

# Dickinson Independent School District

## District Improvement Plan

2019-2020 DIP



# Mission Statement

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

## Vision

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

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

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

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

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

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# Comprehensive Needs Assessment

## Needs Assessment Overview

The Dickinson ISD comprehensive needs assessment is developed to see that all students are given the education that they need to be successful. A thorough review of all programs and services is conducted each year in order to ensure that we provide the highest quality programs and most efficient operations. The needs assessment shows that continued growth is needed in student academic achievement in order for our students to be ready for post-secondary education.

The comprehensive needs assessment specifies priorities for addressing district needs. This critical process is the pre-work to the development of the district and campus improvement plans and decisions regarding the justification for use of local, state, and federal funds.

# Demographics

## Demographics Summary

The Dickinson Independent School District (DISD) serves the communities of Dickinson, Bacliff, and San Leon, Texas. Located in the northern section of Galveston County, DISD serves over 11,000 students on 17 campuses, 13 of which are Title IA campuses. The 13 Title IA campuses are: Dickinson High School, Kranz Junior High, McAdams Junior High, Barber Middle School, Dunbar Middle School, Lobit Middle School, Bay Colony Elementary, Calder Road Elementary, Hughes Road Elementary, K. E. Little Elementary, Lobit Elementary, San Leon Elementary, and Silbernagel Elementary. There are 4 alternative programs: Dickinson Continuation Center in Dickinson, Transforming Lives Cooperative and the Galveston County Detention Center both of which are located in Dickinson at the Esmond Juvenile Center. The Coastal Alternative Program is located in Santa Fe and services students from surrounding districts who are members of a cooperative. The District provides a well-rounded program of public education for our children from prekindergarten through grade twelve. In addition to the basic instructional programs, the District offers special education, gifted and talented, bilingual/ESL, remedial, college preparatory, a STEM Academy, and career and technical education. The District is fully accredited by the Texas Education Agency (TEA). Each school is led by the building principal who ensures each staff member, student, and parent is informed of how they can improve student success. In 2016 voters approved a \$70 million bond to construct Kranz Junior High that opened in August 2018 and we used the reserve funds to construct a 9th Grade Center at Dickinson High School that opened in August 2019.

Hurricane Harvey negatively affected Dickinson ISD in August of 2017. Although student enrollment only decreased by approximately 0.66%, the number of homeless students increased by approximately 398%. Additional assistance is required to help the students and staff that were impacted by this disaster. The increase in homeless student population has affected funding as it relates to transportation costs, as well as local budgets as it pertains to local tax revenue.

### District Demographics:

<b>Data from: PEIMS Yearly Report</b>					
Dickinson ISD	2018-19	2017-18	2016-17	2015-16	2014-15
Total Enrollment	11162	10935	11018	10953	10418
Enrollment by Ethnicity:					
Am. Indian/Alaskan	36	32	31	33	38
Asian	228	215	227	238	240
Black/Af. American	1809	1751	1830	1932	1784
Hispanic/Latino	5696	5553	5470	5225	5018
White	3121	3108	3201	3254	3103
Hawaiian/Pacific Isl.	12	13	12	13	9
Two or more Races	260	263	247	228	226

<b>Dickinson ISD</b>	2018-19	2017-18	2016-17	2015-16	2014-15
Limited English Proficient	1721	1488	1208	1203	1183
Immigrant	184	177	210	205	158
Ec. Disadvantaged	7204	5761	6742	6731	6443
Homeless	87	989	139	147	136
Gifted/Talented	604	544	541	527	545
Migrant	0	0	0	0	0
Special Education	1317	1178	1128	1080	994
Career & Technology	2421	2256	2287	2302	1725
At-Risk	6200	6431	6072	5571	5179
Foster Care	47		22		

<b>Graduates*</b>	Class of 2017	Class of 2016	Class of 2015
Total Graduates	638	597	568
By Ethnicity (Including Sped)			
African American	126	128	98
Hispanic	280	241	240
White	207	190	187
American Indian	1	2	3
Asian	14	23	24
Pacific Islander	0	2	1
Two or More Races	10	11	15

<b>By Graduation Type (Including Sped)*</b>	Class of 2017	Class of 2016	Class of 2015
Minimum H.S. Program	214	219	153
Recommended H.S. Program	406	375	412
Foundation H.S. Program (No Endorsement)	17	1	0
Foundation H.S. Program (Endorsement)	0	0	2
Foundation H.S. Program (DLA)	1	2	0
Spec. Ed. Graduates	53	44	41

<b>Student Attendance Data*</b>	District	State
2013-14	95.4%	95.9%
2014-15	95.4%	95.7%

<b>Student Attendance Data*</b>	<b>District</b>	<b>State</b>
2015-16	95.0%	95.8%
2016-17	95.1%	95.7%
<b>Annual Dropout Rate Gr.7-8*</b>		
2013-14	0.2%	0.5%
2014-15	0.4%	0.3%
2015-16	0.4%	0.4%
2016-17	0.3%	0.3%
<b>Annual Dropout Rate Gr.9-12*</b>		
2013-14	2.0%	2.2%
2014-15	1.6%	2.1%
2015-16	1.8%	2.0%
2016-17	2.8%	1.9%

\* TAPR Reports

Dickinson ISD was impacted with a flood that damaged over 6,625 homes (according to the Galveston Daily Newspaper), on August 26, 2017. The district was closed for over two weeks and when students and faculty did return, the district surveyed all employees: 336 employees of the district had homes that sustained minor damage (such as roof leaks) to major damage (lost everything). During the 2018-2019 school year, 189 students were identified as homeless.

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

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

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

Demographics for the total Esmond Juvenile Justice Center population during the 18-19 school year were as follows:

Galveston County JJAEP: 6 students (6 males)



Galveston County Detention (short term, usually 10 days or less): 146 students - (114 males, 32 females)

Transforming Lives Cooperative (long term, 90 + residential days): 14 students - (9 males, 5 females)

### **Demographics Strengths**

The District has a diverse student population and a community who is dedicated to the success of every student. The District has a clearly defined process for staffing at new schools and boundaries lines that are pre-established for zoning purposes.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** A focus on improving student attendance is necessary as it remains below the state average. **Root Cause:** Lack of interest in school or lack of parent initiative to enforce school attendance.

**Problem Statement 2:** DISD has been identified in the State Performance Plan as being over-identified for disproportionate disciplinary responses for students in special education. **Root Cause:** Possible lack of training on how to handle students in special populations.

# Student Achievement

## Student Achievement Summary

Dickinson ISD received an official TEA rating of B, with an overall score of 85. Eight campuses received a total of 22 distinctions. Five campuses were identified for targeted support and improvement: Dunbar MS, Lobit MS, Little Elementary, McAdams JH and DCC.

	<b>DISD Scaled Score (Letter Grade)</b>	<b>DISD Raw Score</b>	<b>State Raw Score</b>
<b>Overall</b>	<b>85 (B)</b>		
<b>Student Achievement Domain</b>	<b>82 (B)</b>		
STAAR Component (40%)	81	49	51
College, Career, and Military Readiness (40%)	86	57	65
Best of 4-, 5-, or 6-year Graduation Rate (20%)	75	93.1	92.1
<b>School Progress Domain (Academic Growth or Relative Performance)</b>	<b>88 (B)</b>		
Academic Growth	76	68	69
Relative Performance	88	53	N/A
<b>Closing the Gaps</b>	<b>78 (C)</b>	58	
Academic Achievement - Meets Grade Level Performance (50%)		56	100
Federal 4-year Graduation Rate (10%)		0	18
English Language Proficiency (10%)		0	100
School Quality – Federal CCMR Rate (30%)		100	100

## Performance Standards

The Performance Standards in 2016-2017 were revised. The Commissioner set the minimum passing standard for each STAAR 3-8 and EOC exam at the Level II: Satisfactory (2015-2016 Standard). This replaced the Standard Progression Plan that would have increased the minimum passing standard each year until 2021. The Commissioner also changed the Performance Level Descriptors. The minimum passing standard is called "Approaches Grade Level."

<b>STAAR Performance Level Descriptors</b>		
<b>2012-2016</b>		<b>Beginning Spring 2017</b>
Level III: Advanced	=	Masters Grade Level
Postsecondary Ready*	=	Meets Grade Level
Level II: Satisfactory	=	Approaches Grade Level

### STAAR Performance Level Descriptors

Level I: Unsatisfactory	=	Does Not Meet Grade Level
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*\*Postsecondary Ready was not reported on CSRs prior to 2017*

### Student Achievement Domain

The Student Achievement Domain in the new A-F Accountability System calculates an average of the Masters GL, Meets GL, and Approaches GL performance levels. We will use the same calculation below for each test  $[(\% \text{ Masters} + \% \text{ Meets} + \% \text{ Approaches})/3]$ . For the EOC exams we will look at only the students who are First-Time Testers (FTT). Thirteen out of fourteen campuses earned an acceptable rating (A-C) for the Student Achievement Domain.

### Mathematics Achievement

	3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade		5 <sup>th</sup> Grade (1 <sup>st</sup> Admin.)		6 <sup>th</sup> Grade		7 <sup>th</sup> Grade		8 <sup>th</sup> Grade (1 <sup>st</sup> Admin.)		Algebra I FTT (Spring)	
	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018
<b>DISD Average</b>	<b>51</b>	52	<b>57</b>	51	<b>50</b>	48	<b>45</b>	46	<b>44</b>	44	<b>43</b>	44	<b>65</b>	56
<b>State Average</b>	<b>50</b>	48	<b>49</b>	50	<b>58</b>	56	<b>48</b>	45	<b>43</b>	42	<b>51</b>	47	<b>65</b>	62

Mathematics achievement in DISD is at or above the state average on STAAR for grades 3, 4, 7 and Algebra I EOC in 2019. Mathematics achievement in DISD is below the state average on STAAR grades 5, 6, 8.

### Reading Achievement

	3 <sup>rd</sup> Grade		4 <sup>th</sup> Grade		5 <sup>th</sup> Grade (1 <sup>st</sup> Admin.)		6 <sup>th</sup> Grade		7 <sup>th</sup> Grade		8 <sup>th</sup> Grade (1 <sup>st</sup> Admin.)		English I FTT (Spring)		English II FTT (Spring)	
	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018
<b>DISD Average</b>	<b>46</b>	49	<b>46</b>	44	<b>44</b>	41	<b>32</b>	36	<b>46</b>	43	<b>48</b>	46	<b>47</b>	39	<b>42</b>	46
<b>State Average</b>	<b>48</b>	47	<b>45</b>	46	<b>52</b>	51	<b>39</b>	40	<b>50</b>	48	<b>52</b>	49	<b>50</b>	45	<b>49</b>	48

The district struggled more in reading than in mathematics in 2019. Reading achievement in DISD is at or above the state average on STAAR for grade 4. The district was below the state average on STAAR reading grades 3, 5, 6, 7, 8 and on the English I and English II EOC exams.

## Writing Achievement

	4 <sup>th</sup> Grade		7 <sup>th</sup> Grade	
	2019	2018	2019	2018
<b>DISD Average</b>	<b>32</b>	31	<b>34</b>	34
<b>State Average</b>	<b>36</b>	36	<b>42</b>	41

The district was below the state average on STAAR writing grades 4 and 7 in 2019.

## Science Achievement

	5 <sup>th</sup> Grade		8 <sup>th</sup> Grade		Biology FTT (Spring)	
	2019	2018	2019	2018	2018	2018
<b>DISD Average</b>	<b>43</b>	37	<b>57</b>	53	<b>64</b>	61
<b>State Average</b>	<b>48</b>	43	<b>51</b>	50	<b>62</b>	60

Science achievement in DISD is at or above the state average on STAAR for grade 8 and the Biology EOC in 2019. Science achievement in DISD is below the state average on STAAR for grade 5 in 2019.

## Social Studies Achievement

	8 <sup>th</sup> Grade		U.S. History FTT (Spring)	
	2019	2018	2019	2018
<b>DISD Average</b>	<b>42</b>	47	<b>73</b>	72
<b>State Average</b>	<b>41</b>	39	<b>73</b>	70

Social Studies achievement in DISD is at or above the state average on STAAR for grade 8 and the U.S. History EOC in 2019.

## School Progress Domain

The School Progress Domain has two parts:

- Academic Growth: measures the annual growth of students on the English Language Arts/Reading and mathematics STAAR tests
- Relative Performance: compares the Student Achievement Domain score (Average of STAAR Component and CCMR Component) against other

districts/campuses with the same percentage of Economically Disadvantaged students.

The letter grade for the School Progress Domain is based on the better of Academic Growth or Relative Performance.

In 2019, Dickinson ISD's School Progress letter grade was a B, because the Relative Performance scaled score of 88 was greater than the Academic Growth scaled score of 76. The DISD Academic Growth raw score of 68 was one point below the State Academic Growth raw score of 69. Thirteen out of fourteen campuses earned an acceptable rating (A-C) for the School Progress Domain.

### **Closing the Gaps Domain**

The Closing the Gaps Domain has four components:

- Academic Achievement (% Meets Grade Level in ELA/Reading and Math) [accounts for 50% of CTG Domain score]
- Federal 4-year Graduation Rate [accounts for 10% of CTG Domain Score]
- English Language Proficiency [accounts for 10% of CTG Domain Score]
- School Quality (Federal CCMR Rate) [accounts for 30% of CTG Domain Score]

There are up to 14 student groups that are evaluated for each component. Each student group has a different target for each component based on that group's performance in 2017. The percentage of student groups meeting their targets for each component is calculated. Then those percentages are weighted as noted above to calculate the final CTG Domain score. The percentage of student groups meeting their academic achievement targets is 44 points below the state. The percentage of student groups meeting their federal four-year graduation rate targets is 18 points below the state. Our English Learner student group did not meet their one target for English Language Proficiency, so that component shows 0%, which is 100 points below the state percentage. The percentage of student groups meeting their school quality targets is 100%, which is equal to the state percentage. Eight out of thirteen campuses earned an acceptable rating (A-C) for the Closing the Gaps Domain.

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

The Galveston County Detention Center and Transforming Lives Cooperative were **NOT RATED** under the Texas Education Agency's 2019 Accountability System.

71% (5/7) of students adjudicated for 90 plus days maintained or improved their reading level proficiency.

50% (4/7) of students adjudicated for 90 plus days maintained or improved their math level comprehension.

