Campus administrators AP teachers	Improve AP Exam performance  Improve masters grade level performance on STAAR EOC  Improve college readiness				
	<b>Problem Statements:</b> Student Achievement 2, 5, 6 - School Culture and Climate 3 <b>Funding Sources:</b> Local Funding - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 3) Provide a comprehensive remediation and enrichment program for all AP testers through school pull-out and Saturday Blitz activities.	2.6	Campus administration Department leader AP teachers	Improve AP exam performance  Increase the number of qualifying scores on AP exams  Improve college readiness  Improve masters grade level performance on STAAR EOC				
				<b>Problem Statements:</b> Student Achievement 2, 5, 6 <b>Funding Sources:</b> Local Funding - 0.00			
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 4) Provide extended learning time for PreAP/AP students through the SMART LUNCH (CHOMP TIME) and the Lighted Windows/Open Doors program.	2.5, 2.6	Campus administration PreAP/AP teachers	Reduce course failure rates  Improve AP exam performance  Improve masters grade level performance on STAAR EOC  Improve college readiness				
				<b>Problem Statements:</b> Student Achievement 5, 6 - Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> Local Funding - 0.00			
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 5) Utilize AVID (WICOR) strategies in all PreAP/AP courses. Require all grade 9 students to utilize the 3-ring Binder in order to develop organizational skills.	2.6	Campus administration AVID site team PreAP/AP teachers	Improve AP exam performance  Improve masters grade level performance on STAAR EOC  Improve college readiness				
				<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5, 6 <b>Funding Sources:</b> No Funding Required - 0.00			
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 6) Offer additional PreAP/AP, Dual Credit and "Ramp UP" course offerings.	2.5	Campus administration PreAP/AP teachers Lead counselor	Increase student enrollment in AP courses				
				<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5, 6 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> Local Funding - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Analyze College Board student performance reports to identify and correct weaknesses in our PreAP/AP instructional program.	2.6	PreAP/AP teachers Campus administrators Director of Secondary Education	Improve AP exam performance  Improve masters grade level performance on STAAR EOC  Improve college readiness				
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 8) Analyze student performance reports with AP students in subsequent courses to familiarize students with AP level questions and testing practices.	2.6	AP teachers Campus administrators Director of Secondary Education	Improve AP exam performance  Improve masters grade level performance on STAAR EOC				
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college 9) DHS teachers, administrators and counselors will attend conferences and professional development opportunities to improve student performance on the AP exams. Conferences/training include but are not limited to the following:  College Board AP Conferences AVID Conference NMSI/LTF Institutes RICE University AP Institutes U of H AP Institutes		Principal Dean of Instruction	Improvement in student achievement and performance on STAAR, AP, SAT/ACT tests.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Performance Objective 2 Problem Statements:**

## Student Achievement

**Problem Statement 2:** Despite progress, DHS continues to lag far behind the state in Mastery level performance on STAAR on all tests. **Root Cause 2:** Focus is on Approaches (passing) rather than Mastery for all students.

**Problem Statement 5:** We have an ongoing need to increase participation and success on AP, TSI, SAT, and ACT. **Root Cause 5:** The campus philosophy in regards to Pre-AP/AP access must be addressed to ensure that all students have equal opportunity and access.

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

**Problem Statement 1:** Eng I EOC & Eng 2 EOC scores continue to fall below the state average though we are closing the gap. **Root Cause 1:** Our students enter high school with below grade level reading/writing (Literacy) skills.

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

**Problem Statement 4:** Our White, ELL, and Non-Continuously Enrolled student demographic groups failed to meet the federal standard target for mathematics. **Root Cause 4:** Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for our PLCs.

## School Culture and Climate

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

## Staff Quality, Recruitment, and Retention

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

## Curriculum, Instruction, and Assessment

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

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

## School Context and Organization

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



**Goal 1:** Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness and all measured areas will meet or exceed state average percentages in all categories (approaches, meets, masters).

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

**Evaluation Data Source(s) 3:** TSI College Readiness ELA/Math Course Exams, SAT/ACT Scores, Number of College Enrollees, Masters Grade Level performance on STAAR EOC

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 1) Provide College Readiness ELA/Math courses for seniors who do not meet TSI score requirements	2.5, 2.6	Campus administration ELA/Math Curriculum Specialists ELA/Math Department Heads ELA/Math Teachers Counselors	Improve college readiness  Improve masters grade level performance on STAAR EOC  Improve TSI Reading/Writing/Math scores				
				<b>Problem Statements:</b> Student Achievement 2, 3, 4, 6 <b>Funding Sources:</b> Local Funding - 0.00			
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Connect high school to career and college 2) Promote College Admissions through ongoing education of students and parents regarding the college admissions process, financial aid opportunities, and the availability of scholarships.	2.6, 3.1	Campus Administration Lead Counselor College & Career Center Counselor	Increase the number of student applications to college				
				<b>Problem Statements:</b> School Culture and Climate 3 - Parent and Community Engagement 1 - School Context and Organization 1 <b>Funding Sources:</b> 211-Title IA - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Connect high school to career and college 3) Provide college readiness/access information to all students and their families through Open House, Parent University, College Fairs, and parent meetings held in the evenings and on Saturdays to accommodate parent schedules.	2.6, 3.1, 3.2	Campus administration Campus AVID TEAM AVID teachers	Increase parent participation in school activities  Increase in student college admissions  Increase in submission of student scholarship packets				
				<b>Problem Statements:</b> School Culture and Climate 4 - Parent and Community Engagement 1 - School Context and Organization 1 <b>Funding Sources:</b> Local Funding - 0.00			
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Connect high school to career and college 4) Provide students with on-site college visits to explore options and to open doors to new possibilities.	2.4, 2.5, 2.6	Campus administrators AVID Site Team	Increase student interest in college  Motivate students to seek post high school learning opportunities				
				<b>Problem Statements:</b> School Culture and Climate 3 <b>Funding Sources:</b> Local Funding - 0.00			
5) Increase the number of students graduating in the 2020 class who complete all requirements for the Foundation Plan and meet the requirements for an Endorsement (HB5).	2.4, 2.5, 2.6	Principal Counselors All teachers	Increase the number of students who meet one or more of the criteria for college readiness under the state accountability system.				
				<b>Problem Statements:</b> School Culture and Climate 3 <b>Funding Sources:</b> Local Funding - 0.00			
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Connect high school to career and college 6) Increase the number of students in the 2020 graduating class who complete all requirements for graduation and earn a certification or license through one or more Career Technology Education courses.	2.4, 2.5, 2.6	Principal Counselors CTE Director CTE Teachers	Increase the number of students who meet one of the criteria for career readiness under the state accountability system.				
				<b>Problem Statements:</b> School Culture and Climate 1, 3 <b>Funding Sources:</b> Local Funding - 0.00			
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Connect high school to career and college 7) Provide an SAT Prep course for students in grades 11-12.	2.5, 2.6	Principal Dean of Instruction Lead counselor	Increase the number of students whose SAT scores meet or exceed the state/national average.				
				<b>Problem Statements:</b> Student Achievement 2, 5 <b>Funding Sources:</b> Local Funding - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Connect high school to career and college 8) Provide a PSAT /SAT/TSI/ASVAB Testing opportunities during the regular school day for Grade 9-12 students at a reduced or \$0.00 test cost.	2.5, 2.6	Principal Dean of Instruction Lead Counselor	Increase the number of students whose PSAT score qualifies them for National Merit consideration  Improve college readiness				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> State Funds - 0.00						
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 9) Decrease the number of course failures by implementing a campus grading policy that incorporates a "making progress" model mirroring the state accountability system--all students must demonstrate continued progress with the goal of making one year's growth each year.	2.4, 2.6	Principal Dean of Instruction All teachers	Improve students' course grades  Reduce course failure rates  Improve student performance on STAAR EOC				
	<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - School Culture and Climate 3 - Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> No Funding Required - 0.00						

### Performance Objective 3 Problem Statements:

Student Achievement
<b>Problem Statement 2:</b> Despite progress, DHS continues to lag far behind the state in Mastery level performance on STAAR on all tests. <b>Root Cause 2:</b> Focus is on Approaches (passing) rather than Mastery for all students.
<b>Problem Statement 3:</b> Our White, Asian, ELL, SpEd and Non-Continuously Enrolled student demographic groups failed to meet the federal target for reading. <b>Root Cause 3:</b> Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for our PLCs.
<b>Problem Statement 4:</b> Our White, ELL, and Non-Continuously Enrolled student demographic groups failed to meet the federal standard target for mathematics. <b>Root Cause 4:</b> Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for our PLCs.
<b>Problem Statement 6:</b> While we have in place college readiness via programs like Dual Credit, Early College High School, AVID, CTE classes, PAP/AP classes, the College Go Center, and other programming, we continue to look for ways to expand the reach and success of these programs. <b>Root Cause 6:</b> A college going culture has not been established building-wide. Many students do not see themselves as college-going and therefore limit their goals and aspirations. Parent, community, faculty and staff attitudes must be college focused so that students "buy-in" to the vision for themselves.

