

# **Dickinson Independent School District**

## **District Improvement Plan**

**2020-2021**



# 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 and District Improvement Plan is developed to ensure 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 DEIC Committee consults with teachers, principals, paraprofessionals, specialized instructional support personnel, parents, and community partners, to plan for programs aligned to federal, state, and local funding plans.

The current 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. Once developed, the committee meets a minimum of 3 times a year to conduct formative reviews and seek advice for continuous improvement. The use of data, as well as funding decisions is discussed at the initial meeting and during the formative review process in order to continually update and improve activities supported under these programs since coordination with other federal, state, and local programs is necessary.

# 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.

District Demographics:

<b>Data from: PEIMS Yearly Report</b>					
Dickinson ISD	2019-20	2018-19	2017-18	2016-17	2015-16
Total Enrollment	11655	11162	10935	11018	10953
Enrollment by Ethnicity:					
Am. Indian/Alaskan	41	36	32	31	33
Asian	229	228	215	227	238
Black/Af. American	1876	1809	1751	1830	1932
Hispanic/Latino	5863	5696	5553	5470	5225
White	3347	3121	3108	3201	3254
Hawaiian/Pacific Isl.	12	12	13	12	13
Two or more Races	285	263	247	228	226

<b>Dickinson ISD</b>	2019-20	2018-19	2017-18	2016-17	2015-16
Limited English Proficient	1964	1721	1488	1208	1203
Immigrant	228	184	177	210	205
Econ. Disadvantaged	7350	7204	5761	6742	6731
Homeless	135	87	989	139	147
Gifted/Talented	644	604	544	541	527
Migrant	2	0	0	0	0
Special Education	1572	1317	1178	1128	1080
Career & Technology	2524	2421	2256	2287	2302
At-Risk	6775	6200	6431	6072	5571
Foster Care	53	47		22	

<b>Graduates*</b>	Class of 2018	Class of 2017	Class of 2016	Class of 2015
Total Graduates	678	638	597	568
By Ethnicity (Including Sped)				
African American	142	126	128	98
Hispanic	188	280	241	240
White	188	207	190	187
American Indian	5	1	2	3
Asian	20	14	23	24
Pacific Islander	0	0	2	1
Two or More Races	15	10	11	15

<b>By Graduation Type (Including Sped)*</b>	Class of 2018	Class of 2017	Class of 2016	Class of 2015
Minimum H.S. Program	24	214	219	153
Recommended H.S. Program	1	406	375	412
Foundation H.S. Program (No Endorsement)	205	17	1	0
Foundation H.S. Program (Endorsement)	17	0	0	2
Foundation H.S. Program (DLA)	431	1	2	0
Spec. Ed. Graduates	67	53	44	41

<b>Student Attendance Data*</b>	<b>District</b>	<b>State</b>
2013-14	95.4%	95.9%
2014-15	95.4%	95.7%
2015-16	95.0%	95.8%
2016-17	95.1%	95.7%
2017-18	94.7%	95.4%
<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%
2017-18	0.4%	0.4%
<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%
2017-18	2.2%	1.9%



***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 19-20 school year were as follows:

Galveston County JJAEP: 8 students (8 males)

Galveston County Detention (short term, usually 10 days or less): 171 students - (136 males, 35 females)

Transforming Lives Cooperative (long term, 90 + residential days): 18 students - (14 males, 4 females)

Transforming Lives Cooperative Day Program: 3 Students (3 males)

## Demographics Strengths

The District has a diverse student population and a community that 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

In recognition of the disruption caused by the COVID-19 emergency, TEA has labeled all districts and campuses Not Rated: Declared State of Disaster for the 2019-2020 school year, districts and campuses shall continue to implement any previously ordered sanctions and interventions.

In 2019, 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. The posted 2020 rating for Dickinson ISD and all campuses will be Not Rated: Declared State of Disaster. All 2019 campus interventions will continue through the 2020-2021 school year.

2019 District Accountability	DISD Scaled Score (Letter Grade)	DISD Raw Score	State Raw Score
<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

The Student Achievement Domain in the 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.