## Student Achievement Strengths

### Accountability

- Dickinson ISD earned the rating of **Met Standard** in 2012, 2013, 2014, 2015, 2016, and 2017.
- Dickinson ISD earned an Overall score of **79 (C)** in 2018 and an overall score of **85 (B)** in 2019.
- 13 of 14 campuses earned an acceptable rating (**A-C**) in 2019.
- In the Student Achievement Domain, Dickinson ISD received a score of **82 (B)**.
- In the School Progress Domain, Dickinson ISD received a score of **88 (B)**.
- In the Closing the Gaps Domain, Dickinson ISD received a score of **78 (C)**.
- 8 of 12 eligible campuses earned Distinction Designations.
- DISD campuses earned a total of 22 Distinction Designations in 2019.

### Reading/ELA [Average = (% Masters + % Meets + % Approaches) / 3]

- DISD 3rd graders' reading average decreased three points from 2018.
- DISD 4th graders' reading average increased two points from 2018 and exceeded the state average by one point.
- DISD 5th graders' reading average increased three points from 2018.
- DISD 6th graders' reading average decreased four points from 2018.
- DISD 7th graders' reading average increased three points from 2018.
- DISD 8th graders' reading average increased two points from 2018.
- DISD English I EOC average increased five points from 2018.
- DISD English II EOC average decreased four points from 2018.

### Mathematics [Average = (% Masters + % Meets + % Approaches) / 3]

- DISD 3rd graders' math average decreased one point from 2018 and exceeded the state average by one point.
- DISD 4th graders' math average increased by six points from 2018 and exceeded the state average by eight points.
- DISD 5th graders' math average increased two points from 2018.
- DISD 6th graders' math average decreased by one point from 2018.
- DISD 7th graders' math average increased zero points from 2018 and exceeded the state average by one point.
- DISD 8th graders' math average decreased one point from 2018.
- DISD Algebra I EOC average increased nine points from 2018 and is at the state average.

### Writing [Average = (% Masters + % Meets + % Approaches) / 3]

- DISD 4th graders' writing average increased one point from 2018.
- DISD 7th graders' writing average increased zero points from 2018.

Science [Average = (% Masters + % Meets + % Approaches) / 3]

- DISD 5th grader's science average increased six points from 2018.
- DISD 8th graders' science average increased four points from 2018 and exceeded the state average by six points.
- DISD students' Biology EOC average increased zero points from 2018 and exceeded the state average by two points.

Social Studies [Average = (% Masters + % Meets + % Approaches) / 3]

- DISD 8th grade students' social studies average decreased five points and exceeded the state average by one point.
- DISD students' U.S. History EOC average decreased one point from 2018 and is at the state average.

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

**Problem Statement 1:** Closing the Gaps Domain, Academic Achievement Status (percent at Meets Grade Level or above): Only 38% of our ELA student groups and 75% of our Math student groups met their target. **Root Cause:** All instruction has not been delivered at the rigor level the state standards are written and assessed.

**Problem Statement 2:** Closing the Gaps Domain, Growth Status: Only 50% of our ELA student Groups and 75% of our Math student groups met the target. **Root Cause:** All instruction has not been delivered at the rigor level the state standards are written and assessed.

**Problem Statement 3:** Closing the Gaps Domain, Student Success (STAAR Component Score): 62% of our student groups met the target. **Root Cause:** All instruction has not been aligned to district curriculum, district assessments, district initiatives, and professional development.

**Problem Statement 4:** The percent of students scoring at or above "Meets" Grade Level is low. Writing is 33%, Science is 58% and Social Studies is 56%. **Root Cause:** All instruction has not been delivered at the rigor level the state standards are written and assessed.

# District Culture and Climate

## District Culture and Climate Summary

DISD strives to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The district has a Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the success of the district. DISD has school liaison officers who we contract with through the Galveston County Sheriff's Office to ensure safety on all campuses. Our campuses offer a variety of after school activities, clubs, and UIL events promoting student self-awareness and achievement that is individualized for specific student characteristics. A high degree of professionalism exists among our employees, and an on-going recognition of student and staff excellence contributes to this culture. The goal of the instructional program at DISD is to offer rigorous academic standards that equip students with the tools to meet and exceed grade level expectations. Emphasis is placed on higher level thinking skills, including research methodologies and independent, complex, critical thinking skills. Campus surveys are conducted every year to obtain feedback from parents. Surveys inquire about parent feedback on campus safety, communication, parent engagement events, and a plethora of other topics in order to improve campus culture.

The district is currently moving towards a K-12 adoption of restorative practices. The use of restorative practices has the potential to reduce crime, violence, and bullying while improving student behavior, restoring relationships and strengthening the educational community. Several secondary campuses use Safe & Civil Schools methodologies which complement restorative practices. Safe & Civil is a proactive, positive approach to school management in which everyone on campus teaches pro-social, classroom and school behavior. Expectations are taught systematically to both adults and students. Positive interactions with students is the goal, and misbehavior is an opportunity to teach socially appropriate replacement behaviors.

The Dickinson High School CTE program continues to experience growth in student enrollment, which has resulted in expansion of programs provided to students. Community, business, and industry support has increased and significant monetary and equipment contributions have been made to various CTE programs. The AVID (Advancement Via Individual Determination) program provides weekly academic and motivational tutoring for students at the junior high and high school level. AVID teaches critical thinking skills and drives student success through engaging, rigorous and student-centered learning. DISD has a STEM Academy that currently serves 5<sup>th</sup> – 7<sup>th</sup> grades. The program will move up through 12<sup>th</sup> grade as the student cohort promotes to the next grade level. This program is an application process and serves students throughout the district. Dickinson High School continues to promote student success by offering “Lighted Windows, Open Doors” twice a week. This program provides tutoring to all DISD students in the core subject areas.

All DISD stakeholders contribute to the formation of each school's culture and climate. This includes parents, staff, business leaders and community members. Shaping the culture and climate in each of our schools is a mindful and dynamic process for our campus and district leaders, which affects every decision we make. In 2018 the district started the DISD Safety and Security Committee. It involves parents, students, administration, staff, first responders, mental health representative, Board of Trustee members, and faith based representatives. The goal and responsibilities of the committee are to evaluate DISD safety and security needs, review current safety research and legislative reports, work collaboratively, and make recommendations in order to enhance safety efforts at every facility.

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



The detention facility of the Juvenile Justice Department houses juvenile offenders ten years of age or older and under 17 years of age; or 17 years of age or older and under 18 years of age who have been found to have engaged in delinquent conduct or conduct indicating a need for supervision as a result of acts committed before becoming 17 years of age within the boundaries of Galveston County. The facility operates twenty-nine (29) single occupancy rooms. The County Intake Officer assists in court proceedings, processing of admissions / releases of juvenile offenders 24 hours daily, and holds supervisory responsibility for line staff during evenings, weekends and holidays. The program is oriented towards rehabilitation and concerned humanistic care. A juvenile who is placed in detention will participate in a comprehensive program, including diagnostic services, both indoor and outdoor recreation, voluntary religious instruction and other services believed to be beneficial to the child. Esmond Center requests provision of educational classes for students through the Dickinson Independent School District. Services and arrangements are established through a yearly Memorandum of Understanding. The Galveston County Juvenile Justice Department requests that DISD employees do not become involved with any of the services provided other than direct classroom instruction.

### ***Transforming Lives Cooperative-Galveston County***

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

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

## District Culture and Climate Strengths

- DISD strives to provide a variety of communication methods in order to keep parents and the community informed.
- DISD has numerous safety programs and action plans in place including: security cameras, emergency operation plans, fire drills, tornado drills, shelter in place drills, exterior lock-down drills, total lock-down drills, and evacuation drills.
- A variety of after school clubs and activities are available district-wide.
- Peer and adult mentoring programs are available at a majority of campuses.
- DISD has Communities-in-Schools programs on 5 campuses to help reduce student drop-out rates and to supply students with their individual needs.
- The AVID program is in place for grades 5-12 in order to build a college & career culture throughout the campus. As of 2019-2020, two elementary campuses are also utilizing the AVID system.
- AVID Excel for 7th and 8th grade EL students is offered at the 2 junior high campuses in the district.
- A strong CTE program to accommodate increased student interest and enrollment is provided.
- On-going training in Restorative Practices for every staff member is required. This training will also be offered to the parents.
- A special program continues to be offered at the Dickinson Continuation Center for over-age 8th grade students.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

It is the goal of the Human Resources Department (HR) to attract, hire, and retain well-trained, certified and highly-qualified teachers and to support personnel who will positively impact DISD students. Assisting each campus and department in meeting their staffing needs is the primary focus of our department. Due to the impact additional personnel has on a tight budget, we work closely with the Superintendent, deputy and assistant superintendents, campus principals, directors and budget managers to effectively hire and retain quality personnel.

Dickinson ISD faces several challenges related to student access to effective teaching. The first challenge is the rate at which the district is growing. DISD is identified as a fast-growth district, having increased by more than 2,000 students in the last five years. Another challenge is the diverse student population within the thirteen traditional campuses and one alternative campus:

- 64.30% Economically Disadvantaged
- 50.74% Hispanic
- 16.01% African American
- 13.11% ESL/Bilingual
- 10.77% Special Education
- 28% White

Dickinson ISD has a large number of professional employees (teachers, campus and district administrators, and support personnel) that have reached retirement age. Over the last five years, teachers have retired at an average rate of 3% annually. Approximately 38.92% of our teachers have five years or less teaching experience. The district has also experienced a high turnover rate in leadership at our high poverty/high minority campuses. The principals at two of our seven Title I elementary campuses have two years of principal experience. One of our middle school campuses has had three principals in the last five years. This middle school has the highest percentage of minority and low-income students as compared to the other two middle school campuses. Another growing trend across the state and nation, not unique to DISD is the decrease in qualified applicants from traditional university teaching programs. The percent of alternative certification applicants compared to those from traditional programs is 49% in DISD over the last three years. District leadership teams have identified the following as a strategic priority: Principals need support on assisting teachers who have difficulty planning effective instruction. The district will support this strategic priority by providing campus principals and their collaborative teams with training, support materials and coaching on how to improve teacher planning aligned to curriculum as well as how to monitor, assess and guide teachers to improve instruction.

District administrators continually monitor student enrollment and class size to ensure efficiency with staffing. The Superintendent, Deputy Assistant Superintendent for Educational Services, Executive Director of Human Resources, campus principals, and other applicable district directors meet in early spring to make staffing projections for the next school year. Positions are based on campus and department needs and district initiatives so that each area will be adequately staffed.

Prior to the start of the new school year, teachers new to the district receive **three** days of training and all first-year teachers receive **four** days of training presented by campus and district administrators. The training includes a review of district expectations and an introduction to DISD curriculum. Protégés receive an additional full day of training designed to help them be an effective educator and to have their classroom management plans in place for the first day of school. They will receive additional training once a month that is designed to provide on-going support and guidance. Protégés, along with other new-to-the-district teachers, receive additional training including training on being a professional educator, special programs, ELPS/7 Steps, salary/insurance and benefits, technology/webpage training, and curriculum break-out sessions. They finish the week with campus-specific training conducted on their respective campuses.

Recruiting and hiring quality teachers are important priorities for the HR department. DISD staff members attend a wide variety of area job fairs, as well as actively recruit from university and colleges throughout Texas. In addition to recruitment efforts, the district partners with several universities' teaching programs in order to better prepare student teachers/interns. However, the key to achieving the District's goal of having highly effective teachers in every classroom is retention of our best teachers who help create professional learning communities on their campuses. These teachers reflect on their practice, assess their effectiveness, collectively study areas in need of attention, and make decisions about becoming more effective in the classroom. Competitive salaries, a supportive administration, good benefits, quality mentoring and a campus climate that supports professional learning communities helps to keep the district's turnover rate below the statewide turnover rate.

Other recruitment efforts include an assistant principal academy that provides support and training to new and experienced assistant principals that will help to expand their portfolios for future leadership opportunities. The district also offers extensive compensation benefits for extracurricular, co-curricular, and hard-to-staff positions, as well as competitive benefits/insurance options. Finally, the district daycare, Gator Academy, is a unique benefit offered to DISD employees with children ages six weeks to Pre-K.

### **Dickinson Alternative Centers**

Dickinson ISD provides at-risk students several opportunities to achieve academic growth in an environment that fosters emotional well-being and promotes positive social behaviors.

- ACCEL Academy: DCC ACCEL Academy is an 8th grade self-contained program that allows overage students to earn both 8th grade and high school credits simultaneously. After completing the program, students enter 9th grade with a head start in hopes that they will catch up to their age appropriate cohort in high school. Students must go through an application process to be invited to attend.
- Dickinson Continuation Center (DCC): DCC is a by-choice alternative high school that provides students with an opportunity to accelerate through high school utilizing a hybrid curriculum consisting of both individualized computer-based instruction as well as teacher directed lessons. Class sizes are small and provide individual support to each student. Students complete their academic requirements for graduation, and then are required but to also complete a plan for either college, military, or work-force education before graduation. Students must go through an application process to be invited to attend.
  - - Dickinson Continuation Center (DCC): The Dickinson Continuation Center provides students the opportunity to develop academic, personal, and social talents while earning a Dickinson High School diploma. When graduation requirements are met, the students is no longer required to attend school and is considered a graduate. At this time the student is eligible to attend college or join the military.

- Dickinson Alternative Learning Center (DALC): DALC provides temporary schooling for a student who is separated from the regular campus for disciplinary reasons. The instructional aim is to help the student accept academic responsibility and to work to achieve at or above grade level. The disciplinary aim is to assist the student in developing appropriate school behaviors, making beneficial choices, controlling anger, managing conflict and responding to authority.
- Coastal Alternative Program (CAP): The Coastal Alternative Program (CAP) is a disciplinary alternative education program created as a part of the Safe and Secure Schools Act, Chapter 37 (TEC). The program's mission is to assist expelled students to develop the knowledge and skills needed to avoid future expulsions, to remain enrolled in school, and to graduate from high school. The instructional aim is to help the student accept academic responsibility and to work to achieve at or above grade level. The disciplinary aim is to assist the student in developing or accepting responsibility for self-management and making choices that keep the student in class at the regularly-enrolled campus. Ultimately, the program stresses the importance of completing high school with the skills needed to enter the workforce or continuing higher education.
- Esmond Juvenile Justice Center Residential School-Galveston County: Academic programming is provided to students through teachers for Juvenile Detention, teachers in TLC, a special education facilitator, and a part time ELL facilitator. Other academic staff includes a part-time principal, the education records secretary and a records clerk. ARDs are held as required by law. Section 504 accommodations are implemented. The programs have a trained TELPAS rater and test administrator. ELL services are provided to identified students. State assessments are administered, as well as pre-and post-testing for students who are in residence 90 days or more.