### Student Achievement

**Problem Statement 5:** We have an ongoing need to increase participation and success on AP, TSI, SAT, and ACT. **Root Cause 5:** The campus philosophy in regards to Pre-AP/AP access must be addressed to ensure that all students have equal opportunity and access.

**Problem Statement 1:** Eng I EOC & Eng 2 EOC scores continue to fall below the state average though we are closing the gap. **Root Cause 1:** Our students enter high school with below grade level reading/writing (Literacy) skills.

### School Culture and Climate

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

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

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

### Curriculum, Instruction, and Assessment

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

### Parent and Community Engagement

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

### School Context and Organization

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

**Goal 1:** Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness and all measured areas will meet or exceed state average percentages in all categories (approaches, meets, masters).


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

**Evaluation Data Source(s) 4:** Increased course selection options available to students.

**Summative Evaluation 4:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Targeted Support Strategy</b>  <b>TEA Priorities</b>            Connect high school to career and college            1) Create a Strategic Planning Committee charged with responding to the findings of the CTE program evaluation each year for five years from 2016 through 2021.</p>	2.5, 2.6	CTE Director Campus Principal Lead Counselor	Implementation and completion of the CTE Five Year Strategic Plan  Increase in student enrollment in CTE courses  Increase in CTE course offerings  Increase number of industry-based certifications/licenses earned through CTE courses  Improve career readiness				
<p><b>Problem Statements:</b> School Culture and Climate 1  <b>Funding Sources:</b> Local Funding - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Connect high school to career and college 2) Use the evaluation of the CTE program conducted during the 2015-2016 school year to make decisions regarding the addition/deletion/revision of CTE programs for the 2019-2020 school year at DHS.	2.5, 2.6	CTE Director CTE Consultant Campus Principal	Implementation of the CTE Five Year Strategic Plan  Monitor the CTE Five Year Strategic Plan  Increase in student enrollment in CTE courses  Increase in CTE course offerings  Improve career readiness				
				<b>Problem Statements:</b> School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> Local Funding - 0.00			
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Connect high school to career and college 3) Increase student enrollment in Career and Technology Education courses by 15% over previous year.		CTE Director Campus Principal Counselors	Increase enrollment in CTE courses.  Increase in the number of licenses and/or certifications earned by students enrolled in CTE courses  Improve career readiness				
				<b>Problem Statements:</b> School Culture and Climate 1, 3 <b>Funding Sources:</b> No Funding Required - 0.00			
							

**Performance Objective 4 Problem Statements:**

<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> We continue to grow and develop the CTE offerings to increase access to greater numbers of students though we have had to turn away students in welding and engineering this year. <b>Root Cause 1:</b> Providing classroom space and finding/retaining qualified teachers for welding and engineering continues to be a challenge.
<b>Problem Statement 3:</b> The individual planning with students in areas such as endorsement plans, CTE programs, PAP/AP, dual credit, and other course selections requires significant time and attention from our staff. <b>Root Cause 3:</b> Our counseling staff is stretched very thinly, but we have re-arranged responsibilities for this school year freeing our counselors' time so that more time is dedicated to working individually with students to monitor their academic progress and to formulate academic and career goals.

## Curriculum, Instruction, and Assessment

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

**Goal 1:** Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness and all measured areas will meet or exceed state average percentages in all categories (approaches, meets, masters).

**Performance Objective 5:** Refine our internal systems to monitor the entry/withdrawal data for students to ensure that all alternative graduation options are explored to encourage high school graduation which will be evidenced by increasing the 4 year graduation rate to 90% for all demographic groups.


**Evaluation Data Source(s) 5:** Improved graduation rate for students in all demographic groups.

**Summative Evaluation 5:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> 1) Utilize internal systems to ensure accurate and timely contact information for students entering/withdrawing from DHS.	2.5, 2.6, 3.2	School counselors School administrators Registrar Attendance Clerk	Improve student performance on STAAR EOC  Improve school attendance by students  Students are in school and performing at their highest potential				
<b>Targeted Support Strategy</b> 2) Utilize the DHS forms to be completed at entry/withdrawal by the parent/guardian, the school registrar, and the grade level counselor to ensure: (1) that all information regarding newly enrolled students is available, (2) that all students withdrawing from DHS are monitored for reentry into school, (3) students are scheduled correctly, (4) and that student attendance, grades, and discipline incidents are regularly monitored by the appropriate DHS staff.	2.4, 2.5, 2.6, 3.2	Administrators Counselors Registrar ESL Teachers ARD Facilitators	Improve student performance on STAAR EOC.  Improve campus monitoring of entry/withdrawal of special populations i.e. At-risk, SpEd and ESL students.  Improve school attendance by students.				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> 3) Utilize SKYWARD and other internal DHS systems to track student attendance and to address school attendance and truancy issues early and often to ensure 95% attendance rate for all students.	2.4, 2.5, 2.6, 3.2	Administrators Counselors Teachers Registrar Attendance Clerks Parents	Improve student performance on STAAR EOC  Improve school attendance by students  Improve parent/school communication				
	<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 3 - School Context and Organization 1 <b>Funding Sources:</b> No Funding Required - 0.00						
							

### Performance Objective 5 Problem Statements:

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Eng I EOC & Eng 2 EOC scores continue to fall below the state average though we are closing the gap. <b>Root Cause 1:</b> Our students enter high school with below grade level reading/writing (Literacy) skills.
<b>Problem Statement 2:</b> Despite progress, DHS continues to lag far behind the state in Mastery level performance on STAAR on all tests. <b>Root Cause 2:</b> Focus is on Approaches (passing) rather than Mastery for all students.
<b>Problem Statement 3:</b> Our White, Asian, ELL, SpEd and Non-Continuously Enrolled student demographic groups failed to meet the federal target for reading. <b>Root Cause 3:</b> Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for our PLCs.
<b>Problem Statement 4:</b> Our White, ELL, and Non-Continuously Enrolled student demographic groups failed to meet the federal standard target for mathematics. <b>Root Cause 4:</b> Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for our PLCs.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 3:</b> We continue to struggle with mental health and emotional well-being issues with our students, staff, and community that negatively impact the learning environment. <b>Root Cause 3:</b> Insufficient attention has been given to the emotional well-being of our students and staff as the needs grow.
<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> Lack of parent engagement in the education of our students. <b>Root Cause 1:</b> Campus must take a more active role in engaging parents.
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> Increase communication and access with all stakeholders via CIC, leadership teams, extended learning opportunities, etc. <b>Root Cause 1:</b> Media reports on schools tend to be negative and focus on generalized and overstated failures of our systems. Increasing the faith through transparency is critical for us to do.

**Goal 1:** Dickinson High School will provide effective teaching and learning that results in student mastery for successful college and career readiness and all measured areas will meet or exceed state average percentages in all categories (approaches, meets, masters).