## 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**

The accountability for 2019-2020 will be posted as Not Rated: Declared State of Disaster

Below is 2018-2019 data that will be used as criteria for the continuation of campus and district planning.

#### Accountability

- 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 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 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 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.

**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.



# 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) system is implemented on eight (8) campuses including 2 elementary, 3 middle, 2 junior high and the high school. The focus of instruction and culture is on college and career readiness for all students through implementation of instruction, systems, leadership and culture that aligns to rigorous and engaging experiences and expectations. In AVID Secondary, weekly study/tutorial groups support students in rigorous course work, encouraging increasing enrollment in advanced-level courses. 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.

Advanced Academics in Dickinson ISD continue to expand to reach more students. The GT Assessment adjustments have increased the number of students in underrepresented populations that have been identified as GT to more closely mirror the district enrollment, but gaps still exist: Black/African American and Hispanic/Latino or LEP students continue to be underrepresented. Every campus has a GT Coordinator who manages screening/assessment and monitors service in the GT Cluster classroom. The new InvestiGATOR program in partnership with UHCL provided enrichment services to 4th and 5th grade GT students. The STEM Academy expanded services to grade 8, bringing the total enrollment in grades 5-8 to over 440 students who are receiving accelerated learning in math and science, readying them for high school Algebra I and Biology I in grade 8. Enrollment in dual credit courses continues to increase (up 22% since 2018), and the number of graduates from Collegiate High School who earned an associates degree was the highest it has been (56% of total CHS). Participation in AP exams increased overall in 2019-2020 by 4% over prior year. Total number of students earning college credits through

AP exams decreased by 5% from the prior year with fewer total students earning a 3 or better. In all, 276 students participated in 442 AP exams in 2019. Of them, 134 students (42%) earned a 3, 4, or 5 on their AP exam qualifying them for college credits. An additional 13 students earned a 5 on their exam, the highest score possible. DISD also saw a significant increase in the number of student participants in PSAT/SAT testing (+36% more students taking the exams), but saw a decrease in overall performance in both reading and mathematics readiness measures as compared to prior year. Dickinson High School noted only one student qualified as a national merit commended scholar in 2019.

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, eight (8) 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.
- The STEM Academy serves 440+ students in accelerated math and science curriculum, preparing them for HS Alg I and Bio I in grade 8.
- The newly-adopted InvestiGATORS program serves GT students in grades 4-5 with a partnership with UHCL, providing exploration and enrichment mini-courses in science, technology, art, and business.
- Participation in dual credit courses has increased significantly (22%) from 2018. Over 56% of CHS graduates earn an associates degree upon graduation.
- Participation in AP exams, PSAT and SAT exams has also increased in 2019
- DISD Robotics Program expanded to VEX IQ in grades 3-8, allowing more than 200 students to participate across the district.
- Inagural year of DISD UIL A+ Academic contests started in grades 5-8 with five (5) events and nearly 150 student participants.
- 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:

- 63.06% Economically Disadvantaged
- 50.30% Hispanic
- 16.11% African American
- 9.45% ESL/Bilingual
- 13.49% Special Education
- 28.72% White

Over 12.0% of Dickinson ISD professional employees (teachers, campus and district administrators, and support personnel) have over twenty years of experience. Over the last five years, this population of employees have retired at an average rate of 3% annually. Approximately 38.7% of our teachers have five years or less teaching experience. The district is experiencing a greater retention rate in leadership at our high poverty/high minority campuses. All seven of our elementary campus principals have at least three years or more experience. The middle school with the highest percentage of minority and low-income students as compared to the other two middle school campuses has had three principals over the last six years. 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 (first year teachers) 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 in 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	2019-2020
Total Staff	1304.3	1441.1	1485.3	1520.3	1620.1
Professional Staff:	832.7	922.3	938.2	962.4	1011.6
Teachers	669.4	738.1	754.3	768.8	810.20
Professional Support	114	128.2	128	137.0	137.5
Campus Administration	36	42	42	43.0	46.9
Central Administration	13	14	13.9	13.5	17.0
Educational Aides:	137.7	156.1	167.4	167.5	186.3
Auxiliary Staff:	334	352.7	378.9	390.4	422.5
Total Minority Staff:	491.3	523.7	576.1	612.0	717.0
Teachers by Ethnicity and Sex					
African American	84.5	91.8	101.0	110	110.0
Hispanic	94.8	95	108.0	120.0	137.0
White	482.1	539.2	542.0	532.0	549.0
American Indian	0	1	2.0	1.0	
Asian	50	4	4.0	3.0	4.0
Pacific Islander	0	1			