District Staff Data:

<b>Staff Information*</b>	2015-16	2016-17	2017-2018	2018-2019
Total Staff	1304.3	1441.1	1485.3	1520.3
Professional Staff:	832.7	922.3	938.2	962.4
Teachers	669.4	738.1	754.3	768.8
Professional Support	114	128.2	128	137.0
Campus Administration	36	42	42	43.0
Central Administration	13	14	13.9	13.5
Educational Aides:	137.7	156.1	167.4	167.5
Auxiliary Staff:	334	352.7	378.9	390.4
Total Minority Staff:	491.3	523.7	576.1	612.0
Teachers by Ethnicity and Sex				
African American	84.5	91.8	206	216.1
Hispanic	94.8	95	343.5	372.9
White	482.1	539.2	909.1	908.2
American Indian	0	1		
Asian	50	4		
Pacific Islander	0	1		

<b>Staff Information*</b>	2015-16	2016-17	2017-2018	2018-2019
Two or More Races	6	60		
Other				23.0
Males	133.9	140.1		278.5
Females	535.5	598		1241.9

<b>Teachers by Years of Experience*</b>	2015-16	2016-17	2017-2018	2018-2019
Beginning Teachers	50.7	47.4	39.6	42.8
1-5 Years Experience	185.1	236.5	256.6	251.8
6-10 Years Experience	167.8	170.8	161.6	175.6
11-20 Years Experience	187	199.1	219.1	212.2
Over 20 Years Experience	78.9	84.3	77.5	86.5

<b>Average Actual Salaries (regular duties only)</b>	2015-16	2016-17	2017-2018	2018-2019
Teachers	\$52,377	\$54,108	\$55,425	\$56,192
Professional Support	\$65,100	\$67,045	\$64,783	\$70,148
Campus Administration	\$78,481	\$80,443	\$82,847	\$84,652
Central Administration	\$112,246	\$118,868	\$122,868	\$119,449

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

Dickinson ISD is committed to ensuring that all personnel have the relevant knowledge, skills and expertise to perform their work to consistently meet high standards and to increase student achievement. The District recognizes that training and development are fundamental to ensure the quality of its services to students. The District supports a culture of lifelong learning and encourages employees to take ownership of their own professional development.

- New Teacher Academy, Teacher Mentor Program, and the Assistant Principal Academy.
- A wide-variety of researched-based, sustainable professional development provided by the district. Professional development driven by curriculum/student needs and staff surveys.
- Gator Academy Daycare as a recruitment incentive.
- Partnership with University Internship Programs (University of Houston-Clear Lake, Sam Houston State University, Texas A&M).
- Online application process-principals have access to review applicants and set up own interviews. Wide variety of district personnel to attend job fairs and participate in hiring interviews.
- Campus staff surveys as well as professional development surveys provide valuable input on needs, presenters, and the professional learning experiences.
- Extensive opportunities for professional development provided by the district.

The Educational Services Department in collaboration with other departments (Technology, CTE, etc.) and principals annually review staff needs and update a comprehensive professional development plan handbook. Dickinson ISD (DISD) is committed to ensuring that all personnel have the relevant knowledge, skills, and expertise to perform their work to consistently high standards and to increase student achievement. The District recognizes that training and development are fundamental to ensure the quality of services to students. The District supports a culture of lifelong learning and encourages employees to take ownership of their own professional learning.

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

**Problem Statement 1:** Administrative and teaching staff are adjusting to a new teacher evaluation system as this is year 3 of implementation. **Root Cause:** With the change from PDAS to DTAS administrative staff must become more formative, providing continuous, timely feedback to teachers so they can improve their practice. This means they must spend more time conducting observations in the classroom.

**Problem Statement 2:** Campus leaders need to assist with growth and support of staff members in order to retain effective teachers on each campus. **Root Cause:** Time management skills are important in order to prioritize daily tasks.

**Problem Statement 3:** A high number of new teachers are alternative certified and have not completed a university-based teacher preparation program. **Root Cause:** A shortage of teachers in the field of education has caused DISD to hire from ATCP and the recruits are less prepared.

**Problem Statement 4:** In the quartile of schools with the highest percentage of low-income students, 28.3 percent of teachers were inexperienced, compared to 17.3 percent of teachers in the quartile of schools with the lowest percentage of low-income students. **Root Cause:** Principals and campus leadership teams need support with assisting teachers who have difficulty planning, preparing, and delivering effective instruction.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

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

All teachers will utilize all district curriculum documents located in Eduphoria Forethought, Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), College and Career Readiness Standards, STAAR blueprints and aligned readiness charts.

The curriculum is written and updated by Curriculum Specialists and teams of teachers from all campuses to specifically address the needs of our students. The District's common assessments and curriculum-based assessments are used across all campuses and are aligned to the curriculum.

Dickinson ISD campuses strive to create common planning times for teachers who teach in the four content areas (English, mathematics, science, and social studies) for middle through high school grade levels, while the elementary campuses strive to create common planning times for each grade level. This Professional Learning Committee (PLC) time is used to collaboratively plan and to analyze student performance data for the purpose of informing curriculum decisions, instructional delivery planning, the identification of instructional resources, and the development of common assessments. All teachers, administrators and support staff are expected to actively participate in campus Professional Learning Communities (PLCs). Formative data is disaggregated for state assessments, benchmark assessments, and curriculum-based assessments in each of the following areas:

- TEKS/SEs
- Reporting categories
- Readiness/ Supporting/ Process Standards
- Demographic groups
- Teacher(s)

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

Campuses utilize Instructional Interventionists, Instructional Coaches, and Instructional Specialists (elementary, middle and junior high campuses) and Instructional Interventionists at the high school.

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

Lesson plans and instruction are based on the TEKS and the DISD Comprehensive Curriculum Placemats. Teachers are required to demonstrate proficiency in the training topics by including strategies in their lessons and are observed for delivery of the strategies. Communication with other districts and



obtaining special education information from them in a timely manner is critical. Many times, due to the judge's decision on a student's withdrawal from the program, the academic information is received after the student has been released from the facility, especially if the student has only been enrolled for 1-2 days. The Center continues to focus on providing immediate services for identified special education and ELL students, but this is dependent on timely receipt of paperwork received from the last campus, district or state the student has attended. Personnel from DISD provide related services or other needs that Esmond staff cannot provide.

### **Curriculum, Instruction, and Assessment Strengths**

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

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

**Problem Statement 1:** Ninety-five percent of the 2019 STAAR Reading Assessment performance rates in DISD fall below the state performance averages.

**Root Cause:** The quality of Tier I instruction is not consistent across the district.

**Problem Statement 2:** Forty-three percent of our state accountability data points on the 2019 STAAR Performance Data Table are below the state STAAR component level in mathematics. **Root Cause:** The quality of Tier I instruction is not consistent across the district.

**Problem Statement 3:** Teachers and administrators need assistance utilizing curriculum resources, planning effective lessons, delivering quality student-centered Tier I instruction, and monitoring/adjusting to meet the needs of all students. **Root Cause:** Ineffective and inconsistent PLC meetings and inconsistent understanding of student performance levels across the district.

**Problem Statement 4:** Fifth grade Science STAAR scores and curriculum based assessments are below the state and local expected standards. **Root Cause** : Students are not gaining rigorous knowledge of the science TEKS during their Elementary Years which causes them to be unprepared for 5th grade Science TEKS.

**Problem Statement 5:** Seventh grade Science CBA scores are at 44% approaches, 22% meets, and 7% masters. **Root Cause:** The quality of Tier I instruction is not consistent across the district.

# Parent and Community Engagement

## Parent and Community Engagement Summary

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

Dickinson ISD campuses offer a wide variety of parent nights, Title I meetings, curriculum nights, and other events to continue building parent and family engagement at each campus. The district and campuses use many forms of communication to make sure parents stay informed about the district, including social media (Facebook, Twitter), district website, weekly electronic email newsletter, a printed newsletter three times a year, text messaging emergency notification and School Messenger call-outs, as well as the traditional campus-based communication newsletters, calendars, etc.

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Center (ESC) is where the majority of the community comes when they need assistance. The building was a temporary shelter during Hurricane Harvey due to the fact that it was one of the few places that did not flood. 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. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

DISD believes our strength in Family and Community Engagement is found in the wide array of communication tools the district utilizes to reach stakeholders, as well as the partnerships the district establishes to develop relationships with the community, business leaders, and the schools to showcase the great things happening in the district.

Dickinson ISD is a fast-growing school district that is expected to surpass a student enrollment of 11,300 students in 2019-20. Enrollment is expected to continue to climb to a projected 14,300 students over the next 10 years. Hundreds of families are choosing Dickinson ISD as their preferred destination to live and educate their children.

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

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

## Parent and Community Engagement Strengths

- DISD Community
- Proactive use of social media from the DISD Public Information Office
- Increased coverage of stories and photos on the district website and newspaper
- PTO expansion at the campuses
- Parent volunteers
- Staff, community, and business partnerships at the district and/or campus level
- Dickinson Educational Foundation
- Campus events for parents
- Assistance League of Bay Areas
- Communities in Schools
- Servie organizations

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Inconsistent parent engagement or lack of interest in parent engagement activities. **Root Cause:** Parents see lots of roadblocks to getting involved in their child's education. Some say it's due to their own demanding schedules, others say they lack the knowledge of how to help their child and they depend on the schools to properly educate their children, while some feel uncomfortable communicating with the schools.

**Problem Statement 2:** All communication is not offered in Spanish. **Root Cause:** DISD does not have a department for translation services. Translation services must be outsourced.

**Problem Statement 3:** Based on campus surveys, parents still report concerns with timely campus communication. **Root Cause:** Communication is offered in a variety of methods: (Skyward, newsletters, email, Facebook, Remind App, campus website, parent meetings, phone calls). Parents surveys suggest that they would like to receive the information in a more timely manner, months in advance. This is due to a lack of pre-planning campus activities and not communicating the activities months in advance.

# District Context and Organization

## District Context and Organization Summary

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

Many campus have initiated a specific time during the school day where students can receive targeted interventions that are data-driven by student academic needs, helping students in subject areas in which they perform poorly. Campuses provide extensive instructional support to teachers and students throughout the day. Opportunities before and after school are provided to students on campuses throughout the school year.

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

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

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

## District Context and Organization Strengths

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

# Technology

## Technology Summary

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

During the summer of 2019 the district allotted over \$800,000 to upgrade the wireless system on every campus and in every classroom. Updates are being made to all district devices, and assessments regarding devices needing to be considered for refresh will be noted. During the spring of 2019, individual meetings were held with principals to discuss plans, expectations and possibilities for hardware, software and instructional technology support for the 2019-2020 year. Students have continued to show proficiency in the use of online collaboration tools through the use of G-Suite.

## Technology Strengths

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

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Build teacher awareness of and build capacity for performance indicators and technology integration. **Root Cause:** Time for technology TEKS within other required curriculum

**Problem Statement 2:** Teaching digital citizenship must be a continued focus built into all courses. **Root Cause:** This is becoming less of an issue as teachers are finding ways to use research and collaboration to teach digital citizenship

**Problem Statement 3:** Devices need to be added in order to create more hands-on experiences for students. **Root Cause:** DISD is not a one-to-one district. Money is used to purchase more devices in order to build technology, but there is also a need to spend money on the upkeep of existing devices.

# Priority Problem Statements

**Problem Statement 1:** The percent of students scoring at or above "Meets" Grade Level is low. Writing is 33%, Science is 58% and Social Studies is 56%.

**Root Cause 1:** All instruction has not been delivered at the rigor level the state standards are written and assessed.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Closing the Gaps Domain, Academic Achievement Status (percent at Meets Grade Level or above): Only 38% of our ELA student groups and 75% of our Math student groups met their target.

**Root Cause 2:** All instruction has not been delivered at the rigor level the state standards are written and assessed.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** A focus on improving student attendance is necessary as it remains below the state average.

**Root Cause 3:** Lack of interest in school or lack of parent initiative to enforce school attendance.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Closing the Gaps Domain, Growth Status: Only 50% of our ELA student Groups and 75% of our Math student groups met the target.

**Root Cause 4:** All instruction has not been delivered at the rigor level the state standards are written and assessed.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Closing the Gaps Domain, Student Success (STAAR Component Score): 62% of our student groups met the target.



**Root Cause 5:** All instruction has not been aligned to district curriculum, district assessments, district initiatives, and professional development.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 7:** Administrative and teaching staff are adjusting to a new teacher evaluation system as this is year 3 of implementation.

**Root Cause 7:** With the change from PDAS to DTAS administrative staff must become more formative, providing continuous, timely feedback to teachers so they can improve their practice. This means they must spend more time conducting observations in the classroom.

**Problem Statement 7 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 8:** Teachers and administrators need assistance utilizing curriculum resources, planning effective lessons, delivering quality student-centered Tier I instruction, and monitoring/adjusting to meet the needs of all students.

**Root Cause 8:** Ineffective and inconsistent PLC meetings and inconsistent understanding of student performance levels across the district.

**Problem Statement 8 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 11:** Build teacher awareness of and build capacity for performance indicators and technology integration.

**Root Cause 11:** Time for technology TEKS within other required curriculum

**Problem Statement 11 Areas:** Technology

**Problem Statement 12:** Campus leaders need to assist with growth and support of staff members in order to retain effective teachers on each campus.

**Root Cause 12:** Time management skills are important in order to prioritize daily tasks.

**Problem Statement 12 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 14:** Teaching digital citizenship must be a continued focus built into all courses.

**Root Cause 14:** This is becoming less of an issue as teachers are finding ways to use research and collaboration to teach digital citizenship

**Problem Statement 14 Areas:** Technology

**Problem Statement 15:** Inconsistent parent engagement or lack of interest in parent engagement activities.

**Root Cause 15:** Parents see lots of roadblocks to getting involved in their child's education. Some say it's due to their own demanding schedules, others say they lack the knowledge of how to help their child and they depend on the schools to properly educate their children, while some feel uncomfortable communicating with the schools.

**Problem Statement 15 Areas:** Parent and Community Engagement

**Problem Statement 17:** DISD has been identified in the State Performance Plan as being over-identified for disproportionate disciplinary responses for students in special education.