**Performance Objective 6:** Provide support and access to resources for emotionally fragile students by conducting campus-wide weekly character development lessons along with a monthly faculty book study on emotional poverty.

**Evaluation Data Source(s) 6:** Reduction in lost instructional time due to mental illness.

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> 1) Provide access to school counselors, referrals to outside agencies, and support through the Communities in Schools campus liaisons which includes assistance in many areas for our most at-risk students including homeless, foster, etc.	2.5, 2.6, 3.2	Campus administrators Campus counselors	Improve school attendance by all students.  Reduce behavior/discipline referrals.				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 3 - Parent and Community Engagement 1 - School Context and Organization 1 <b>Funding Sources:</b> 199-SCE - 0.00						
<b>Targeted Support Strategy</b> 2) Provide training for teachers and staff in CharacterStrong, Restorative Practices, Safe and Civil Schools, and research on building relationships as presented through Ruby Payne's Emotional Poverty to support effective classroom management and student learning.	2.4, 2.5, 2.6	Campus administrators Campus counselors All teachers	Improvement in school participation.  Reduction in classroom disruptions and behavior referrals.				
	<b>Problem Statements:</b> School Culture and Climate 4 - Staff Quality, Recruitment, and Retention 2 <b>Funding Sources:</b> Local Funding - 0.00, IDEA B - 0.00						

**Performance Objective 6 Problem Statements:**

School Culture and Climate
<b>Problem Statement 4:</b> Respond to input from parents, staff, students and the community regarding student safety, campus morale, and community involvement.. <b>Root Cause 4:</b> Campus needs access to valid survey data from all stakeholders.

### Staff Quality, Recruitment, and Retention

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

### Curriculum, Instruction, and Assessment

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

### Parent and Community Engagement

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

### School Context and Organization

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

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

**Performance Objective 1:** Develop a set of standard questions and an interview rubric for scoring responses to be used by all DHS committees to interview teacher applicants during spring 2020 staffing.

**Evaluation Data Source(s) 1:** Turn-over Rate, standardized interview documentation

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Utilize interviewing questions to ensure all standards for evaluation are measured through the interview process.		Campus administrators Department chairpersons Interview teams	standardization of hiring process  Hire highly-qualified applicants				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 <b>Funding Sources:</b> No Funding Required - 0.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Require all clerical candidates to demonstrate Microsoft skills proficiency.		HR Director Campus administrators Department heads	Consistent Use of Skills Tests as part of interview process  hire highly-qualified applicants				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 <b>Funding Sources:</b> No Funding Required - 0.00						

### Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Ongoing need to increase quality and availability of support programs from district and campus for new teachers. <b>Root Cause 1:</b> Retention of new teachers is a national issue and DISD is examining additional induction teacher supports but the struggle continues.

**Staff Quality, Recruitment, and Retention**


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

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

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

**Evaluation Data Source(s) 2:** Mentor Assignments, New Teacher Survey/Input

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Assign a master teacher as a mentor to each teacher who is new to teaching and a teacher "buddy" to each teacher who is new to the district/campus, provide structured feedback, & facilitate monthly meetings for new teachers during Lunch & Learns with Dean of Instruction.		Campus administration Dean of Instruction	Improve campus support for new teachers Improve new teacher performance Improve teacher retention rate Improve school culture				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 <b>Funding Sources:</b> Local Funding - 0.00						
2) Provide recognition at faculty meetings showcasing/highlighting classroom successes, student achievements, teacher achievements, etc.		Campus principal	Increase teacher recognition Improve teacher retention rate Improve school culture				
	<b>Problem Statements:</b> School Context and Organization 1, 2 <b>Funding Sources:</b> No Funding Required - 0.00						
							

**Performance Objective 2 Problem Statements:**

### Staff Quality, Recruitment, and Retention

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

### School Context and Organization

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

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

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

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

**Evaluation Data Source(s) 3:** Professional Development attendance data

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Encourage participation and provide funding for teachers and staff to attend rigorous, relevant and timely Professional Development opportunities through careful communication and ensure all understand the process for registration. Provide professional development opportunities for all teachers and support staff in research-based strategies for effectively working with ALL students including but not limited to those who are identified as Special Ed 504 At-Risk GT Other Health Impaired</p>		Campus administrators	<p>Improve instruction</p> <p>Improve teacher self-efficacy</p> <p>Improve school culture</p>				
	<p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 - School Context and Organization 1 <b>Funding Sources:</b> 255-Title IIA - 0.00</p>						
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Embed Professional Development opportunities into Faculty Meeting time to promote the goals of the campus.</p>		Principal Campus administrators Curriculum Specialists AVID Site Team Safe and Civil Site Team	<p>Improve instruction</p> <p>Improve teacher self-efficacy</p> <p>Improve school culture</p>				
	<p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 - School Context and Organization 1 <b>Funding Sources:</b> Local Funding - 0.00</p>						



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) Provide on-going professional learning opportunities for paraprofessional staff.		Campus administrators	Improve clerical efficiency				
			Improve school culture				
			Improve service to parents, students, and teachers				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 <b>Funding Sources:</b> 255-Title IIA - 0.00							

**Performance Objective 3 Problem Statements:**

<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 2:</b> Increase availability and variety of professional development for faculty and staff. <b>Root Cause 2:</b> Requirements for certification are non-negotiable but as a district, we ask much of our teachers on "their own time" in terms of professional development. Providing exchange day options is a great help for this issue.
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> Increase communication and access with all stakeholders via CIC, leadership teams, extended learning opportunities, etc. <b>Root Cause 1:</b> Media reports on schools tend to be negative and focus on generalized and overstated failures of our systems. Increasing the faith through transparency is critical for us to do.

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

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

**Evaluation Data Source(s) 4:** Committee Agendas, Minutes, Attendance data

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals  1) The Instructional Leadership Team, the Campus Improvement Team, and the PLC Guiding Coalition will meet regularly to review/analyze student achievement data, to plan school activities, and to advise the principal in all areas including but not limited to: instruction, organization/logistics, parent involvement, development of curriculum, master schedule development, student engagement, attendance, etc.		Campus Principal	Improve communication and address curriculum and instruction concerns and/or issues.				
	<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4, 5, 6 - School Culture and Climate 1, 2, 4 - Staff Quality, Recruitment, and Retention 1, 2, 3 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1 - School Context and Organization 1 - Technology 1 <b>Funding Sources:</b> No Funding Required - 0.00						
2) Revise membership of CIC to ensure each department is sufficiently represented and follow rotation schedule to ensure continuity and new membership each year.		Campus Principal	Improve CIC membership effectiveness  Ensure CIC membership rotation				
	<b>Problem Statements:</b> School Context and Organization 1 <b>Funding Sources:</b> No Funding Required - 0.00						
3) Utilize the Instructional Leadership Team to serve as the School Safety Committee to advise the principal and to bring safety concerns to the leadership team.		Campus Principal	Improve communication and address safety concerns				
	<b>Problem Statements:</b> School Context and Organization 1, 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Maintain an organizational structure in all departments that includes a supervising Administrator, a Department Chairperson, and Content Team Leaders so that communication is accurate, timely, relevant, purposeful, and meaningful to all stakeholders.		Campus principal Administrators Dept chairs	Improve communication Improve instruction				
<b>Problem Statements:</b> School Context and Organization 1							
<b>TEA Priorities</b> Recruit, support, retain teachers and principals		Campus principal Dean of Instruction Dept chairs	Increased teacher / leader participation in campus activities Meeting agendas / membership as evidence				
5) Support the efforts of aspiring leaders and advanced degree pursuits through provision of observation hours, leadership assignments, and inclusion in leadership roles. Increase opportunities for leadership for all teachers/staff by broadening the assignment of roles and responsibilities in departments, committees, site teams and content teams.	<b>Problem Statements:</b> School Context and Organization 1						
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