<b>Staff Information*</b>	2015-16	2016-17	2017-2018	2018-2019	2019-2020
Two or More Races	6	6	6.0		8.0
Other					
Males	133.9	140.1	153.0	152.0	146.0
Females	535.5	598	611.0	620.0	664.0

<b>Teachers by Years of Experience*</b>	2015-16	2016-17	2017-2018	2018-2019	2019-2020
Beginning Teachers	50.7	47.4	39.6	42.8	71.3
1-5 Years Experience	185.1	236.5	256.6	251.8	242.5
6-10 Years Experience	167.8	170.8	161.6	175.6	183.1
11-20 Years Experience	187	199.1	219.1	212.2	216.6
Over 20 Years Experience	78.9	84.3	77.5	86.5	96.9
<b>Average Actual Salaries (regular duties only)</b>	2015-16	2016-17	2017-2018	2018-2019	2019-2020
Teachers	\$52,377	\$54,108	\$55,425	\$56,192	\$59,390.00
Professional Support	\$65,100	\$67,045	\$64,783	\$70,148	\$69,773.38
Campus Administration	\$78,481	\$80,443	\$82,847	\$84,652	\$104,735.60
Central Administration	\$112,246	\$118,868	\$122,868	\$119,449	\$143,409.60

### 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.

- Two-year Teacher Induction Program, 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 Teacher Preparation University 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 (virtual) and participate in hiring process.
- 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 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 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 1:** Administrative and teaching staff are adjusting to a new teacher evaluation system as this is year 4 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.



# 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 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.

**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.

# 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), the 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, the district stores documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. The district has 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 11,500 students in 2020-21. 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 Education Foundation
- Campus events for parents
- Assistance League of Bay Area
- Communities in Schools
- Service organizations
- More Documentaton and Communication is becoming available in Spanish
- Parent Engagement Coordinators available on Each Campus

# 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 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.

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

# Priority Problem Statements

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

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Closing the Gaps Domain, Student Success (STAAR Component Score): 62% of our student groups met the target.

**Root Cause 4:** All instruction has not been aligned to district curriculum, district assessments, district initiatives, and professional development.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Administrative and teaching staff are adjusting to a new teacher evaluation system as this is year 4 of implementation.

**Root Cause 5:** 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 5 Areas:** Staff Quality, Recruitment, and Retention



**Problem Statement 6:** 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 6:** Ineffective and inconsistent PLC meetings and inconsistent understanding of student performance levels across the district.

**Problem Statement 6 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 7:** Build teacher awareness of and build capacity for performance indicators and technology integration.

**Root Cause 7:** Time for technology TEKS within other required curriculum

**Problem Statement 7 Areas:** Technology

**Problem Statement 8:** Campus leaders need to assist with growth and support of staff members in order to retain effective teachers on each campus.

**Root Cause 8:** Time management skills are important in order to prioritize daily tasks.

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

**Problem Statement 9:** Teaching digital citizenship must be a continued focus built into all courses.

**Root Cause 9:** This is becoming less of an issue as teachers are finding ways to use research and collaboration to teach digital citizenship

**Problem Statement 9 Areas:** Technology

**Problem Statement 10:** DISD has been identified in the State Performance Plan as being over-identified for disproportionate disciplinary responses for students in special education.

**Root Cause 10:** Possible lack of training on how to handle students in special populations.

**Problem Statement 10 Areas:** Demographics

**Problem Statement 11:** A high number of new teachers are alternative certified and have not completed a university-based teacher preparation program.