**Root Cause 17:** Possible lack of training on how to handle students in special populations.

**Problem Statement 17 Areas:** Demographics

**Problem Statement 18:** All communication is not offered in Spanish.

**Root Cause 18:** DISD does not have a department for translation services. Translation services must be outsourced.

**Problem Statement 18 Areas:** Parent and Community Engagement

**Problem Statement 20:** A high number of new teachers are alternative certified and have not completed a university-based teacher preparation program.

**Root Cause 20:** A shortage of teachers in the field of education has caused DISD to hire from ATCP and the recruits are less prepared.

**Problem Statement 20 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 21:** In the quartile of schools with the highest percentage of low-income students, 28.3 percent of teachers were inexperienced, compared to 17.3 percent of teachers in the quartile of schools with the lowest percentage of low-income students.

**Root Cause 21:** Principals and campus leadership teams need support with assisting teachers who have difficulty planning, preparing, and delivering effective instruction.

**Problem Statement 21 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 22:** Seventh grade Science CBA scores are at 44% approaches, 22% meets, and 7% masters.

**Root Cause 22:** The quality of Tier I instruction is not consistent across the district.

**Problem Statement 22 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 23:** Fifth grade Science STAAR scores and curriculum based assessments are below the state and local expected standards.

**Root Cause 23:** Students are not gaining rigorous knowledge of the science TEKS during their Elementary Years which causes them to be unprepared for 5th grade Science TEKS.

**Problem Statement 23 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 24:** Forty-three percent of our state accountability data points on the 2019 STAAR Performance Data Table are below the state STAAR component level in mathematics.

**Root Cause 24:** The quality of Tier I instruction is not consistent across the district.

**Problem Statement 24 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 25:** Ninety-five percent of the 2019 STAAR Reading Assessment performance rates in DISD fall below the state performance averages.

**Root Cause 25:** The quality of Tier I instruction is not consistent across the district.

**Problem Statement 25 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 26:** Based on campus surveys, parents still report concerns with timely campus communication.

**Root Cause 26:** Communication is offered in a variety of methods: (Skyward, newsletters, email, Facebook, Remind App, campus website, parent meetings, phone calls). Parents surveys suggest that they would like to receive the information in a more timely manner, months in advance. This is due to a lack of pre-planning campus activities and not communicating the activities months in advance.

**Problem Statement 26 Areas:** Parent and Community Engagement

**Problem Statement 27:** Devices need to be added in order to create more hands-on experiences for students.

**Root Cause 27:** DISD is not a one-to-one district. Money is used to purchase more devices in order to build technology, but there is also a need to spend money on the upkeep of existing devices.

**Problem Statement 27 Areas:** Technology



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- 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
- Local diagnostic reading assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

- Running Records results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Equity data

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

# Goals

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

**Performance Objective 1:** 100% of students, including those in specific student groups, will show individualized measurable growth progressing towards meeting or exceeding district, state, and national standards in all content areas.

**Evaluation Data Source(s) 1:** STAAR/EOC results, CBA's, IEP progress monitoring, TELPAS, MAP, SAT, ACT, Accountability tables

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Educational Services: Utilize curriculum specialists, instructional support staff and teachers to write, revise, and update curriculum documents for instructional alignment.	2.4	Deputy Superintendent for Educational Services	Rigorous Teaching and Assessing in the Classroom ultimately resulting in improved test results.				
	<b>Problem Statements:</b> Student Achievement 1, 2, 3 <b>Funding Sources:</b> 211-Title IA - 0.00, 255-Title IIA - 0.00, 199-SCE - 0.00						
<b>TEA Priorities</b> Build a foundation of reading and math 2) Educational Services: Provide supplemental teachers, specialists, interventionists, and paraprofessionals to support all students, specifically those identified as at-risk or those within a targeted student group.	2.4, 2.6	Deputy Superintendent of Educational Services	Improved student achievement based on assessment data				
	<b>Funding Sources:</b> 211-Title IA - 0.00, 263-Title IIIA - 0.00, 199-SCE - 0.00, IDEA A - 0.00, IDEA B - 0.00						



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Educational Services: Once every nine weeks, district administrators will schedule campus walk-through's with leadership teams that focus on teaching and learning.	2.6	Superintendent, Deputy Superintendent for Educational Services.	Improved teaching learning based on district and state assessments				
<b>Problem Statements:</b> Student Achievement 1, 2							
4) Educational Services: Utilize contracted service providers as well as, in and out of district professional development, to provide support and ongoing training for district administrators, campus leadership teams, and teachers	2.4	Deputy Superintendent of Educational Services	Increase student achievement and leadership/instructional practices				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 3							
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>5) Educational Services: All employees within the district, including district administrators, campus administrators, curriculum specialists, instructional support personnel, teachers, and staff will participate in professional development sessions that are offered by contracted service providers, as well as in and out of district training in order to remain current on the latest research-based best practices in education.</p>	2.5, 2.6	Deputy Superintendent of Educational Services with the assistance of Curriculum Specialist	<p>Improve student performance</p> <p>Increase teacher capacity</p> <p>Improve instructional practices</p> <p>Observe evidence of differentiated instruction</p>				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 3							
<b>Funding Sources:</b> 211-Title IA - 0.00, 255-Title IIA - 0.00, Local Funding - 0.00, IDEA - 0.00, 263-Title IIIA - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>6) Educational Services: Design and implement a comprehensive literacy plan to ensure all students are strategically prepared for the literacy demands of the college and career readiness standards by high school graduation. The Literacy plan will address the following:            Specific literacy goals included in CIPs            MTSS            Lesson Plan and Assessment Protocols            District Curriculum Documents            Writing Portfolios            Writing Calibration            Non-Negotiable Focus Standards            Vocabulary (B)            Comprehension (G)            Response Skills (C)            Multi-Genres (Diii)            Literary Elements (C)            Author's Purpose and Craft (B)            Writing Process (Di)            Testing As A Genre</p>	2.4, 2.5, 2.6	Deputy Superintendent of Educational Services	Increased capacity at the district, campus, and classroom levels in the following six areas is necessary to ensure students are successful and college- and career-ready: Leadership, Assessment, Standards-based Instruction, Effective Instructional Framework, Reporting and Accountability, and Sustainability				
<p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1, 3  <b>Funding Sources:</b> 211-Title IA - 0.00, 199-SCE - 0.00, 255-Title IIA - 0.00, Local Funding - 0.00</p>							
<p><b>TEA Priorities</b>            Build a foundation of reading and math</p> <p>7) Educational Services: Lesson plan protocol forms will be collaboratively developed by leadership teams (K-4, 5-8, 9-19) and in place by the end of the first 9 weeks.            *Weekly planning protocol (standards/proficiency levels)            *Unit planning protocol ("the big picture, focus standards, unit goals, key vocabulary, assessment preview)            *Student work protocol (examples of student work evaluated for alignment to depth of the standard)            reflection protocol (after data analysis)            *Case Manger Protocol for Special Education (mandated by TEA CAP)</p>	2.4	Deputy Superintendent of Educational Services	Consistent lesson planning across the district.				
<p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 3</p>							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>8) Educational Services: Through curriculum leadership teams and district professional development, curriculum specialists will help teachers understand the depth and complexity of state standard proficiency levels.</p>	2.4, 2.5, 2.6	Deputy Superintendent of Educational Services	<p>Improve student performance</p> <p>Increase teacher capacity</p> <p>Evidence of higher level questioning</p> <p>Improve instructional practices</p> <p>Observe evidence of differentiated instruction</p>				
<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 3, 5							
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>Improve low-performing schools</p> <p>9) Educational Services: Curriculum Specialists, with the assistance of the Coordinator of Assessment, will disaggregate assessment data, identify needs and share customized standards-based interventions with teachers.</p>	2.4, 2.5, 2.6	Deputy Superintendent of Educational Services	<p>Improve student performance</p> <p>Increase teacher capacity</p> <p>Improve instructional practices</p> <p>Observe evidence of differentiated instruction</p>				
<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4							
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>10) Educational Services: Campuses will hold consistent, collaborative team planning sessions in all core content areas to meet the needs of all learners.</p>	2.4, 2.5, 2.6	Campus Administrators and Curriculum Specialists	<p>Improve student performance</p> <p>Increase teacher capacity</p> <p>Improve instructional practices</p> <p>Observe evidence of differentiated instruction</p>				
<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4							
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>11) Educational Services: Provide instructional materials, such as software, hardware, hosted services, manipulatives, equipment, text and digital resources for PK-12 core content areas in order to improve instruction.</p>	2.4, 2.5, 2.6	Deputy Superintendent of Educational Services with the assistance of Curriculum Specialist	<p>Improve student performance</p> <p>Increase teacher capacity</p> <p>Improve instructional practices</p> <p>Observe evidence of differentiated instruction</p>				
<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4							
<b>Funding Sources:</b> 211-Title IA - 0.00, State Funds - 0.00, Local Funding - 0.00							
12) Educational Services: Purchase supplemental core curriculum materials and contracted services to enhance online content areas and increase student success on state assessments for adjudicated students at the Esmond Juvenile Justice Center.	2.6	Principal of Alternative Programs	Increase in STAAR/EOC results for DISD adjudicated students.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
13) Educational Services: Provide supplemental instruction and transition support for students at the Esmond Juvenile Justice Center.	2.6	Campus Principal of Alternative Programs	Decrease in recidivism				
	<b>Problem Statements:</b> Student Achievement 4 <b>Funding Sources:</b> Local Funding - 0.00						
14) Special Programs: Provide/expand district-wide professional development focusing on the development and implementation of the Students Success Triangle (IEP goals, objectives, PLAAFPs, progress monitoring and reporting), accommodations, and designated supports across curriculum for all grade levels through contracted service providers, area conferences, service centers, and in-district training's.	2.6	Executive Director of Special Programs	Reduction in irregularities on STAAR/EOC and increase student performance.				
	<b>Funding Sources:</b> 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00						
15) Special Programs: Provide staff training (including Neuhaus professional development) focusing on services to students identified with dyslexia and other identified at-risk students through contracted service providers, in-district training, and various professional development activities.	2.6	Executive Director of Special Programs	Record of student progress on local and state assessments.				
	<b>Problem Statements:</b> Student Achievement 2 - Curriculum, Instruction, and Assessment 3 <b>Funding Sources:</b> 211-Title IA - 0.00, IDEA - 0.00						
16) Special Programs: Continue to provide professional development for ECSE, PK and K-12 support staff, teachers, administrators, and paraprofessionals supporting research-based instructional strategies for working with students with behavioral, occupational, physical , speech/ language , hearing, sight, functional and/or learning challenges.	2.6	Executive Director of Special Programs	Student IEP objectives being met or exceeded. Improved STAAR/EOC results.				
	<b>Problem Statements:</b> Student Achievement 2, 4 <b>Funding Sources:</b> IDEA B - 0.00, Local Funding - 0.00, Special Programs - 0.00						
17) Special Programs: Provide customized instruction for qualified general education homebound students and professional development opportunities for teachers and counselors on 504 regarding compliance on homebound services.	2.6	Executive Director of Special Programs	Student progress reports, report cards, service logs of homebound students. Improved STAAR scores in 2019.				
	<b>Funding Sources:</b> 199-SCE - 0.00, Local Funding - 0.00						
18) Special Programs: 504 and Special Education A-Z procedures and processes will be consistently followed	2.6	Deputy Superintendent for Educational Services	Remain in compliance with TEA requirements				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
19) Special Programs: Provide Child Find to students not enrolled in DISD who live or attend a private school within district boundaries	2.6	Executive Director of Special Programs, Special Programs Coordinator of Instruction and Compliance, and Coordinator of Evaluations and Related Services	Remain in compliance with TEA requirements				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>20) Special Programs: Ensure Special Education teachers are attending PLC meetings aligned with their teaching assignment and implementing strategies learned in PLC's and other professional development</p>	2.6	Executive Director of Special Programs	Progress on STAAR /EOC				
21) Special Programs: Ensure teachers are reviewing progress monitoring data and using the information to drive teaching	2.6	Executive Director of Special Programs	Increase STAAR scores Ensure continuous classroom rigor through observation and feedback				
22) Special Programs: Provide professional development to special education teachers for teaching core curriculum using researched based best practices	2.6	Executive Director of Special Programs	Make progress on STAAR/EOC				
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p>23) Advanced Academics: Implement regular GT, PAP/AP and STEM vertical team PLC opportunities in collaboration with curriculum specialists and teachers to ensure effective instruction of district curriculum, share rigorous instructional practices, and to collaborate on data review and team goal-setting for continuous improvement.</p>		Director of Advanced Academics	Consistent use of the district curriculum, improved instruction at Tier 1 for advanced learners, increased mastery performance, increased SAT/ACT and AP performance				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 3							