**Performance Objective 4 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Eng I EOC & Eng 2 EOC scores continue to fall below the state average though we are closing the gap. <b>Root Cause 1:</b> Our students enter high school with below grade level reading/writing (Literacy) skills.
<b>Problem Statement 2:</b> Despite progress, DHS continues to lag far behind the state in Mastery level performance on STAAR on all tests. <b>Root Cause 2:</b> Focus is on Approaches (passing) rather than Mastery for all students.
<b>Problem Statement 3:</b> Our White, Asian, ELL, SpEd and Non-Continuously Enrolled student demographic groups failed to meet the federal target for reading. <b>Root Cause 3:</b> Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for our PLCs.
<b>Problem Statement 4:</b> Our White, ELL, and Non-Continuously Enrolled student demographic groups failed to meet the federal standard target for mathematics. <b>Root Cause 4:</b> Quality Tier I instruction paired with "just in time" Tier II intervention(s) must be a priority focus for our PLCs.
<b>Problem Statement 5:</b> We have an ongoing need to increase participation and success on AP, TSI, SAT, and ACT. <b>Root Cause 5:</b> The campus philosophy in regards to Pre-AP/AP access must be addressed to ensure that all students have equal opportunity and access.

### Student Achievement

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

### School Culture and Climate

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

**Problem Statement 2:** We need to continue to increase student engagement through extra-curricular programs such as fine arts, History and Science fairs, athletics, robotics, etc. **Root Cause 2:** Limited availability to after school restricts student participation in these activities. Scheduling time during the regular school day will provide more opportunities for students to access these programs.

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

### Staff Quality, Recruitment, and Retention

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

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

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

### Curriculum, Instruction, and Assessment

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

### Parent and Community Engagement

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

### School Context and Organization

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

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

### Technology

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

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

**Performance Objective 5:** Support Professional Learning Communities in all departments on campus by creating common planning time in the master schedule and ongoing training in effective PLCs.

**Evaluation Data Source(s) 5:** Department and Team meeting minutes and sign in sheets.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Provide common conference time for all teachers within the same content/grade level to allow for collaboration/PLC opportunity/evaluation and input of tests. Assign team leaders/department chairs to lead and facilitate PLC efforts within teams/departments.	2.4, 2.6	Campus principal Lead counselor Dean of Instruction Instructional Specialists	Improve instruction Increase teacher collaboration Improve school culture/climate Improve student performance on STAAR EOC				
<b>TEA Priorities</b> Connect high school to career and college 2) Provide opportunities for core academic teachers and CTE teachers to collaborate, plan, and integrate curriculum to ensure college/career readiness for all students.		Campus administrators CTE director	Improve instruction Increase teacher collaboration Improve school culture/climate Improve student performance on STAAR EOC Improve completion rates for coherent sequence of courses Increase in the number of CTE certifications/license				

## Performance Objective 5 Problem Statements:

### Curriculum, Instruction, and Assessment

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

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

### School Context and Organization


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

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

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

**Evaluation Data Source(s) 6:** Increase the number of male, Black/African American, and Hispanic teachers and staff members.

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Recruit highly qualified/effective teachers for all content areas		DISD Dept. of Human Resources Campus principal/administration	Increase the number of highly-qualified minority teachers  Increase the number of highly-qualified male teachers				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 <b>Funding Sources:</b> Local Funding - 0.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Provide opportunities for teachers who are not highly qualified to attend professional development, conferences, and additional training in their core area to assist them in attaining/passing qualifications in order to become highly qualified during the school year.		Campus principal Dean of Instruction	Increase the number of teachers who receive their certification through alternative programs Improve retention of effective teachers				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1, 2 <b>Funding Sources:</b> 211-Title IA - 0.00, 255-Title IIA - 0.00, Local Funding - 0.00						
							

**Performance Objective 6 Problem Statements:**

<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Ongoing need to increase quality and availability of support programs from district and campus for new teachers. <b>Root Cause 1:</b> Retention of new teachers is a national issue and DISD is examining additional induction teacher supports but the struggle continues.

## Staff Quality, Recruitment, and Retention

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



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


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

**Evaluation Data Source(s) 1:** ISS/OSS Data, PEIMS reporting from DALC

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 1) Implement CharacterStrong and Restorative Practices programs	2.6	Campus principal Administration Counselors All teachers	Reduce disciplinary referrals Reduce ISS/OSS placements Improve academic performance Decrease Drop Out Rate Improve school culture/climate				
				<b>Problem Statements:</b> School Culture and Climate 4 <b>Funding Sources:</b> 211-Title IA - 0.00			
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 2) Assign alternative consequence/intervention tiers for students prior to an ISS placement.	2.6	Campus principal Administrators Lead Counselor/Counseling Staff Communities in Schools Liaisons	Reduce disciplinary referrals Reduce ISS/OSS placements Improve academic performance Decrease dropout rate Improve school culture/climate				
				<b>Problem Statements:</b> School Culture and Climate 4 <b>Funding Sources:</b> Local Funding - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 3) Direct teach behavior expectations for classroom, large gathering areas, hallways, assemblies	2.6	Campus principal Administrators Safe and Civil Schools Committee All teachers/staff	Reduce disciplinary referrals  Reduce ISS/OSS placements  Improve academic performance  Decrease dropout rate  Improve school culture/climate				
				<b>Problem Statements:</b> School Culture and Climate 4 <b>Funding Sources:</b> Local Funding - 0.00			
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 4) Restructure ISS policy and procedures so students are working productively for duration of placement.	2.6	Campus administration ISS Teacher Department Heads Team Leaders	Reduced ISS/OSS Placements  Reduce course failures due to ISS/OSS placement  Improve academic performance  Decrease drop out rate  Improve school culture/climate				
				<b>Problem Statements:</b> School Culture and Climate 4 <b>Funding Sources:</b> Local Funding - 0.00			
<b>Comprehensive Support Strategy</b> 5) Work with Communities in Schools program to provide additional counselor(s) to work with at-risk students and their parents to provide outside resources/assistance to keep students in school.	2.4, 2.6, 3.1	Campus principal Counselors Assistant Supt. for Administration	Reduce drop out rate  Improve academic performance  Improve school culture/climate  Involve parents				
				<b>Problem Statements:</b> School Culture and Climate 4 - Parent and Community Engagement 1 <b>Funding Sources:</b> 199-SCE - 48000.00			
<b>Additional Targeted Support Strategy</b> 6) Implement the Restorative Practices model to ensure student accountability while minimizing punitive consequences.	2.4, 2.5, 2.6	Campus administrators Counselors Teachers	Improve student academic performance  Reduce ISS and OSS assignments  Improve school culture/climate				
				<b>Problem Statements:</b> School Culture and Climate 4 - School Context and Organization 1, 2 <b>Funding Sources:</b> Local Funding - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Develop comprehensive drug detection/enforcement plan in partnership with Liaison Officers and campus security monitors to help eliminate drugs on campus and in vehicles parked on campus along with an annual Red Ribbon campaign.		Campus principals Asst principals Counselors CIS GCSD SLOs Campus security monitors					
	<b>Problem Statements:</b> School Culture and Climate 4 <b>Funding Sources:</b> Local Funding - 0.00						
8) Assign other consequence/intervention tiers for students prior to DALC placement where appropriate.		Campus principal Asst principals Lead Counselor Staff					
	<b>Problem Statements:</b> School Culture and Climate 4 <b>Funding Sources:</b> No Funding Required - 0.00						
							

**Performance Objective 1 Problem Statements:**

School Culture and Climate
<b>Problem Statement 4:</b> Respond to input from parents, staff, students and the community regarding student safety, campus morale, and community involvement.. <b>Root Cause 4:</b> Campus needs access to valid survey data from all stakeholders.
Parent and Community Engagement
<b>Problem Statement 1:</b> Lack of parent engagement in the education of our students. <b>Root Cause 1:</b> Campus must take a more active role in engaging parents.
School Context and Organization
<b>Problem Statement 1:</b> Increase communication and access with all stakeholders via CIC, leadership teams, extended learning opportunities, etc. <b>Root Cause 1:</b> Media reports on schools tend to be negative and focus on generalized and overstated failures of our systems. Increasing the faith through transparency is critical for us to do.
<b>Problem Statement 2:</b> DISD and DHS have a negative image in the community as reflected in the attitudes of home buyers of new developments in our area. <b>Root Cause 2:</b> DHS has failed to market itself in a positive manner showing the community all the positive and productive things that are happening at our school.