**Root Cause 11:** A shortage of teachers in the field of education has caused DISD to hire from ATCP and the recruits are less prepared.

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

**Problem Statement 12:** Seventh grade Science CBA scores are at 44% approaches, 22% meets, and 7% masters.

**Root Cause 12:** The quality of Tier I instruction is not consistent across the district.

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

**Problem Statement 13:** Fifth grade Science STAAR scores and curriculum based assessments are below the state and local expected standards.

**Root Cause 13:** 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 13 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 14:** 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 14:** The quality of Tier I instruction is not consistent across the district.

**Problem Statement 14 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 15:** Devices need to be added in order to create more hands-on experiences for students.

**Root Cause 15:** 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 15 Areas:** Technology

**Problem Statement 16:** A focus on improving student attendance is necessary as it remains below the state average.

**Root Cause 16:** Lack of interest in school or lack of parent initiative to enforce school attendance.

**Problem Statement 16 Areas:** Demographics

**Problem Statement 17:** Ninety-five percent of the 2019 STAAR Reading Assessment performance rates in DISD fall below the state performance averages.

**Root Cause 17:** The quality of Tier I instruction is not consistent across the district.

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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## 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

## 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
- 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
- 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**

- School safety data
- Enrollment trends

#### **Employee Data**

- 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

# 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.

**Targeted or ESF High Priority**

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

**Summative Evaluation:** None

**Strategy 1:** Educational Services: Utilize curriculum specialists, instructional support staff and teachers to write, revise, and update curriculum documents for instructional alignment.

**Strategy's Expected Result/Impact:** Rigorous Teaching and Assessing in the Classroom ultimately resulting in improved test results.

**Staff Responsible for Monitoring:** Deputy Superintendent for Educational Services

**Title I Schoolwide Elements:** 2.4

**Problem Statements:** None

**Results Driven Accountability**

**Funding Sources:**

211-Title IA  
255-Title IIA  
199-SCE

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Improved student achievement based on assessment data		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Educational Services		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b>	<b>Mar</b>
	211-Title IA	<b>Summative</b>
	Title III Paraprofessionals 263-Title IIIA	
	199-SCE	<b>June</b>
	IDEA A	
	IDEA B	

**Strategy 3:** Educational Services: Once every nine weeks, district administrators will schedule campus walk-through's with leadership teams that focus on teaching and learning.

<b>Strategy's Expected Result/Impact:</b> Improved teaching learning based on district and state assessments		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Superintendent, Deputy Superintendent for Educational Services.		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b>	<b>Mar</b>
	None	<b>Summative</b>
		<b>June</b>

<b>Strategy 4:</b> 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				
<b>Strategy's Expected Result/Impact:</b> Increase student achievement and leadership/instructional practices				<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Educational Services				
<b>Title I Schoolwide Elements:</b> 2.4		<b>Problem Statements:</b> None		
		<b>Funding Sources:</b>		
		None		
<b>Strategy 5:</b> 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.				
<b>Strategy's Expected Result/Impact:</b> Improve student performance Increase teacher capacity Improve instructional practices Observe evidence of differentiated instruction				<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Educational Services with the assistance of Curriculum Specialist				
<b>Title I Schoolwide Elements:</b> 2.5, 2.6		<b>Problem Statements:</b> None		
		<b>Funding Sources:</b>		
		211-Title IA 255-Title IIA Local Funding IDEA 263-Title IIIA		



**Strategy 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

<b>Strategy's Expected Result/Impact:</b> 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		<b>Formative</b>
		<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Educational Services		<b>Jan</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Mar</b>
<b>Problem Statements:</b> None		<b>Summative</b>
<b>Funding Sources:</b> 211-Title IA 199-SCE 255-Title IIA Local Funding		
		<b>June</b>

**Strategy 7:** Educational Services: Lesson plan protocol forms will be collaboratively developed by leadership teams (K-4, 5-8, 9-12) 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 Manager Protocol for Special Education (mandated by TEA CAP)