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 24) Advanced Academics: Ensure GT, Pre-AP/AP and STEM academy teachers maintain annual and foundation training requirements through the provision of professional development, supplies, and research based materials that meet the needs of advanced or gifted learners.	2.4, 2.5	Director of Advanced Academics	Effective differentiated instruction observable through classroom walkthroughs				
	<b>Funding Sources:</b> Local Funding - 0.00						
25) Career & Technical Education: DISD Career & Technical Education (CTE) will increase certification options by providing students with opportunities to prepare for certification exams using online platforms.	2.5	CTE Director CTE Assistant Principal(s)	The purchase of an online platform will increase the number of certifications earned by students (i.e. International Academies of Emergency Dispatch - 911).				
<b>TEA Priorities</b> Build a foundation of reading and math 26) MTSS: Provide professional development and resources to teachers, staff, and administrators on Tier I, II, and III strategies, interventions, and procedures for ELAR and math.	2.4, 2.6	Director of At-Risk	Improved identification of students in need of intervention for math and ELAR				
	<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4						
27) MTSS: Provide professional development and resources to teachers, staff, and administrators using Frontline, MAPS, and Fast Forward to ensure consistency from campus to campus.	2.4, 2.6	Director of At-Risk	Monitoring and certificates				
	<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 <b>Funding Sources:</b> 211-Title IA - 0.00, Local Funding - 0.00, 199-SCE - 0.00						
28) English Learners: Offer scholarships and transportation for English Language Learners who attend the STEM summer camp opportunities	2.4, 2.5, 2.6	Director of At-Risk Programs	Increase in STEM interest from At-Risk student population				
	<b>Problem Statements:</b> Student Achievement 1, 3 <b>Funding Sources:</b> 263-Title IIIA - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 29) English Learners: Implement AVID EXCEL in grades 7-8 through provision of course materials, supplies, professional development, membership fees, and transportation for EXCEL Summer Bridge in order to equip English Learners with the skills needed to advance their language acquisition skills and prepare for college.	2.4, 2.5, 2.6	Director of At-Risk	Increase in TELPAS and STAAR Results				
	<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 <b>Funding Sources:</b> 263-Title IIIA - 0.00						
<b>TEA Priorities</b> Build a foundation of reading and math 30) English Learners: Provide professional development to bilingual, dual language, ESL, and general education teachers and administrators through conferences, contracted service providers, service centers, and in-district training on effective implementation of the English Language Proficiency Standards (ELPS), Texas English Language Assessment System (TELPAS), Dual Language curriculum writing, and Language Proficiency Assessment Committee (LPAC), instructional support strategies for EL learners, and sheltered instruction strategies.	2.6	Director of At-Risk Programs	Improved 2019 PBMAS, TELPAS, STAAR/EOC data.				
	<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 <b>Funding Sources:</b> 255-Title IIA - 0.00, 263-Title IIIA - 0.00						
<b>TEA Priorities</b> Build a foundation of reading and math 31) English Learners: Implement the Dual Language Program in Pre-K and Kindergarten through the provision of classroom resources, materials and professional development, moving to implementation in grade 1 in the 2020-2021 school year.	2.4, 2.5, 2.6	Director of At-Risk Programs	Increase TELPAS and STAAR/EOC data and improve English language development				
	<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 <b>Funding Sources:</b> State Funds - 0.00, 263-Title IIIA - 0.00						
32) English Learners: Implement a Summer English Learner Academy for secondary EL students by providing curriculum, teacher professional development, supplies and materials, and transportation for students.	2.4, 2.5, 2.6	Director of At-Risk Programs	Increase in TELPAS and STAAR/EOC data and improve English language development.				
	<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Closing the Gaps Domain, Academic Achievement Status (percent at Meets Grade Level or above): Only 38% of our ELA student groups and 75% of our Math student groups met their target. <b>Root Cause 1:</b> All instruction has not been delivered at the rigor level the state standards are written and assessed.
<b>Problem Statement 2:</b> Closing the Gaps Domain, Growth Status: Only 50% of our ELA student Groups and 75% of our Math student groups met the target. <b>Root Cause 2:</b> All instruction has not been delivered at the rigor level the state standards are written and assessed.
<b>Problem Statement 3:</b> Closing the Gaps Domain, Student Success (STAAR Component Score): 62% of our student groups met the target. <b>Root Cause 3:</b> All instruction has not been aligned to district curriculum, district assessments, district initiatives, and professional development.
<b>Problem Statement 4:</b> The percent of students scoring at or above "Meets" Grade Level is low. Writing is 33%, Science is 58% and Social Studies is 56%. <b>Root Cause 4:</b> All instruction has not been delivered at the rigor level the state standards are written and assessed.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 2:</b> Campus leaders need to assist with growth and support of staff members in order to retain effective teachers on each campus. <b>Root Cause 2:</b> Time management skills are important in order to prioritize daily tasks.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> Ninety-five percent of the 2019 STAAR Reading Assessment performance rates in DISD fall below the state performance averages. <b>Root Cause 1:</b> The quality of Tier I instruction is not consistent across the district.
<b>Problem Statement 5:</b> Seventh grade Science CBA scores are at 44% approaches, 22% meets, and 7% masters. <b>Root Cause 5:</b> The quality of Tier I instruction is not consistent across the district.
<b>Problem Statement 3:</b> Teachers and administrators need assistance utilizing curriculum resources, planning effective lessons, delivering quality student-centered Tier I instruction, and monitoring/adjusting to meet the needs of all students. <b>Root Cause 3:</b> Ineffective and inconsistent PLC meetings and inconsistent understanding of student performance levels across the district.



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

**Performance Objective 2:** 100% of students will be provided a well-rounded education through a variety of experiences in order to be college, career, military ready.

**Evaluation Data Source(s) 2:** Course enrollment, Course Guides, Extra-Curricular Participation, Fitness Gram Results

**Summative Evaluation 2:**

**Targeted or ESF High Priority**





**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Educational Services: Provide elementary, middle, jr high, and high school summer school opportunities for promotion and advancement, including exploration of digital options for credit recovery at the high school level. This also includes opportunities for intervention and accelerated instructional materials and access to online programs for students in grades 5 and 8 not passing state math or reading STAAR for the 2nd time.	2.6	Directors of Advanced Academics, Director of At-Risk Programs	Student Attendance, Student performance on STAAR/EOC and student graduation rate.				
<b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> 199-SCE - 0.00, Local Funding - 0.00							
<b>TEA Priorities</b> Build a foundation of reading and math 2) Educational Services: Provide students and parents with a summer reading program in order to encourage family reading time.	2.6	Director of Professional Learning	Increase in reading levels on MAP data.				
<b>Problem Statements:</b> Student Achievement 1, 2 <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
3) Educational Services: A comprehensive shared vision, strategic framework and system of measures will be developed to provide a culture of trust, collaboration, continuous improvement and innovation. A design team, consisting of teachers, parents, students, administrators, and community members, will work together to design a local vision for learning and strategic plan to ensure a culture of high performance and student achievement so that Dickinson ISD prepares students who are engaged, collaborative problem-solvers, critical thinkers, and ready for life beyond high school.		Superintendent	Improve student performance				
4) Educational Services: Each campus in conjunction with the registrar will track students who leave the district and do not return to their home campus in an effort to reduce the district drop-out rate.	2.6	Campus counselors and staff	Reduced drop-out rate for students in Grades 7-12				
<b>Funding Sources:</b> No Funding Required - 0.00							
5) Educational Services: Provide online courses to students in grade 7-12, as well as students located on alternative campuses for the primary purpose of credit recovery, including professional development to the teachers of record to support them in providing online credit-recovery courses.	2.6	DCC Administrative staff	Course enrollments and completion and passing rates.				
<b>Funding Sources:</b> 211-Title IA - 0.00							
6) Educational Services: Provide Communities in Schools case managers for campuses to assist with at-risk students and their families.	2.6	Assistant Superintendent for Administration	Reduction in the number of students who drop out of school. Number of students who complete courses and meet passing standards on STAAR/EOC.				
<b>Funding Sources:</b> 199-SCE - 0.00							
7) Educational Services: Provide professional development opportunities for P.E. teachers in order to sustain a well-rounded education.		Director of Professional Learning	Fitness Gram results, teacher participation and feedback				
<b>Funding Sources:</b> Local Funding - 0.00							
8) Educational Services: Continue to offer Dickinson Continuation Center as an alternative setting for at-risk students to accelerate credit acquisition.	2.6	DCC Administrative staff	Increase the number of credits and courses completed.				
<b>Funding Sources:</b> 199-SCE - 0.00, State Funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p>9) Advanced Academics: Provide opportunities for all students to accelerate learning and develop areas of individual strengths, through credit earning exams, accelerated learning experiences, above level testing on ACT/SAT (Duke TIP) and exam preparation materials and experiences.</p>	2.4	Director of Advanced Academics	Increase amount of students on track to meet CCMR by graduation, increase amount of college-ready graduates, increase number of at-risk students accessing and receiving college-credit in high school, increase number of at-risk students enrolling in 4-year college upon graduation				
<b>Funding Sources:</b> Local Funding - 0.00							
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p>10) Advanced Academics: Implement Advancement Via Individual Determination (AVID) school-wide system for students in grades 5th through 12th grade and on 2 elementary campuses in order to equip at-risk students with college readiness skills through the provision of ongoing professional development for teachers and administrators, materials and classroom resources, avid tutors, and campus supplies to promote AVID culture.</p>	2.5, 2.6	Director of Advanced Academics	Increase number of students on track to meeting CCMR upon graduation, increase number of college ready graduates, increase number of at-risk students accessing and receiving college credit in high school, increase number of at-risk students enrolling in 4 year colleges upon graduation				
<b>Problem Statements:</b> Student Achievement 1, 2, 3, 4							
<b>Funding Sources:</b> 211-Title IA - 0.00, 255-Title IIA - 0.00, Local Funding - 0.00							
<p><b>TEA Priorities</b> Connect high school to career and college</p> <p>11) Advanced Academics: Implement the use of the SAT suite of assessments in grades 8-12 to ensure rigorous tier 1 instruction in all content areas and alignment to college-readiness targets at each grade level ensuring CCMR ready graduates.</p>		Executive Director of Accountability, Director of Advanced Academics	Increase number of students on track to meeting CCMR upon graduation, increase number of college-ready graduates				
<b>Funding Sources:</b> Local Funding - 0.00							
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>Connect high school to career and college</p> <p>12) Advanced Academics: Promote well-rounded educational opportunities for ALL students, including those considered economically disadvantaged or at-risk with supplies, materials, technology, hands-on learning opportunities, extra-curricular activities, and field experiences supporting enrichment or acceleration in STEM.</p>	2.5	Director of Advanced Academics	Develop early career interest and exploration, increase numbers of students on track to meet CCMR, increase number of college ready graduates				
<b>Funding Sources:</b> 287-Title IV - 0.00, 199-SCE - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
13) Advanced Academics: Provide opportunities for students to learn about college and career decision making, financial planning, and grants and scholarships to support success beyond high school.	2.5	Director of Advanced Academics	Increase in CCMR data.				
<p><b>TEA Priorities</b> Connect high school to career and college</p> 14) Advanced Academics: Provide dual enrollment courses through the University of Texas OnRamps for students at-risk of missing CCMR measure to ensure college-readiness upon graduation, Provision includes professional development for teachers, supplies, and technology necessary for successful course implementation.	2.4, 2.5, 2.6	Director of Advanced Academics	Increase number of students on track to meet CCMR upon graduation, increase number of college-ready graduates, increase number of at-risk students accessing and receiving college-credit in high school, increase number of at-risk students enrolling in 4 year colleges upon graduation				
<b>Funding Sources:</b> 287-Title IV - 0.00, State Funds - 0.00							
15) Advanced Academics: Implement PSAT and SAT preparation courses, summer programs, preparation sessions and teacher training to increase student performance on SAT and PSAT assessments.		Director of Advanced Academics	Increased number of students earning National Merit Scholar or Commended Scholar distinctions, Increase number of students meeting CCMR upon graduation, Increase scholarship recipients				
16) CTE: Career & Technical Education: DISD Career & Technical Education (CTE) will provide ALL CTE students with supplies, materials, technology, hands on learning experiences, and Career & Technical Student Organization (CTSO) non-profit competition support in order to provide an enriched and accelerated curriculum.	2.5	CTE Director	Enriched and accelerated curriculum will increase CCMR opportunities as follows: 1. Increased state test scores in STEM 2. Increased number of students participating in CTE courses and/or dual credit college courses 3. Increased number of students graduating with STEM, Business & Industry, and Public Service endorsements				
<b>Funding Sources:</b> Local Funding - 0.00, State Funds - 0.00							
<p><b>TEA Priorities</b> Connect high school to career and college</p> 17) Special Programs: Provide CBVIs, opportunities to visit college campuses (COM and ACC Strive Program), and transition fair.	2.6	Executive Director of Special Programs	Students will have the opportunity to participate in CCMR activities				
18) Educational Services: Support the AVID Excel programs at the Junior High Campuses.		Director of At Risk Programs	Students will show progress on the TELPAS and attain advanced high and in addition will pass the reading STAAR assessment.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> Closing the Gaps Domain, Academic Achievement Status (percent at Meets Grade Level or above): Only 38% of our ELA student groups and 75% of our Math student groups met their target. <b>Root Cause 1:</b> All instruction has not been delivered at the rigor level the state standards are written and assessed.</p>
<p><b>Problem Statement 2:</b> Closing the Gaps Domain, Growth Status: Only 50% of our ELA student Groups and 75% of our Math student groups met the target. <b>Root Cause 2:</b> All instruction has not been delivered at the rigor level the state standards are written and assessed.</p>
<p><b>Problem Statement 3:</b> Closing the Gaps Domain, Student Success (STAAR Component Score): 62% of our student groups met the target. <b>Root Cause 3:</b> All instruction has not been aligned to district curriculum, district assessments, district initiatives, and professional development.</p>
<p><b>Problem Statement 4:</b> The percent of students scoring at or above "Meets" Grade Level is low. Writing is 33%, Science is 58% and Social Studies is 56%. <b>Root Cause 4:</b> All instruction has not been delivered at the rigor level the state standards are written and assessed.</p>

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

**Performance Objective 3:** Students who graduate on the foundation program with an endorsement or with a distinguished level of achievement will exceed the state percent and all student groups will meet or exceed the state graduation percentage.





**Evaluation Data Source(s) 3:** Graduation Results

**Summative Evaluation 3:**

**Targeted or ESF High Priority**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Advanced Academics: Implement STEM Academy in grades 8-12 and standards for earning STEM Endorsement upon graduation that target distinguished achievement in STEM, leadership, community service and advanced academics.		Director of Advanced Academics	Increase number of graduates receiving distinguished level of achievement in STEM by 2024.				
2) CTE: DISD Career & Technical Education (CTE) will provide additional high school credit course offerings at the middle school level.	2.4	CTE Director	Offering additional CTE courses at middle schools will provide students with increased opportunities to pursue advanced courses and earn CTE endorsements during their high school career				
3) Special Programs: Provide district wide staff development focusing on UDL, SDI, and cognitive processing.	2.6	Executive Director of Special Programs	Documented sign in sheets from trainings, implementation of processes observed in classrooms				
4) Special Programs: Ensure evaluation staff have a thorough knowledge of all disabilities including monitoring the number of students identified as ID and ED and conducting Case Review for all evaluations of ID students.	2.6	Executive Director of Special Programs	Internal review of randomly sampled evaluations to determine compliance with procedures.				
5) Special Programs: Conduct ARDs within timelines and in compliance with TEA utilizing a district students records management system (including maintaining educational records).	2.6	Executive Director of Special Programs	All ARDs completed within timelines				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 6) Special Programs: Ensure teachers of special education students are providing rigorous instruction to all students to ensure they are making progress within their curriculum and IEPs, including utilizing all accommodations agreed upon by the ARD committee	2.6	Executive Director of Special Programs	Improved STAAR / EOC results Review of compliance checklists				
7) Special Programs: Conduct ARDs, provide special education services, complete evaluations, and provide related services at the Esmond Center	2.6	Executive Director of Special Programs	Continue to be in compliance with TEA requirements				
8) Special Programs: Ensure the district offers a continuum of services for students ages 3-21 to meet the needs of all students receiving special education services.	2.6	Executive Director of Special Programs	Students will make progress on their IEPs annually				
9) Special Programs: Evaluation staff will test students using iPads in a variety of instruments and write FIEs which lead to recommendations to develop standards based IEPs and specially designed instruction	2.6	Executive Director of Special Programs	Students will make progress on their IEPs annually				
10) Special Programs: Provide related services to ensure students make progress in their specially designed instruction	2.6	Executive Director of Special Programs	Students will make progress on annual IEP goals				
11) Create pathway for STEM Endorsements at 8th-12th grades.		Director of Advanced Academics	Students interested in STEM careers will choose a STEM pathway and graduate STEM ready for a career or college courses.				
<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>							

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

**Performance Objective 1:** Increase the district retention rate of staff from 83% to 85% through support of First Year Teacher Academies, NaviGator Academies, teacher mentoring programs, a competitive compensation plan, on-going staff development for new and experienced staff, and aggressive hiring practices of high quality personnel.