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

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

**Evaluation Data Source(s) 2:** Student Tardy Data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 1) Continue the tardy program of sweeping students to class to reduce lost instructional time.	2.6	Campus principal Administration Teachers	Decrease in the number of student tardies  Increase student engagement and class attendance				
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 2) Revise Tardy Sweep process to ensure teacher presence in halls between all classes.	2.6	Campus principal Assistant principals Safe and Civil Schools Committee All teachers	Decrease student tardy to class  Improve student attendance  Improve school culture/climate				
3) Revise attendance accountability process to increase parent notifications, receive documentation, and earlier interventions through the use of SKYWARD and automated systems.		Asst principals Dean of Instruction Dir of Student Services Dir of Technology Attendance clerk	Increased student attendance Notification reports Truancy letters Court referrals				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Provide homeless students with necessary services, accelerated instruction, clothing, materials, supplies and transportation in order to attend school on a daily basis.		Campus admin Counselors Sp Ed Homeless liaison CIS Staff	Student attendance data Achievement data Decreased dropout rates				
<b>Problem Statements:</b> Parent and Community Engagement 1 - School Context and Organization 1							
5) Provide homebound services for students unable to attend school on a daily basis due to long-term illness, disability, pregnancy (student must meet criteria required for homebound services).		Campus admin Counselors Homebound teachers SP ED ARD facilitators DISD Homeless liaison	Homebound logs of service				
<b>Problem Statements:</b> School Culture and Climate 3 - Parent and Community Engagement 1 - School Context and Organization 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

### Performance Objective 2 Problem Statements:

School Culture and Climate
<b>Problem Statement 4:</b> Respond to input from parents, staff, students and the community regarding student safety, campus morale, and community involvement.. <b>Root Cause 4:</b> Campus needs access to valid survey data from all stakeholders.
<b>Problem Statement 3:</b> The individual planning with students in areas such as endorsement plans, CTE programs, PAP/AP, dual credit, and other course selections requires significant time and attention from our staff. <b>Root Cause 3:</b> Our counseling staff is stretched very thinly, but we have re-arranged responsibilities for this school year freeing our counselors' time so that more time is dedicated to working individually with students to monitor their academic progress and to formulate academic and career goals.
Parent and Community Engagement
<b>Problem Statement 1:</b> Lack of parent engagement in the education of our students. <b>Root Cause 1:</b> Campus must take a more active role in engaging parents.
School Context and Organization
<b>Problem Statement 1:</b> Increase communication and access with all stakeholders via CIC, leadership teams, extended learning opportunities, etc. <b>Root Cause 1:</b> Media reports on schools tend to be negative and focus on generalized and overstated failures of our systems. Increasing the faith through transparency is critical for us to do.

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

**Performance Objective 3:** Support student participation in clubs, extracurricular activities, and student organizations by providing time during the regular school day for all students to have opportunities to participate via CHOMPTIME/ Smart Lunch.

**Evaluation Data Source(s) 3:** Club/Organization Membership Data

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Educate students and parents about the clubs/organizations available to them for membership; establish "fairs" or "meet and greet" opportunities using Open House, Parent University, social media and other parent communication systems.		Campus principal Lead counselor College & Career Center Coordinator Club/organization sponsors DISD webpage DISD Facebook DHS webpage DHS Facebook	Club/organization communications Membership data				
<b>Problem Statements:</b> School Culture and Climate 2, 3 <b>Funding Sources:</b> 211-Title IA - 0.00							

**Performance Objective 3 Problem Statements:**

School Culture and Climate
<p><b>Problem Statement 2:</b> We need to continue to increase student engagement through extra-curricular programs such as fine arts, History and Science fairs, athletics, robotics, etc. <b>Root Cause 2:</b> Limited availability to after school restricts student participation in these activities. Scheduling time during the regular school day will provide more opportunities for students to access these programs.</p>
<p><b>Problem Statement 3:</b> The individual planning with students in areas such as endorsement plans, CTE programs, PAP/AP, dual credit, and other course selections requires significant time and attention from our staff. <b>Root Cause 3:</b> Our counseling staff is stretched very thinly, but we have re-arranged responsibilities for this school year freeing our counselors' time so that more time is dedicated to working individually with students to monitor their academic progress and to formulate academic and career goals.</p>


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

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

**Evaluation Data Source(s) 4:** Program Evaluation Participant Rosters

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement a school wide fitness assessment for all students (Fitnessgram).		Assistant Athletic Director PE Teachers	Fitness Gram data				
	<b>Funding Sources:</b> Local Funding - 0.00						
2) Implement school wide Red Ribbon Campaign to promote drug-free education & advocacy with students, families the communities to nurture the full potential of healthy, drug free youth.		Campus administration Communities in Schools Liaisons	Reduced DAEP placements Increased Red Ribbon Awareness and presence on campus Teacher/student survey Decreased ISS/OSS placements Decreased DALC placements Decreased dropout rate				
	<b>Problem Statements:</b> School Culture and Climate 4 - Parent and Community Engagement 1 <b>Funding Sources:</b> Local Funding - 0.00						
3) Provide health advocacy seminars for students and staff during Parent University, booster club meetings, PTO meetings and Open House.		Campus administration Lead counselor School nurse Food and Nutrition Staff	Seminar schedules and topics list Seminar attendance data				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> No Funding Required - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Implement summer athletic camps and programs for students.		DHS athletic director DHS assistant athletic director PE teachers Program coaches	Program attendance data				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> Local Funding - 0.00						
5) Promote membership and involvement of students in the District's Student Health Advisory Committee (SHAC).		Campus administration Health Advisory Committee Chair	Student membership data				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 199-SCE - 0.00						
6) Provide information and access to required training and support interventions for staff that focus on prevention of suicide, identification of child abuse and maltreatment.		Campus administrators Counselors	Documented required trainings provided for faculty/staff of DHS				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 <b>Funding Sources:</b> Local Funding - 0.00						
7) Provide student leadership opportunities through class officer elections and membership in Student Council.	2.4, 2.5, 2.6	Campus administrators	Improve student engagement  Provide leadership training and experience  Increase student participation in community service projects				
	<b>Problem Statements:</b> School Context and Organization 1, 2						
							

**Performance Objective 4 Problem Statements:**

<b>School Culture and Climate</b>
<b>Problem Statement 4:</b> Respond to input from parents, staff, students and the community regarding student safety, campus morale, and community involvement.. <b>Root Cause 4:</b> Campus needs access to valid survey data from all stakeholders.