<b>Strategy's Expected Result/Impact:</b> Consistent lesson planning across the district.		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Educational Services		
<b>Title I Schoolwide Elements:</b> 2.4	<b>Problem Statements:</b> None	
	<b>Funding Sources:</b> None	

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Improve student performance Increase teacher capacity Evidence of higher level questioning Improve instructional practices Observe evidence of differentiated instruction		<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Educational Services		<b>Summative</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>June</b>
	<b>Funding Sources:</b> None	

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Improve student performance Increase teacher capacity Improve instructional practices Observe evidence of differentiated instruction <hr/> <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Educational Services <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <div> <div><b>Problem Statements:</b> None</div> <div><b>Funding Sources:</b> None</div> </div>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 10:** Educational Services: Campuses will hold consistent, collaborative team planning sessions in all core content areas to meet the needs of all learners.

<b>Strategy's Expected Result/Impact:</b> Improve student performance Increase teacher capacity Improve instructional practices Observe evidence of differentiated instruction <hr/> <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <div> <div><b>Problem Statements:</b> None</div> <div><b>Funding Sources:</b> None</div> </div>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 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.

**Strategy's Expected Result/Impact:** Improve student performance

Increase teacher capacity

Improve instructional practices

Observe evidence of differentiated instruction

**Staff Responsible for Monitoring:** Deputy Superintendent of Educational Services with the assistance of Curriculum Specialist

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**Funding Sources:**

211-Title IA

State Funds

Local Funding

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 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.

**Strategy's Expected Result/Impact:** Increase in STAAR/EOC results for DISD adjudicated students.

**Staff Responsible for Monitoring:** Director of Federal and State Programs

**Title I Schoolwide Elements:** 2.6

**Problem Statements:** None

**Funding Sources:**

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 13:** Educational Services: Provide supplemental instruction and transition support for students at the Esmond Juvenile Justice Center.

<b>Strategy's Expected Result/Impact:</b> Decrease in recidivism		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> Local Funding	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 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, using Frontline, across curriculum for all grade levels through contracted service providers, area conferences, service centers, and in-district training's.

<b>Strategy's Expected Result/Impact:</b> Reduction in irregularities on STAAR/EOC and increase student performance.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> IDEA B 211-Title IA 255-Title IIA 263-Title IIIA	<b>Mar</b>
		<b>Summative</b>
<b>Results Driven Accountability</b>		<b>June</b>

**Strategy 15:** Special Programs: Provide professional development (e.g. Neuhaus, Reading by Design, Learning Ally, etc.) 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.

<b>Strategy's Expected Result/Impact:</b> Record of student progress on local and state assessments.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>Results Driven Accountability</b>	<b>Funding Sources:</b> Local Funding Teacher training 211-Title IA \$0 Teacher training IDEA	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Student IEP objectives being met or exceeded. Improved STAAR/EOC results.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>Results Driven Accountability</b>	<b>Funding Sources:</b> IDEA B Local Funding Special Programs	<b>Mar</b>
<b>Equity Plan</b>		<b>Summative</b>
		<b>June</b>

<b>Strategy 17:</b> 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.				
<b>Strategy's Expected Result/Impact:</b> Student progress reports, report cards, service logs of homebound students. Improved STAAR scores in 2019. <b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs <b>Title I Schoolwide Elements:</b> 2.6 <b>Results Driven Accountability</b> <b>Problem Statements:</b> None <b>Funding Sources:</b> 199-SCE Local Funding				<b>Formative</b>
				<b>Nov</b>
				<b>Jan</b>
				<b>Mar</b>
				<b>Summative</b>
				<b>June</b>
<b>Strategy 18:</b> Special Programs: 504, Nursing guidelines and Special Education A-Z procedures and processes will be consistently followed				
<b>Strategy's Expected Result/Impact:</b> Remain in compliance with TEA requirements <b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs <b>Title I Schoolwide Elements:</b> 2.6 <b>Equity Plan</b> <b>Problem Statements:</b> None <b>Funding Sources:</b> Local Funding				<b>Formative</b>
				<b>Nov</b>
				<b>Jan</b>
				<b>Mar</b>
				<b>Summative</b>
				<b>June</b>
<b>Strategy 19:</b> Special Programs: Provide Child Find to students not enrolled in DISD who live or attend a private school within district boundaries				
<b>Strategy's Expected Result/Impact:</b> Remain in compliance with TEA requirements <b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs, Special Programs Coordinator of Instruction and Compliance, and Coordinator of Evaluations and Related Services <b>Title I Schoolwide Elements:</b> 2.6 <b>Results Driven Accountability</b> <b>Problem Statements:</b> None <b>Funding Sources:</b> IDEA B Local Funding				<b>Formative</b>
				<b>Nov</b>
				<b>Jan</b>
				<b>Mar</b>
				<b>Summative</b>
				<b>June</b>