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





**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

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) District will work collaboratively with colleges/universities and educational programs to provide resources and support for interns assigned to campuses throughout the school year.		Director of Teacher Development & Professional Learning.	Increase rate of acquisition of teachers from affiliated programs.				
	<b>Funding Sources:</b> Local Funding - 0.00, Outside Agency - 0.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Assist teachers in identifying training opportunities for required certifications (ESL, GT, SpEd, Bilingual, etc.)		Exec. Dir. for Human Resources	Identified teachers will have appropriate certifications by designated deadlines.				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 3 <b>Funding Sources:</b> Local Funding - 0.00, 255-Title IIA - 0.00, 211-Title IA - 0.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) Actively participate in teacher recruitment activities, including career fairs and promote district incentives/stipends using a variety of communication methods to attract the very best candidates for positions.		Executive Director of Human Resources	Increase the number of qualified applicants available for each new position.				
	<b>Funding Sources:</b> 255-Title IIA - 0.00, Local Funding - 0.00						



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 4) Provide district maintained daycare for employees with children, ages birth to 5 years as a recruitment tool to attract and retain highly qualified candidates.</p>		Executive Director of Human Resources	Survey results of employees recruited and retained by district who benefited from having their children in district for daycare.				
<b>Funding Sources:</b> Local Funding - 0.00							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 5) Provide a comprehensive new teacher induction &amp; mentor training program lead by the Educational Services Department and supported at the campus level, with a focus on professional development, classroom support, and observations.</p>		Director of Teacher Development & Professional Learning	Increase in retention rate of new teachers within the first two years.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2, 3 <b>Funding Sources:</b> 255-Title IIA - 0.00, 211-Title IA - 0.00							
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 6) Provide summer PD opportunities through contracted service providers and associated travel to out of district events that focus on building expert and research-based instructional delivery in the classroom.</p>		Deputy Superintendent for Educational Services	Evidence of implementation of skills and knowledge acquired.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 3 <b>Funding Sources:</b> 211-Title IA - 0.00, 255-Title IIA - 0.00							
<p><b>Equity Plan Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals 7) Provide a tiered system of professional development that aligns with the district professional development plan that supports a culture of lifelong learning and encourages employees to take ownership of their own professional learning as identified in the DISD equity plan.</p>		Executive Director of Human Resources	Individual Student Growth, Improved Retention Rate, Decreased Equity Gap at campuses with the highest percentage of low-income students.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 3 <b>Funding Sources:</b> 255-Title IIA - 0.00, 211-Title IA - 0.00, 199-SCE - 0.00, 263-Title IIIA - 0.00							
<p><b>Equity Plan Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals 8) Provide teachers access to training opportunities and instructional materials that are aligned to district initiatives and priorities.</p>		Deputy Superintendent of Educational Services	Increase in participation at Professional Development sessions, individual student growth, and positive survey feedback gathered from PD sessions.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 3 <b>Funding Sources:</b> 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00, 287-Title IV - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 3:</b> A high number of new teachers are alternative certified and have not completed a university-based teacher preparation program. <b>Root Cause 3:</b> A shortage of teachers in the field of education has caused DISD to hire from ATCP and the recruits are less prepared.
<b>Problem Statement 2:</b> Campus leaders need to assist with growth and support of staff members in order to retain effective teachers on each campus. <b>Root Cause 2:</b> Time management skills are important in order to prioritize daily tasks.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 3:</b> Teachers and administrators need assistance utilizing curriculum resources, planning effective lessons, delivering quality student-centered Tier I instruction, and monitoring/adjusting to meet the needs of all students. <b>Root Cause 3:</b> Ineffective and inconsistent PLC meetings and inconsistent understanding of student performance levels across the district.

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


**Performance Objective 2:** 100% of campus/district leadership team members will be offered the opportunity for professional learning in order to stay abreast of the latest research based trends in education in order to support classroom instruction.

**Evaluation Data Source(s) 2:** T-PESS/District Administrator Appraisal System -Professional Development opportunities aligned to performance and goal setting data

**Summative Evaluation 2:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Equity Plan Strategy</b>  <b>TEA Priorities</b>                      Recruit, support, retain teachers and principals                      1) Provide sustained support materials, coaching, and training for campus principals, assistant principals, associate principals, campus leadership teams, and dean of instruction through professional learning communities, book studies, professional memberships, area conferences, ESC service providers, and professional development sessions on how to improve teacher planning aligned to curriculum as well as how to monitor, assess and guide teachers to improve instruction in order to help all staff grow as instructional leaders.</p>		Deputy Superintendent for Educational Services Department	Increased retention rate of campus and district leadership.				
<p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 4  <b>Funding Sources:</b> 211-Title IA - 0.00, 263-Title IIIA - 0.00, Local Funding - 0.00, 199-SCE - 0.00, 287-Title IV - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Equity Plan Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Provide leadership members access to programs, training, and instructional materials which support core content-based instruction and provide sustained classroom support with experts in the field who model research based practices most effective in improving instruction for at-risk students.		Deputy Superintendent for Educational Services	Evidence of student improvement on local and state assessments in reading and math.				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 4 <b>Funding Sources:</b> 211-Title IA - 0.00, IDEA B - 0.00, Local Funding - 0.00, 263-Title IIIA - 0.00						
<b>Equity Plan Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) Provide administrators and staff with high quality, research-based instructional leadership development focused on the observation/feedback cycle and professional development activities.		Superintendent	Student success evidenced by increase in benchmarks, STAAR scores and reduced documented behavioral issues.				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1, 2 <b>Funding Sources:</b> 211-Title IA - 0.00, Local Funding - 0.00, IDEA B - 0.00, 255-Title IIA - 0.00, Special Programs - 0.00, 263-Title IIIA - 0.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 4) Provide professional development through contracted service providers as well as in and out of district training for district and campus administrative and support staff in order to achieve successful implementation of local, state, and federal programs.	2.4, 2.5, 2.6	Deputy Superintendent for Ed. Services	Evidence of student improvement on state and local assessment.				
	<b>Problem Statements:</b> Student Achievement 1, 4 - Staff Quality, Recruitment, and Retention 2 <b>Funding Sources:</b> 263-Title IIIA - 0.00, 211-Title IA - 0.00, 255-Title IIA - 0.00						
							

**Performance Objective 2 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Closing the Gaps Domain, Academic Achievement Status (percent at Meets Grade Level or above): Only 38% of our ELA student groups and 75% of our Math student groups met their target. <b>Root Cause 1:</b> All instruction has not been delivered at the rigor level the state standards are written and assessed.

### Student Achievement

**Problem Statement 4:** The percent of students scoring at or above "Meets" Grade Level is low. Writing is 33%, Science is 58% and Social Studies is 56%. **Root Cause 4:** All instruction has not been delivered at the rigor level the state standards are written and assessed.

### Staff Quality, Recruitment, and Retention

**Problem Statement 4:** In the quartile of schools with the highest percentage of low-income students, 28.3 percent of teachers were inexperienced, compared to 17.3 percent of teachers in the quartile of schools with the lowest percentage of low-income students. **Root Cause 4:** Principals and campus leadership teams need support with assisting teachers who have difficulty planning, preparing, and delivering effective instruction.

**Problem Statement 1:** Administrative and teaching staff are adjusting to a new teacher evaluation system as this is year 3 of implementation. **Root Cause 1:** With the change from PDAS to DTAS administrative staff must become more formative, providing continuous, timely feedback to teachers so they can improve their practice. This means they must spend more time conducting observations in the classroom.

**Problem Statement 2:** Campus leaders need to assist with growth and support of staff members in order to retain effective teachers on each campus. **Root Cause 2:** Time management skills are important in order to prioritize daily tasks.

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

**Performance Objective 1:** Through implementation of an effective discipline management plan and by concentrating on building relational capacity, DISD will reduce disciplinary incident rates by 10% from the previous year and increase attendance rates to 98%.

**Evaluation Data Source(s) 1:** Monthly/Yearly Discipline incident reports, Attendance Data in PEIMS

**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) Maintain consistent discipline management training and follow all procedures and policies that align with state laws as it relates to discipline incidents, as well as unwanted physical or verbal aggression and sexual harassment.	2.4, 2.6	Assistant Supt. for Administration	Accuracy in Disciplinary Coding and consistent policies and procedures throughout the district				
	<b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> No Funding Required - 0.00						
2) Campus behavior incident reporting will be carefully monitored in Skyward/PEIMS for coding accuracy.		Executive Director of Accountability	End of month discipline referrals entered in Skyward are checked for verification and timely documentation. Follow-through for accuracy and notification procedures for discipline reported as violent acts are verified with campus principal and Assistant Supt..				
	<b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> No Funding Required - 0.00						
3) The district and all campuses will continue to follow policies and regulations for identifying and investigating allegations of bullying as mandated in Policy FFI (Local).		Assistant Supt. for Administration	Documentation recorded/procedures followed during investigation as required by District policy				
	<b>Problem Statements:</b> Demographics 1, 2 <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) DISD will continue to contract with Restorative Practices in order to build relational capacity.	2.4	Deputy Superintendent for Education Services	Reduction in the number of suspensions for African American and Special Education				
	<b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> 211-Title IA - 0.00, Special Programs - 0.00, 287-Title IV - 0.00						
5) Continue to provide School Resource Officers in order to strengthen the security at DISD campuses.		Assistant Superintendent for Administration	Reduction in campus safety issues and Enhancement of DISD Safety Operations				
	<b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> 287-Title IV - 0.00						
6) Provide a social media monitoring service and an anonymous tip reporting service (Sandy Hook Promise) designed specifically for the educational community in order to monitor posts on social media and to anonymously report incidents that threaten the safety and well-being of students in the district.	2.4	Assistant Superintendent for Administration	Reduction in campus safety concerns				
	<b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> 287-Title IV - 0.00						
7) Provide information and access to students and staff on required safety trainings and support for staff focusing on restorative discipline practices, conflict resolution programs, violence prevention programs, character building programs, bullying, harassment, suicide prevention (including guardian notification procedure), safe and civil schools, trauma informed care, and school safety.	2.5	Assistant Superintendent for Administration	Documentation of required trainings, Reduction in the number of suspensions for African American and Special Education, transformation of school climate, reduction in bullying and harassment reports				
	<b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> 287-Title IV - 0.00, 211-Title IA - 0.00, 255-Title IIA - 0.00, Local Funding - 0.00						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 8) Implement additional programs of intervention directed at specific campus needs through training, materials and follow-through support for campuses staff throughout the year.		Assistant Superintendent for Administration	Reduction of campus discipline referrals				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 <b>Funding Sources:</b> 255-Title IIA - 0.00, 287-Title IV - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) Continue to provide Emergency Operations Training to all Principals and campus personnel.	2.5	Assistant Superintendent for Administration	District and Campus Emergency Operations Plan submissions and practiced at the campus level.				
	<b>Funding Sources:</b> 287-Title IV - 0.00, Local Funding - 0.00						
10) District Attendance Intervention Specialists will work with campuses, students, and parents to help increase students daily attendance.		Assistant Superintendent for Administration	Decrease in absentee rate for targeted students. Insure the Truancy Prevention Methods (TPM) are being implemented with fidelity.  Documentation of home visits, parent and student contact and implementation/results of Personal Intervention Plans for students with excessive absences.				
	<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> Local Funding - 0.00						
11) Provide supplies and transportation for homeless students and foster care students in order to support their personal and academic needs.	2.6	Director of Federal Programs with assistance from the District Homeless Liaison	Daily attendance rate of identified homeless students will improve as well as the overall district attendance results				
	<b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> 211-Title IA - 0.00, Outside Agency - 0.00						
12) Special Services: Provide professional development for teachers, administrators, and paraprofessionals on behavior strategies and interventions.	2.6	Director of Special Programs	Teacher participation, classroom observations. Decreased classroom behavioral referrals.				
	<b>Funding Sources:</b> Special Programs - 0.00, 255-Title IIA - 0.00, Local Funding - 0.00						
13) Special Programs: Provide training opportunities for DISD counselors, nurses, social workers, teachers and administrators focused on restorative practices, mental health, trauma informed care, sexual abuse, sex trafficking maltreatment of children, dating violence, and more through a partnership with Mental Health America.	2.5	Executive Director of Special Programs	The creation of a sustainable social emotional learning model.				
	<b>Problem Statements:</b> Demographics 1 - Parent and Community Engagement 1 <b>Funding Sources:</b> Outside Agency - 0.00						



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
14) Special Programs: Utilize a Social Emotional Learning Specialist and a Licensed Professional Counselor to assist students and families with social/emotional situations and supply them with the tools needed to recover from mental trauma.	2.6	Executive Director of Special Programs	Increase in assistance for students and families in the area of mental health.				
	<b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> Outside Agency - 0.00						
15) Implement transition plan for students at an alternative campus moving back to home campus.		Principal of alternative campus.	Students are well prepared to return to the home campus and are successful in placement.				
							

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> A focus on improving student attendance is necessary as it remains below the state average. <b>Root Cause 1:</b> Lack of interest in school or lack of parent initiative to enforce school attendance.
<b>Problem Statement 2:</b> DISD has been identified in the State Performance Plan as being over-identified for disproportionate disciplinary responses for students in special education. <b>Root Cause 2:</b> Possible lack of training on how to handle students in special populations.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 2:</b> Campus leaders need to assist with growth and support of staff members in order to retain effective teachers on each campus. <b>Root Cause 2:</b> Time management skills are important in order to prioritize daily tasks.
<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> Inconsistent parent engagement or lack of interest in parent engagement activities. <b>Root Cause 1:</b> Parents see lots of roadblocks to getting involved in their child's education. Some say it's due to their own demanding schedules, others say they lack the knowledge of how to help their child and they depend on the schools to properly educate their children, while some feel uncomfortable communicating with the schools.