### Staff Quality, Recruitment, and Retention

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

### Parent and Community Engagement

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

### School Context and Organization

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

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


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

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

**Evaluation Data Source(s) 5:** Student/Teacher Survey Data

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 1) Provide opportunity for abstinence education for pregnancy prevention.		Campus administration Health/PE department chair School nurse	Participation data  Decreased teenage/student pregnancy rate				
	<b>Funding Sources:</b> 199-SCE - 0.00						
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 2) Implement school wide Red Ribbon Campaign and other health initiatives to promote drug-free education & advocacy with students, families and the community to nurture the full potential of healthy, drug free youth along with general health awareness and education.		Administration Communities in Schools Liaisons	Reduced ISS/OSS placements  Reduced DALC placements  Increased Red Ribbon Awareness and presence on campus  Teacher/student survey  Decreased dropout rate				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> Local Funding - 0.00						
3) Promote a college-going atmosphere on campus through AVID program and school wide implementation.		Campus administration AVID Administration/Coordinator	AVID program evaluation  AVID program certification  Campus climate survey (teachers/students)				
	<b>Problem Statements:</b> School Culture and Climate 2, 3 <b>Funding Sources:</b> 211-Title IA - 500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Additional Targeted Support Strategy</b> 4) Implement a school-wide CharacterStrong training along with Restorative Practices during NaviGATOR time that addresses goal setting, career planning, and the "soft skills" needed for success in post high school learning/work environments.		Campus administrators TE director Counselors Teachers Broadcast class teachers	Improved school climate  Reduction in discipline referrals  Reduction in ISS/OSS placements  Reduction in DALC placements  Reduction in dropout rates  Increased student attendance				
	<b>Problem Statements:</b> School Culture and Climate 4 <b>Funding Sources:</b> Local Funding - 0.00						
5) Following the David's Law protocol and with the support of tech screening tools (Sentennial and Gaggle), we will focus on bullying education and prevention. We will also use the lessons from our character education program as a springboard for these topics.		Campus administrators District technology Counselors Teachers	Improved school climate  Reduction in reported bullying incidents  Increased awareness of bullying protocols and procedures				
	<b>Problem Statements:</b> School Culture and Climate 4 <b>Funding Sources:</b> Local Funding - 0.00						
							

### Performance Objective 5 Problem Statements:

School Culture and Climate
<b>Problem Statement 3:</b> The individual planning with students in areas such as endorsement plans, CTE programs, PAP/AP, dual credit, and other course selections requires significant time and attention from our staff. <b>Root Cause 3:</b> Our counseling staff is stretched very thinly, but we have re-arranged responsibilities for this school year freeing our counselors' time so that more time is dedicated to working individually with students to monitor their academic progress and to formulate academic and career goals.
<b>Problem Statement 2:</b> We need to continue to increase student engagement through extra-curricular programs such as fine arts, History and Science fairs, athletics, robotics, etc. <b>Root Cause 2:</b> Limited availability to after school restricts student participation in these activities. Scheduling time during the regular school day will provide more opportunities for students to access these programs.
<b>Problem Statement 4:</b> Respond to input from parents, staff, students and the community regarding student safety, campus morale, and community involvement.. <b>Root Cause 4:</b> Campus needs access to valid survey data from all stakeholders.

## Parent and Community Engagement





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

## Goal 4: Dickinson High School systems, services, infrastructures and facilities will support and enhance student learning.

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

**Evaluation Data Source(s) 1:** Observations/DTAS Evaluations

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Revise system for submitting facility and technology work orders for clarity and efficiency of the process.		Campus administrators O & F Department DISD Tech dept Teachers/staff	Timely submission/completion of work orders  Improve communication  Reduce duplicate work orders				
<b>Problem Statements:</b> School Context and Organization 1 - Technology 1 <b>Funding Sources:</b> No Funding Required - 0.00							
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Provide professional development for all teachers for integration of technology into instruction.	2.4, 2.5, 2.6	Campus administrators  Director of Technology  Instructional Technology Specialist	Enhance, enrich and extend instruction.  Improve instruction				
<b>Problem Statements:</b> Technology 1 <b>Funding Sources:</b> Local Funding - 0.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Performance Objective 1 Problem Statements:**

**School Context and Organization**

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

**Technology**

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

**Goal 4:** Dickinson High School systems, services, infrastructures and facilities will support and enhance student learning.

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

**Evaluation Data Source(s) 2:** Observations Teacher Survey Data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continuous review of Teacher Workroom/Copy Room procedures to make submission of orders easier and more efficient for teachers.		Copy room clerk Supervising administrator Teachers/staff	Streamline process  Improve efficiency  Improve instruction				
<b>Problem Statements:</b> School Context and Organization 1 <b>Funding Sources:</b> No Funding Required - 0.00							

**Performance Objective 2 Problem Statements:**

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

**Goal 4:** Dickinson High School systems, services, infrastructures and facilities will support and enhance student learning.

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

**Evaluation Data Source(s) 3:** Budget Analysis

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize Campus Improvement Committee input to direct budget appropriations and spending; make budget reports a regular agenda item.		Campus principal Assistant principals CIC Members Bookkeeper	Efficient utilization of allocated resources  Improve communication  Improve transparency  Improve classroom instruction  Improve/expand teacher training opportunities				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 <b>Funding Sources:</b> No Funding Required - 0.00							

**Performance Objective 3 Problem Statements:**

<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> There continues to be a need to train faculty and staff in the PLC model . <b>Root Cause 1:</b> Whenever there is staff turn over, we lose momentum in the time and effort taken to get new people up to speed on the process and expectations.
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> Increase communication and access with all stakeholders via CIC, leadership teams, extended learning opportunities, etc. <b>Root Cause 1:</b> Media reports on schools tend to be negative and focus on generalized and overstated failures of our systems. Increasing the faith through transparency is critical for us to do.




**Goal 4:** Dickinson High School systems, services, infrastructures and facilities will support and enhance student learning.

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

**Evaluation Data Source(s) 4:** Successful completion of ninth grade (7 credit at the end of the 2019-2020 school year)

**Summative Evaluation 4:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ninth grade students will be scheduled into all four core classes with teachers on the ninth grade center campus.	2.4, 2.5, 2.6	Principal Associate Principal Lead Counselor Dean of Instruction	Provide a smaller, more intimate learning environment to ensure a smooth transition into high school				
<b>Funding Sources:</b> Bond - 0.00, Local Funding - 0.00							
2) Establish procedures, expectations for behavior and protocols for the ninth grade campus.	2.4, 2.5, 2.6	Principal Associate Principal	Provide infrastructures, policies, and procedures to support the ninth grade transition year.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2							
<b>Funding Sources:</b> Local Funding - 0.00							
							

**Performance Objective 4 Problem Statements:**

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

## Goal 5: Dickinson High School personnel will actively promote parent and community engagement through communication, participation, and partnerships.

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


**Evaluation Data Source(s) 1:** Meeting Attendance Data

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to use the Naviance system to promote communication and education with parents and students.		CTE director Lead counselor Counselors	Improve parent/student communication				
	<b>Problem Statements:</b> School Culture and Climate 3 - Parent and Community Engagement 1 - School Context and Organization 1 <b>Funding Sources:</b> Local Funding - 0.00						
2) Increase use of School Messenger, Remind 101, Facebook, Twitter, and other social media platforms to create personalize emails and phone calls/texts to parents about important events.	3.1, 3.2	Campus administration Counselors	Improve parent/student communication  Improve parent participation  Improve school culture/climate				
	<b>Problem Statements:</b> School Culture and Climate 4 - Parent and Community Engagement 1 - School Context and Organization 1 - Technology 1 <b>Funding Sources:</b> No Funding Required - 0.00						
3) Develop process to implement Podcasts, Webcasts, comprehensive teacher webpages, and other remote meeting attendance platforms to broaden accessibility.	2.6, 3.1, 3.2	Campus principal Director of Technology DISD Communications department Broadcasting/journalism teachers	Improve parent/student communication  Improve parent participation  Improve school culture/climate				
	<b>Problem Statements:</b> School Culture and Climate 4 - Parent and Community Engagement 1 - School Context and Organization 1 <b>Funding Sources:</b> No Funding Required - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Provide monthly communication with parents through the distribution of The High School Years publication.	2.4, 2.5, 2.6, 3.1	Campus principal	Improve communication  Provide parents with resources to address social issues faced by adolescents.				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> Local Funding - 0.00						
5) The campus will make available the English version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request.	3.1, 3.2	Principal	Increase in Parent Engagement Communication				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> Local Funding - 0.00						
6) Facilitate annual PTO Membership Drive throughout school year in connection with multiple campus functions/activities.	3.1, 3.2	Campus principal Asst principals PTO Board	Increase parent membership & PTO participation  Improve parent communication				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> No Funding Required - 0.00						
7) Distribute PTO Membership information to all students in registration materials	2.6, 3.1, 3.2	Campus principal Asst principals PTO Board counselors	Increase parent membership & PTO participation  Improve parent communication				
	<b>Problem Statements:</b> Parent and Community Engagement 1						
8) Recruit parent and community members to be involved in Campus Improvement Committee; establish annual commitment for participation.	2.6, 3.1, 3.2	Campus admin	Improve parent communication Increase parent involvement & engagement Improve school culture/climate				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> No Funding Required - 0.00						
9) Distribute monthly parent newsletter utilizing email, Facebook, and the DHS website.	3.1, 3.2	Campus principal	Improve parent communication Increase parent involvement & engagement Improve school culture/climate				
	<b>Problem Statements:</b> Parent and Community Engagement 1 - Technology 1 <b>Funding Sources:</b> No Funding Required - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
10) Provide advertising/sponsorship visibility and increase advertising value for DHS sponsors.	3.1, 3.2	Dir of Communication Campus principal Dir of Athletics	Increase sponsorships Improve business/industry involvement Improve communication Improve school image				
	<b>Problem Statements:</b> School Culture and Climate 4 - Parent and Community Engagement 1 - School Context and Organization 1 <b>Funding Sources:</b> No Funding Required - 0.00						
11) Work with McAdams and Kranz JHS to promote student transition activities for incoming ninth grade students and parents.	2.6, 3.1, 3.2	Campus admin	Improve transition experience for incoming ninth graders Improve parent communication Build trust/confidence with parents new to DHS				
	<b>Problem Statements:</b> School Culture and Climate 2, 4 <b>Funding Sources:</b> No Funding Required - 0.00						
							

### Performance Objective 1 Problem Statements:

<b>School Culture and Climate</b>
<b>Problem Statement 3:</b> The individual planning with students in areas such as endorsement plans, CTE programs, PAP/AP, dual credit, and other course selections requires significant time and attention from our staff. <b>Root Cause 3:</b> Our counseling staff is stretched very thinly, but we have re-arranged responsibilities for this school year freeing our counselors' time so that more time is dedicated to working individually with students to monitor their academic progress and to formulate academic and career goals.
<b>Problem Statement 4:</b> Respond to input from parents, staff, students and the community regarding student safety, campus morale, and community involvement.. <b>Root Cause 4:</b> Campus needs access to valid survey data from all stakeholders.
<b>Problem Statement 2:</b> We need to continue to increase student engagement through extra-curricular programs such as fine arts, History and Science fairs, athletics, robotics, etc. <b>Root Cause 2:</b> Limited availability to after school restricts student participation in these activities. Scheduling time during the regular school day will provide more opportunities for students to access these programs.
<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> Lack of parent engagement in the education of our students. <b>Root Cause 1:</b> Campus must take a more active role in engaging parents.
<b>School Context and Organization</b>
<b>Problem Statement 1:</b> Increase communication and access with all stakeholders via CIC, leadership teams, extended learning opportunities, etc. <b>Root Cause 1:</b> Media reports on schools tend to be negative and focus on generalized and overstated failures of our systems. Increasing the faith through transparency is critical for us to do.

## Technology


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

**Goal 5:** Dickinson High School personnel will actively promote parent and community engagement through communication, participation, and partnerships.

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

**Evaluation Data Source(s) 2:** Website

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Designate personnel to manage the campus website and the DHS Facebook page.	3.1, 3.2	Campus principal DISD Director of Communications Journalism/broadcast teachers College Career Center staff	Improve quality of the DHS web page and DHS Facebook page  Increase parent/community involvement  Increase Twitter traffic for communication purposes  Improve school culture/climate				
				<b>Problem Statements:</b> School Culture and Climate 4 - Parent and Community Engagement 1 - School Context and Organization 1 <b>Funding Sources:</b> No Funding Required - 0.00			
2) Ensure all infrastructure is in place to allow quality web publishing.	3.1, 3.2	Campus principal Director of Technology Journalism/broadcast teachers	Improve communication with parents, students, community  Improve school culture/climate				
				<b>Problem Statements:</b> School Culture and Climate 4 - Parent and Community Engagement 1 <b>Funding Sources:</b> No Funding Required - 0.00			
							

**Performance Objective 2 Problem Statements:**

### School Culture and Climate

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

### Parent and Community Engagement

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

### School Context and Organization


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

**Goal 5:** Dickinson High School personnel will actively promote parent and community engagement through communication, participation, and partnerships.

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

**Evaluation Data Source(s) 3:** Naviance/ Family Access Data

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure all parents have access to SKYWARD and NAVIANCE	3.1, 3.2	Director of Communications Campus principal Assistant principals CTE Director Counselors College Career Center staff	Increase parent access to student performance data  Improve communication  Improve school culture/climate				
<b>Problem Statements:</b> Parent and Community Engagement 1 - School Context and Organization 1 <b>Funding Sources:</b> Local Funding - 0.00							
2) Provide parent access portals on campus. Provide parents with access to information in their home language. Report cards are mailed home each semester	3.1, 3.2	Campus principal DHS librarians Director of Technology	Increase parent access to student performance data  Improve communication  Improve school culture/climate				
<b>Problem Statements:</b> School Culture and Climate 4 - Parent and Community Engagement 1 <b>Funding Sources:</b> No Funding Required - 0.00							
							

**Performance Objective 3 Problem Statements:**



### School Culture and Climate

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

### Parent and Community Engagement

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

### School Context and Organization

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

**Goal 5:** Dickinson High School personnel will actively promote parent and community engagement through communication, participation, and partnerships.





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

**Evaluation Data Source(s) 4:** Sign in Sheets, Picture/Videos, PowerPoint Presentations, Parent Participation, Parent Surveys

**Summative Evaluation 4:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Fish Camp Orientation for incoming Ninth Graders and Parents-- August 14, 2019	3.2	Ninth Grade Associate Principal Ninth Grade Assistant Principals	Get to know our incoming ninth graders and their parents.				
<b>Funding Sources:</b> No Funding Required - 0.00							
2) Schedule a Community Prayer Breakfast for Local Ministers and Community Leaders --August 2019 (Date TBD)	3.2	Principal	Local Ministers have significant influence with our parents and the community. This breakfast meeting provides our local ministers with the opportunity to get to know the campus leadership and to build trust between the school and the local churches.				
<b>Funding Sources:</b> Local Funding - 0.00							
3) Provide Booster Club Training and Orientation for Parent Booster Club leaders-- August 14, 2019.	3.2	Principal DISD Business Office Athletic Department Leaders Fine Arts Department Leaders	Provide training in the acceptable processes that Booster Clubs should follow to ensure transparency and effectiveness of our parent support programs.				
<b>Funding Sources:</b> No Funding Required - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Fall Open House and Parent University--September 3, 2019.	3.2	Principal Lead Counselor	Provide an opportunity for parents and teachers to know each other and to work together to ensure the academic and social success of all students.				
<b>Funding Sources:</b> No Funding Required - 0.00							
5) Schedule and conduct an Orientation and AP Exam Registration Information for Parents of AP students--August 27, 2019.	3.2	Principal Dean of Instruction Lead Counselor	Provide parents with the opportunity to experience the rigor of the PreAP/AP curriculum so that they can better support their student's academic achievement.				
<b>Funding Sources:</b> No Funding Required - 0.00							
6) College Fair and Financial Aid Night for Students and Parents November 2019 (Date TBD)	3.2	Principal Lead Counselor College and Career Counselor	Provide parents with assistance in completing financial aid forms for their student's college admissions packets.				
<b>Funding Sources:</b> No Funding Required - 0.00							
7) Spring Open House and Parent University--January 2020 (Date TBD)	3.2		Provide an opportunity for parents and teachers to know each other and to work together to ensure the academic and social success of all students.				
<b>Funding Sources:</b> No Funding Required - 0.00							
8) 8th Grade Student/Parent Orientation to High School February 2020 (Date TBD)	3.2	Lead Counselor Principal Dean of Instruction	Provide orientation to high school for incoming ninth grade students and parents in preparation for course selection and endorsement planning.				
<b>Funding Sources:</b> No Funding Required - 0.00							
9) Top 20 Banquet for Parents of top performing students --March, 2020 (Date TBD)	3.2	Lead Counselor Principal	Recognize and celebrate the top performing students and their parents for their dedication to excellence in education.				
<b>Funding Sources:</b> No Funding Required - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
10) High School Years distributed monthly and posted on the school website. September 1, 2019 October 1, 2019 November 1, 2019 December 1, 2019 January 7, 2020 February 1, 2020 March 1, 2020 April 1, 2020 May 1, 2020 June 1, 2020	2.6	Principal	Provide parents with timely information on a variety of subjects relevant to adolescents to support their overall development and well-being.				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> Local Funding - 0.00						
11) Schedule Monthly activities to encourage Parent Engagement.	3.1, 3.2	Parent Engagement Coordinator School Principal	Provide meaningful, timely and relevant learning/informational activities for parents to encourage parental involvement.				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 211-Title IA - 2500.00						