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

**Performance Objective 2:** The district will create and implement a social and emotional learning framework that will address: suicide prevention programs, conflict resolution programs, comprehensive school counseling program and trauma informed care.

**Evaluation Data Source(s) 2:** SEL data collection will include professional development resources, sign in sheets, referral forms, counseling plans, Restorative Practice implementation data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide PD to teachers on: a. suicide prevention programs, b. conflict resolution programs, c. comprehensive school counseling program and d. trauma informed care	2.5	SEL Specialist	Teachers will gain additional tools and insight to work with students who have been affected by trauma				
	<b>Funding Sources:</b> Outside Agency - 125000.00, Local Funding - 25000.00						
2) Two staff members per campus will be trained on the Emotional Backpack Project so that the trained employees can be District Trainers (this includes Suicide Prevention/Youth Mental Health / Trauma Informed Teaching Practices/Advanced Trauma Informed Teaching Practices / Self-Care / Mindfulness).	2.5	SEL Specialist	Teachers will gain additional tools and insight on mental health and suicide prevention.				
3) Professional development sessions and materials will be purchased in order to train staff to be a Youth Mental Health First Aid Instructor.	2.5	SEL Specialist	An increase in instructors in DISD in order to support more students.				
	<b>Funding Sources:</b> Outside Agency - 0.00						


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Offer "Character Strong", "2nd Steps", "The Tough Kid Superhero's Social Skills", "4th R Curriculum", "Calm Crusaders Trainer of Trainers", "Journey of Hope Train the Facilitator", "Restorative Practices", "Youth Mental Health First Aid", "Equity Cultural Responsiveness Training", "Ruby Payne's: Emotional Poverty", "Crisis Prevention Institute", "Self-Wellness: Yoga Trainer of Trainer", and "TCH Trauma and Grief" in order to build the capacity of Tier 1, 2, and 3 interventions.	2.5	SEL Specialist	Increase in Tier 1-3 intervention supports				
	<b>Funding Sources:</b> Outside Agency - 0.00						

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

**Performance Objective 1:** Through efficient and effective management, department/campus resources and support will be equitably distributed and maximized.

**Evaluation Data Source(s) 1:** 2018-2019 District Budget  
2019-2020 Staffing

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide annual training on management procedures/policies of district, state, and federal budgets , either individually or in groups for departments, administrators, and campus staff members.		Exec. Director of Business Operations, Exec. Director of Payroll	Reduction of campus and department budget /account management errors. Departments, administrators, and campus staff personnel are knowledgeable and accountable.				
<b>Funding Sources:</b> No Funding Required - 0.00							
2) Provide on-going beginning and end of year inventories of district/campus assets.		Exec. Director of Business Operations	Accurate tracking of district assets.				
<b>Funding Sources:</b> No Funding Required - 0.00							
3) The District Energy Management Program provides and monitors procedures in place to promote energy conservation district-wide while educating students and faculty.		Director of Energy Management	Increased savings on energy costs.				
<b>Funding Sources:</b> Local Funding - 0.00							
4) Facility safety features will be added to enhance the district's educational services.	2.4	Assistant Superintendent of Administration	Enhanced safety district wide.				
<b>Funding Sources:</b> Local Funding - 0.00							
							

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

**Performance Objective 2:** Ensure 100% of staff, students, and departments have the necessary infrastructure, training, hardware and software to support effective and efficient operations.

**Evaluation Data Source(s) 2:** Inventory, network usage, five year technology plan, work orders, and help desk calls

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maintain infrastructure with scheduled maintenance times to provide all district departments with the supports needed for effectively performing job duties.		Executive Director for Information Systems	Students, staff, and departments are able to perform responsibilities with minimum disruptions.				
	<b>Funding Sources:</b> Local Funding - 0.00						
2) Provide training and support for all employees based upon the technology utilized to perform individual specific job functions.		Executive Director for Information Systems	Efficient use of technology.				
	<b>Funding Sources:</b> Local Funding - 0.00, 211-Title IA - 0.00, 263-Title IIIA - 0.00						
3) 3) Technology hardware will be replaced when it no longer supports the required student academic needs, specifications of software used in departments and instructional resources		Executive Director of Information Systems	Maintenance of effective hardware utilized throughout the district.				
	<b>Problem Statements:</b> Technology 1 <b>Funding Sources:</b> Local Funding - 0.00, Bond - 0.00						
4) Software utilized for instructional needs will be evaluated annually by curriculum and Instructional Technology Teams to determine the effectiveness of the software for student growth		Deputy Superintendent for Educational Services	Software that promotes student academic growth				
	<b>Problem Statements:</b> Technology 1 <b>Funding Sources:</b> Local Funding - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Software used to run district operations will be supported by the Technology Team in conjunction with support from the software company		Executive Director for Information Systems	District operations will support district functioning with minimal outages				
	<b>Problem Statements:</b> Technology 1 <b>Funding Sources:</b> Local Funding - 0.00						

**Performance Objective 2 Problem Statements:**

<b>Technology</b>
<b>Problem Statement 1:</b> Build teacher awareness of and build capacity for performance indicators and technology integration. <b>Root Cause 1:</b> Time for technology TEKS within other required curriculum

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

**Performance Objective 1:** All stake holders within the district will have multiple methods to communicate with district.

**Evaluation Data Source(s) 1:** Number of Community/Family events hosted in DISD as shown by agendas and sign-in sheets from the events

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create a district parent and community survey. Analyze survey data to identify areas of strengths and needs in the district.	3.2	Deputy Superintendent of Ed Services	Identification of parent and community needs for DEIC.				
	<b>Funding Sources:</b> No Funding Required - 0.00						
2) Provide high quality and timely feedback addressing community questions and/or concerns at the district level.		Assistant Superintendent for Administration, Campus Administration Deputy Superintendent of Ed Services	Improved communication				
	<b>Funding Sources:</b> No Funding Required - 0.00						
3) Provide parents with timely information regarding their child's assessment results, access to the district curriculum.	3.2	Deputy Superintendent for Educational Services	Parent awareness of student performance and curriculum expectations.				
	<b>Funding Sources:</b> Local Funding - 0.00						
4) Distribute information to parents, businesses, apartment complexes, and publish notifications on the DISD website and social media in order to identify and enroll Pre-K and Kindergarten students.	3.2	Elementary Campus Administrators	Increased early enrollment of Pre Kindergarten and kindergarten students.				
	<b>Funding Sources:</b> 211-Title IA - 0.00, Local Funding - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Increase Spanish translation of verbal and written communications.	3.1	Director of Federal Programs	Improved parent communication				
	<b>Problem Statements:</b> Parent and Community Engagement 2 <b>Funding Sources:</b> 211-Title IA - 0.00						
6) Multiple methods will be used to communicate with parents and the community.		Superintendent	Variety of communication methods to reach more parents and community members.				

**Performance Objective 1 Problem Statements:**

Parent and Community Engagement
<b>Problem Statement 2:</b> All communication is not offered in Spanish. <b>Root Cause 2:</b> DISD does not have a department for translation services. Translation services must be outsourced.



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

**Performance Objective 2:** Increase opportunities for stakeholders to partner with and be involved in the district.





**Evaluation Data Source(s) 2:** Evidence of marketing events i.e. posts, sign in sheets, flyers, parent surveys, meeting notes, sign-in sheets, formation of new partnerships

**Summative Evaluation 2:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize the DEIC and other district committees to assist in the decision-making process regarding community needs and district activities.	3.2	Deputy Superintendent for Educational Services	Increased committee and parent input.				
	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> No Funding Required - 0.00						
2) Provide Parent Engagement Coordinators on each campus to facilitate, monitor, and market campus activities in order to increase parent engagement throughout the district.	3.2	Director of Federal Programs	Increase in parent engagement				
	<b>Funding Sources:</b> 211-Title IA - 0.00						
3) Provide supplies/materials, snacks, transportation, and/or childcare for parent meetings, trainings, and/or instructional activity nights to increase parental engagement.	3.2	Campus Administrators Director Federal Programs/ELL	Positive parent surveys. Increased parent attendance and increased parent volunteers on campuses.				
	<b>Funding Sources:</b> Local Funding - 0.00, 211-Title IA - 0.00						
4) Provide planned opportunities for transitional activities as students move from one grade level to the next by offering students and parents with the opportunity to visit with campus personnel, tour transitioning DISD campuses, attend parent meetings.	3.2	Deputy Superintendent for Educational Services	Parents and students will have an increased understanding of the expectations for the next school year and new campus.				
	<b>Funding Sources:</b> Local Funding - 0.00, 211-Title IA - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Hold parent conferences.	3.2	Principals	Communicate a clear understanding of the student's academic progress and expected growth.  (Skyward, phone calls, email, parent conferences, progress reports, report card, parent compact, etc.)				
<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> No Funding Required - 0.00							
6) Promote college campus tours for high school students.		Lead secondary counselor	Students will have a smooth transition from school to college.				
<b>TEA Priorities</b> Connect high school to career and college 7) CTE: DISD Career & Technical Education Department will host fall and spring District Advisory meetings with business and industry in order to increase partnerships.	2.5	CTE Director	Partnerships will provide increased College, Career, and Military Ready students.				
1. Hands on demonstrations and guest speakers provided by partners as related to curriculum 2. Input in regards to certifications, credentials and courses offered to CTE students in regards to workforce readiness 3. Increased paid/unpaid internship opportunities	<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 287-Title IV - 1500.00						
8) Provide a district homeless liaison to identify and assist at-risk homeless students. and their families in accessing resources necessary to be successful in school and access outside resources to assist with day to day health and safety needs.	2.6	Executive Director of Special Programs	Increased number of families accessing resources necessary to help students be successful in school and access outside resources to assist with day to day health and safety needs.				
<b>Funding Sources:</b> 199-SCE - 0.00							
9) Utilize the DISD education foundation to expand new and existing community partnerships.		Executive Director of Education Foundation	Increase the number of community partnerships.				
10) Partner with Communities in Schools to expand services.		Assistant Superintendent for Administration	Meet students' physical, social, and emotional needs at multiple campuses.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 2 Problem Statements:**

**Parent and Community Engagement**

**Problem Statement 1:** Inconsistent parent engagement or lack of interest in parent engagement activities. **Root Cause 1:** Parents see lots of roadblocks to getting involved in their child's education. Some say it's due to their own demanding schedules, others say they lack the knowledge of how to help their child and they depend on the schools to properly educate their children, while some feel uncomfortable communicating with the schools.

# State Compensatory

## Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
Entire SCE Budget: Attached as Addendum	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,300,926.00
	<b>6100 Subtotal:</b>	<b>\$4,300,926.00</b>

# Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alcala, A.	Instructional Support		1.0
Allen, R.	Instructional Support Paraprofessional		1.0
Allison, K.	Instructional Support		.33
Anderson, A.	Instructional Support		.17
Arthur, M.	Instructional Support		1.0
Ausmus, T.	Instructional Specialist		1.0
Baldwin, K.	Instructional Support		.33
Black, L.	Instructional Support		1.0
Blakely, J.	Instructional Support		.17
Borsellino, T.	Instructional Support		.50
Brannon, H.	Instructional Support		1.0
Brown, L.	Instructional Support		.30
Bruysschaard, J.	Instructional Support		.17
Butler, S.	Instructional Coach		1.0
Callaway, J.	Instructional Support		1.0
Canales, G.	Instructional Support		1.0
Cardenas, C.	Academic Coach	Split between BMS, LMS, DMS	1.0
Cephas, A.	Instructional Support		.33
Coleman, H.	Instructional Support		.17
Connor, S.	Instructional Support		1.0
Daniel, D.	Instructional Support		.40
Dowell, N.	Instructional Support		.33
Eader, S.	Instructional Support		.33

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizondo, Z.	Instructional Support		1.0
Etchberger, K.	Instructional Support		.17
Farias, E.	Instructional Support		.33
Figarelli, M.	Instructional Coach		.50
Franklin, P.	Instructional Support		.17
Gibb, R.	Instructional Support		.30
Gillespie, C.	Instructional Support		.25
Gomez, S.	Instructional Coach		.40
Guillory, S.	Instructional Support Paraprofessional		1.0
Gustke, L.	Instructional Support		.25
Hall, J.	Instructional Support Paraprofessional		1.0
Hayes, A.	Instructional Support		.80
Heilker, F.	Instructional Support		.40
Helle, C.	Instructional Support Paraprofessional		1.0
Hester, T.	Instructional Support		.33
Higgins, A.	Instructional Support		.80
Hong, J.	Instructional Support		.25
Housh, C.	Instructional Coach		.50
Hunter, M.	Instructional Support Paraprofessional		1.0
Jackson, L.	Instructional Support Paraprofessional		1.0
Jackson, T.	Instructional Support Paraprofessional		1.0
Jarmack, C.	Instructional Support Paraprofessional		1.0
Jasso, R.	Instructional Support		.50
Jenkins, J.	Instructional Support Paraprofessional		1.0
Jo Allen	Social Worker	Split between all campuses	1.0
Jones, D.	Instructional Support		1.0

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Landolt, J.	Instructional Support		.25
Laughbaum, A.	Instructional Support		.40
LeBlanc, J.	Instructional Support		.50
Legrand, C.	Instructional Support Paraprofessional		1.0
Lind-Olson, J.	Instructional Support		.17
Long, J.	Instructional Support		.17
Lopez, C.	Instructional Support Paraprofessional		1.0
Lowe, T.	Instructional Support		.25
Maierson, S.	Instructional Support		1.0
Martin, T.	Instructional Support		1.0
Matranga, M.	Instructional Support		.80
McClung, J.	Instructional Support		1.0
McCray, D.	Instructional Support		1.0
McMahon K.	Instructional Support		1.0
Milutin, M.	Instructional Support		.33
Monson, A.	Instructional Support Paraprofessional		1.0
Mosis, K.	Instructional Support Paraprofessional		1.0
Mustiful, A.	Instructional Support		.17
Neumann, L.	Instructional Support		.17
Nix, D.	Instructional Support		.25
O'Neal, A.	Instructional Support		.17
O'Neal, M.	Instructional Support		.75
Palmer, L.	Instructional Support		1.0
Peters, N.	Instructional Support		1.0
Pineda, W.	Instructional Support		.50
Pinegar, S.	Instructional Support Paraprofessional		1.0