**Performance Objective 4 Problem Statements:**

Parent and Community Engagement
<b>Problem Statement 1:</b> Lack of parent engagement in the education of our students. <b>Root Cause 1:</b> Campus must take a more active role in engaging parents.

# State Compensatory

## Personnel for Dickinson High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allison, K.	Instructional Support		.33
Anderson, A.	Instructional Support		.17
Baldwin, K.	Instructional Support		.33
Blakely, J.	Instructional Support		.17
Borsellino, T.	Instructional Support		.50
Bruysschaard, J.	Instructional Support		.17
Coleman, H.	Instructional Support		.17
Dowell, N.	Instructional Support		.33
Dowell, N.	Instructional Support		.33
Eader, S.	Instructional Support		.33
Etchberger, K.	Instructional Support		.17
Farias, E.	Instructional Support		.33
Franklin, P.	Instructional Support		.17
Hester, T.	Instructional Support		.33
Jasso, R.	Instructional Support		.50
Lind-Olson, J.	Instructional Support		.17
Long, J.	Instructional Support		.17
Milutin, M.	Instructional Support		.33

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mustiful, A.	Instructional Support		.17
Neumann, L.	Instructional Support		.17
O'Neal, A.	Instructional Support		.17
Revuelta, R.	Instructional Support		.33
Reyes, C.	Instructional Support		.33
Rozas, R.	Instructional Support		.83
Shields, E.	Instructional Support		.67
Stewart, B.	Instructional Support		.17
Terrell, E.	Instructional Support		.17
Wasden, S.	Instructional Support		.50
Watkins, C.	Instructional Support		.50
Wheat, J.	Instructional Support		.83
Wilson, J.	Instructional Support		.17

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The staff in DISD use data-driven processes to analyze and develop a comprehensive needs assessment (CNA) of the entire school which includes:

1. The academic achievement of ALL students
2. The needs of students who are failing, or are at-risk of failing, to meet State standards
3. Barriers for educators, students, and parents

The information drives the creation of our campus's plan of action known as the Campus Improvement Plan.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Campus Improvement Plan (CIP) follows the goals set by the DISD Board of Trustees which are aligned to the TEA priorities. The CIP is developed jointly with the CEIC committee. The committees meet a minimum of 4 times a year and additional meetings are added on an "as needed" basis. The CIP includes:

1. A description of the strategies that the school will be implementing to address the campus school needs, including a description of how the strategies will:
  - \* provide opportunities for all children to meet the challenging State academic standards
  - \* use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

\* address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

## **2.2: Regular monitoring and revision**

The CNA and CIP are regularly monitored and revised (when necessary). CEIC meetings are held between the months of March and May to develop the campus needs assessment for the following school year. In addition, CEIC meetings are also held a minimum of 4 times years to conduct 3 formative reviews and 1 summative review of the CIP.

## **2.3: Available to parents and community in an understandable format and language**

Documents are made available to parents and community members in English and Spanish. The DISD language access plan listing the documents that are translated is available on the DISD website.

## **2.4: Opportunities for all children to meet State standards**

Opportunities are provided for all students to meet state standards. The following items are provided: tutorials, pull-outs, push-in's, academic coaches, and interventionists. Well-rounded educational opportunities are provided to target not only at-risk students, but also GT, special service, and English Learners.

## **2.5: Increased learning time and well-rounded education**

Well-rounded educational opportunities are provided to target not only at-risk students, but also GT, STEM, special service, and English Learners in order to ensure all students are academically prepared and active outside the classroom. Clubs, participation in athletics, extra-curricular activities, volunteer activities, and field experiences are offered to develop well-rounded students.

## **2.6: Address needs of all students, particularly at-risk**

At-risk students are provided with a Multi-Tiered System of Support (MTSS) in order to systematically document the performance of students as evidence of the need for additional services, whether it is academic or emotional.



## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The parent engagement policy and the parent compact was developed in conjunction with a team of parents and staff members during the spring semester of the prior year. The policy was again reviewed and agreed upon during the Fall Semester of the new school year. The PFE was presented to parents at the Title I Parent Meeting held prior to October of every year. The PFE is available in English and Spanish and is made available in the campus front office, the campus website, and the district office.

### **3.2: Offer flexible number of parent involvement meetings**

Goal 5, performance objective 1, strategies 1-9 detail the planned parent engagement activities for the current school year.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anderson, C.	Reading Interventionist Teacher		1.0
Carse, J.	AVID Teacher		1.0
Ford, R.	Instructional Support Paraprofessional		1.0
Gaines, S.	Instructional Support Paraprofessional		1.0
Kaemmer, P.	English EOC Intervention		1.0
Williamson, K.	AVID Teacher		1.0

## 2019-2020 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dr. Billye Smith	Principal
Paraprofessional	Gayla Lind-Olson	Committee Secretary
Counselor	Dr. Angie Estes	Lead Counselor
Administrator	Dr. Leone Clark	Dean of Instruction
Administrator	Paul Trahan	Grade 10 Assistant Principal
Counselor	Erica Pineda	Special Programs
Non-classroom Professional	Lisa Cook	Registrar
Classroom Teacher	Katie Nesloney	Science
Classroom Teacher	Victoria Bissonnet-Cutaia	Science
Classroom Teacher	Jessica Wheat	English II
Classroom Teacher	Patricia Kaemmer	English I/ESL/SpEd
Classroom Teacher	Samuel Wasden	Mathematics Inclusion
Classroom Teacher	Brandy Crawford	Mathematics
Classroom Teacher	Breanne Followell	Special Education/WAVE
Classroom Teacher	Brad VandenHul	CTE Automotive
Classroom Teacher	Aaron Whitener	CTE Agriculture
Classroom Teacher	Kimberly Hookanson	Fine Arts
Classroom Teacher	Travis Oliphant	Social Studies
Classroom Teacher	Jennifer Edwards	English IV/AVID
District-level Professional	Caroline Lightfoot	Technology Liaison
Parent	Alissa LeBlanc	Parent
Parent	Nancy Torreros	Parent

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Ashley Anderson	English
Classroom Teacher	Kenneth Ballard	English
Classroom Teacher	Alessi Mustiful	Social Studies
Non-classroom Professional	Tara Shetler	Testing Coordinator
Classroom Teacher	Clara Snelson	Mathematics
Community Representative	Nancy Lounds	Gator Clinic Physicians Assistant
Paraprofessional	Tammy Woelkers-Billingsley	Support Staff
Classroom Teacher	Ashley Carpenter	Fine Arts
Classroom Teacher	Laura Santana	LOTE
Parent	Cristin Ledbetter	Parent
Parent	Casie Jowers	Parent