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Pope, A.	Instructional Support Paraprofessional		1.0
Ramirez, T.	Instructional Support		1.0
Rearick, J.	Instructional Support		1.0
Revuelta, R.	Instructional Support		.33
Reyes, C.	Instructional Support		.33
Robinson, T.	Instructional Support		1.0
Rolla, A.	Instructional Support Paraprofessional		1.0
Rozas, R.	Instructional Support		.83
Schumann, L.	Instructional Support Paraprofessional		1.0
Schumann, M.	Instructional Support Paraprofessional		1.0
Sharp, B.	Instructional Support Paraprofessional		1.0
Shields, E.	Instructional Support		.67
Sifuentes, K.	Instructional Support Paraprofessional		1.0
Smith, S.	Instructional Support Paraprofessional		1.0
Stewart, B.	Instructional Support		.17
Strait-Biley, L.	Instructional Support		1.0
Tamblyn, D.	Instructional Support		1.0
Taylor, L.	Instructional Support Paraprofessional		1.0
Terrell, E.	Instructional Support		.17
Vizcaya, M.	Instructional Support Paraprofessional		1.0
Wasden, S.	Instructional Support		.50
Watkins, C.	Instructional Support		.50
Westbrook, K.	Instructional Support		1.0
Wheat, J.	Instructional Support		.83
Williams, A.	Instructional Support Paraprofessional		1.0
Williams, F.	Instructional Support		1.0



<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Wilson, J.	Instructional Support		.17
Winn, Z.	Instructional Support Paraprofessional		1.0
Zammarripa, T.	Instructional Support		1.0

# **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 District and Campus Improvement Plans (DIP/CIP) follow the goals set by the DISD Board of Trustees which are aligned to the TEA priorities. The DIP and CIP is developed jointly with the DEIC/CEIC committee. The committees meet a minimum of 4 times a year and additional meetings are added on an "as needed" basis. The DIP/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 DIP/CIP are regularly monitored and revised (when necessary). DEIC/CEIC meetings are held between the months of March and May to develop the campus needs assessment for the following school year. In addition, DEIC/CEIC meetings are also held a minimum of 4 times years to conduct 3 formative reviews and 1 summative review of the DIP/CIP.

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

A variety of documents are made available to parents and community members in English and Spanish. DISD has a language access plan posted on the DISD website for the community. It is the practice of Dickinson ISD to provide timely, meaningful access for limited English persons to all district programs and activities. All personnel shall provide free language assistance services to limited English individuals whom they encounter or whenever a limited English person requests language assistance services. All personnel will inform members of the public that language assistance services are available free of charge to limited English persons and that the district will provide these services to them.

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

Opportunities are provided for all students to meet state standards. The following are some of the services and programs provided to students: tutorials, pull-outs, push-in's, instructional coaches, and instructional interventionists. Well-rounded educational opportunities are provided to target not only at-risk students, but also GT, special programs, 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 were 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 based upon changes that were sent to LEA's from TEA. The PFE is presented to parents at a Title I Parent Meeting prior to October of every year. The meeting is offered by campuses in English and Spanish, as well as twice a year at two different times in order to ensure all parents have access to attending. The PFE is available in English and Spanish and is made available on the District and Campus website and the district and campus front office.

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

A list of parent engagement activities for the year can be found in the parent and family engagement sections of the CIP and CNA.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anderson, C.	Reading Interventionist Teacher		1.0
Antley, M.	Instructional Coach		1.0
Breedlove, R.	Academic Coach		1.0
Breese, K.	Instructional Interventionist		1.0
Burkhardt, C.	Instructional Specialist		1.0
Cantrell, J.	Instructional Specialist		1.0
Carse, J.	AVID Teacher		1.0
Contreras, M.	Academic Coach Aide		1.0
Cormier, Q.	Instructional Coach		1.0
Dill, C.	Instructional Specialist		1.0
Effram, S.	Instructional Support Paraprofessional		1.0
Ford, L.	Academic Coach		1.0
Ford, R.	Instructional Support Paraprofessional		1.0
Froebel, S.	Instructional Support Paraprofessional		1.0
Gaines, S.	Instructional Support Paraprofessional		1.0
James, C.	Instructional Specialist		1.0
Kaemmer, P.	English EOC Intervention		1.0
Markiewicz, L.	Instructional Specialist		1.0
McNair, R.	Instructional Coach		1.0
Molina, J.	Instructional Coach		1.0
Paul, M.	Instructional Coach		1.0
Reed, J.	Instructional Specialist		1.0

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Schneider, D.	Instructional Coach		1.0
Scimeca, N.	Academic Coach		1.0
Tottenham, T.	Instructional Support Paraprofessional		1.0
Williamson, K.	AVID Teacher		1.0

# Plan Notes

## 2019-20 State Compensatory Education Program

### Dickinson ISD

The goal of the SCE program is to provide additional resources to reduce any disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. State Compensatory Education (SCE) funds are being used to enhance the Title I Schoolwide Programs on 13 of our campuses and provide support to our alternative campuses by using the funds to increase academic achievement and reduce the dropout rate for At-Risk students by providing supplemental programs and services.

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

1. Is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument; (Did not pass TAKS/STAAR,)
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. Has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;

9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined Section 29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Additionally with updates and changes as a result of HB 3, state compensatory education funding can also be spend on childcare services or assistance with childcare expenses for students at risk of dropping out of school and costs associated with services provided through a life skills program in accordance with TEC, §29.085(b)(1) and (3–7).

Title IA campuses have included their State Compensatory Education amounts in their CIP (under the Notes Section of each of their 2019-20 CIP designating use and FTE's for State Compensatory funds). The district State Compensatory Budget is attached as an addendum.

The DIP was developed/revised over a series of dates: April 29th, 2019 through October 28th, 2019 and will be sent for board approval in October. The plan is reviewed and revised (if needed) at the DEIC meetings on October 28th, 2019, January 27th and April 27th, 2020.



# Addendums



**Dickinson ISD**  
**Parent & Family Engagement Policy**  
**PK-12**  
**2019-2020**

Dickinson Independent School District is committed to the education of the students in our community. We feel parent engagement is an essential piece in ensuring that our students are successful in school. We believe that when parents are more involved in the academic process, school becomes more of a priority for their children. Our mission is to ensure that all students have safe and successful learning opportunities that help them reach their full potential and add quality throughout their lives. The Dickinson ISD Board of Trustees, in collaboration with the administration, staff, and parents of Dickinson ISD will continue to focus on the importance of family involvement and community engagement in order to accomplish campus and district goals. Our district encourages meaningful collaboration with all stakeholders so that communication between home, school, and the community is continuous and open.

*Dickinson ISD will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Section 1116 (a)(1). The district and each campus will utilize a variety of communicative techniques to create productive dialogue between home, school, and community. In order to build effective and timely two-way communication, we will provide a variety of communicative measures through the following sources:*

- Social Media
- Campus Newsletters
- Parent-Teacher Compacts
- District & Campus Websites
- Parent-Teacher Conferences
- Campus Family Nights
- Report Cards
- Campus and District Surveys
- PTO Meetings
- District Educational Improvement Committee
- School-Health Advisory Committee
- Progress Reports
- Skyward Messenger

*Dickinson Independent School District receives Title I, Part A funds. Our goal is to plan and implement effective parent and family engagement activities to improve student academic achievement and school performance. Therefore, Dickinson ISD will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. Section 1116 (a)(2)*

- *The policy shall be incorporated into the district improvement plan developed under Section 1112.*
- *The policy will establish the districts expectations and objectives for meaningful parent and family involvement.*

*Dickinson Independent School District will: involve parents and family members in jointly developing the local educational agency plan (DIP) under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d). Section 1116 (a)(2)(A) Title I regulations require that each district and campus served under Title I jointly develop with and distribute to parents of participating children, a written parental engagement policy agreed on by the parents that describes the requirements outlined in Title I law. The District Educational Improvement Committee (DEIC) will meet a minimum of three times during the year in order to review, assess, and update the District Improvement Plan and the Parent Engagement Policy. The role of the committee is to provide input and recommendations that address the needs of the district and ensure all planned activities and initiatives reflect the district's mission, vision, goals, and long-range strategic plan. The Parent Engagement Policy will be made available to parents and the community through the District Handbook and on the Dickinson ISD website, in English and Spanish.*



*Dickinson Independent School District will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency, in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education. Section 1116 (a)(2)(B) Dickinson ISD will build partnerships with all stakeholders in order to promote effective parental and community engagement through communication and participation in order to accomplish the district's goals. Campuses in Dickinson ISD will educate staff, with the assistance of parents, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, how to implement and coordinate parent programs, and how to build ties between parents and schools, by providing professional development and district parent and family engagement trainings on each campus. Each campus within the district will be required to provide an annual meeting with parents to discuss the Title I, Part A requirements, school report card, Texas Academic Performance Report (TAPR), Title budgets, and expectations for achieving desired goals. The district will present in an open forum, the District Report Cards, Texas Academic Performance Report, and other pertinent data required by law.*

*Dickinson Independent School District will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Section 1116 (a)(2)(C) and Section 1116 (e)(4) Dickinson Independent School District will coordinate and integrate parent and family engagement strategies provided by the district under the following additional programs such as:*

- *Gator Academy*
- *Lighted Windows, Open Doors*
- *Youth Gym Program*
- *Math & Literacy Nights*

*Dickinson Independent School District will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying— Section 1116 (a)(2)(D)*

- *barriers to greater participation by parents in activities authorized by this Section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);*
- *the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers, and strategies to support successful school and family interactions.*

Campuses in Dickinson ISD will provide to parents and students an annual survey during the Spring Semester to evaluate the content and effectiveness of parent engagement. Results of the survey data will be discussed at the July Meeting of the Board of Trustees.

The survey will include:

- Questions to evaluate the effectiveness of the campus
- Questions to determine if parent engagement is increasing
- Questions to identify barriers prohibiting participation by parents

*Dickinson ISD will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies. Section 1116 (a)(2)(E) The District Education Improvement Committee will use the data from the evaluation to design strategies for more effective parent and family engagement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.*



Dickinson ISD will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population for the purposes of developing, revising, and reviewing the parent and family engagement policy and provide such other reasonable support for parental involvement activities under this Section as parents may request. Section 1116 (a)(2)(F) and Section 1116 (e)(14)

Parent and Family Engagement at the school and district level is encouraged through the following committees:

- District Education Improvement Committee
- Campus Education Improvement Committee
- Parent Volunteer Programs
- Parent Teacher Organizations
- Booster Clubs
- Watch D.O.G.S. (Dads on Patrol)
- Campus Site Based Activities
- District Safety Committee

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Dickinson ISD shall: Section 1116 (e)

(i) provide assistance to parents of children served by the local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of the parent and family engagement program, and how to monitor a child's progress and work with educators to improve the achievement of their children. Section 1116 (e)(1) Campuses within Dickinson ISD will host a variety of family events to ensure parents have the opportunity to gain an understanding of the academic expectations of their child. The following are some examples of the family engagement opportunities offered:

STAAR Information Night(s)	Top 20 GALA	CCMR Recruitment
Academic Night(s)	Ascending Seniors Banquet	Special Olympics
Open House Events	Athletic/Fine Arts Banquets	Lighted Windows/Open Doors
Meet the Teacher	AVID Banquet	Red Ribbon Week
Career Day(s)	Greater Gulf Coast Blood Drives	District Health Fair
Grade Level Performances	March Madness through Reading	Campus College and Career Fair
GT Project Fair	Parent University	*Relay for Life
Project Graduation	8 <sup>th</sup> Grade Parent Night	*Hosted by DHS AVID
Dickinson Railroad Museum Art Show	Pre AP Academic Night	
Galveston Bay Foundation Activities	Scholastic Book Fair	
AP Art Show at Public Library	DISD Product Fair	

(ii) providing materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental Involvement. Section 1116 (e)(2) Campuses within Dickinson ISD will host a variety of events to ensure parents have the opportunity to gain an understanding of how to work with their children to improvement their academic achievement. The following are some examples of the opportunities offered:

- Literacy Night
- Math & Science Night
- Read with your Students Nightly
- Technology Nights

(iii) educating teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. Section 1116 (e)(3) Dickinson ISD educates all stakeholders through the following opportunities:

- Staff Training on the Value of Parent Engagement
- EduHero Training Courses
- Transportation training through Special Programs
- Protégé Session on working with Parents
- Title I Parent Meetings
- Campus Improvement Planning Sessions



Dickinson Independent School District  
P. O. Drawer Z Dickinson, Texas 77539  
(281) 229-6000

[www.dickinsonisd.org](http://www.dickinsonisd.org)

Lee Courville, Deputy Superintendent for Educational Services

*(iv) ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5)*

Parents of all students, regardless of English proficiency, mobility or disability, are considered to be an important part of our learning community. All parents are afforded the opportunity to be involved in their child's school environment. For this reason, if a special need is identified that would help a parent to more fully understand the educational process and the academic progress of his/her child, assistance will be provided to that parent. This type of support often comes in the form of interpreted school documents in a parent's primary language, having an interpreter on hand to translate important information at school-wide meetings and events, working with an interpreter to provide translation in parent/teacher conferences, making available parent resources in our center that are in English and Spanish, participating in faculty and staff training to better understand the culture of the students served, and providing easier accessibility to parents and/or students with disabilities. The Dickinson ISD Language Access Plan ensures timely, meaningful access for limited English persons to all district programs and activities. All personnel shall provide free language assistance services to limited English individuals whom they encounter or whenever a limited English person requests language assistance services. All personnel will inform members of the public that language assistance services are available free of charge to limited English persons and that the district will provide these services to them. The District and Campus Improvement Plan, and the District and Campus Parent Engagement policies are available in English and Spanish on the Dickinson ISD website. The Dickinson ISD Internal Language Access Contact is Robert Cobb, Assistant Superintendent for Administration.

#### **ADOPTION**

This District-wide Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by meetings conducted on April 29, 2019 with the District Educational Improvement Committee. This policy was presented to the Dickinson ISD Board of Trustees on October 7, 2019.

The school district will post this document on the district's website, and include a copy in the foyer of the Education Support Center in English and Spanish making it available to all parents for the 2019-2020 school year.

Please note: Individual Campus Parent and Family Engagement Policies have been developed and are available on their perspective webpage, as well as on the district webpage.

District Authorized Official:

Lee Courville, Deputy Superintendent of Educational Services