<b>Strategy 20: Special Programs:</b> Ensure Special Education teachers are attending PLC meetings aligned with their teaching assignment and implementing strategies learned in PLC's and other professional development	
<b>Strategy's Expected Result/Impact:</b> Progress on STAAR /EOC	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Jan</b>
<b>Results Driven Accountability</b>	<b>Mar</b>
<b>Problem Statements:</b> None	<b>Summative</b>
<b>Funding Sources:</b> Local Funding	<b>June</b>
<b>Strategy 21: Special Programs:</b> Ensure teachers are reviewing, uploading and analyzing progress monitoring data and using the information to drive teaching	
<b>Strategy's Expected Result/Impact:</b> Increase STAAR scores	<b>Formative</b>
Ensure continuous classroom rigor through observation and feedback	<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs	<b>Jan</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Mar</b>
<b>Results Driven Accountability</b>	<b>Summative</b>
<b>Problem Statements:</b> None	<b>June</b>
<b>Funding Sources:</b> Local Funding IDEA B	



**Strategy 22:** Special Programs: Provide professional development to special education teachers for teaching core curriculum using researched based best practices

<b>Strategy's Expected Result/Impact:</b> Make progress on STAAR/EOC		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>Results Driven Accountability</b>	<b>Funding Sources:</b> IDEA B Local Funding	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Consistent use of the district curriculum, improved instruction at Tier 1 for advanced learners, increased mastery performance, increased SAT/ACT and AP performance		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Advanced Academics		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Effective differentiated instruction observable through classroom walkthroughs		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Director of Advanced Academics		
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	<b>Problem Statements:</b> None	
	<b>Funding Sources:</b> Local Funding	

**Strategy 25:** Advanced Academics: Evaluate college readiness assessment data (SAT/ACT/TSIA/PSAT) to inform instruction and guide curriculum alignment in English and Math.

<b>Strategy's Expected Result/Impact:</b> Increased rigor in instruction and assessment that is carefully aligned to college readiness expectations; increased performance on college readiness assessments.		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Director of Advanced Academics; Assessment Coordinator		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None		

**Strategy 26:** 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.

<b>Strategy's Expected Result/Impact:</b> The purchase of an online platform will increase the number of certifications earned by students (i.e. International Academies of Emergency Dispatch - 911).		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> CTE Director CTE Assistant Principal(s)		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 27:** MTSS/RtI: Provide training and ongoing support in teaching strategies, and the utilization of the district's RtI platform, Frontline, to document interventions, monitor student progress, and make adjustments as needed to support the needs of all students.

<b>Strategy's Expected Result/Impact:</b> Improved identification of students in need of intervention for math and ELAR		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of At-Risk		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>Results Driven Accountability</b>	<b>Funding Sources:</b> 211-Title IA Contracted Services for MTSS/RTI 199-SCE \$5,000	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 28:** MTSS: Provide professional development and resources to teachers, staff, and administrators using Frontline and MAPS to ensure consistency from campus to campus.

<b>Strategy's Expected Result/Impact:</b> Monitoring and certificates		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of At-Risk		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> 211-Title IA Local Funding 199-SCE	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 29:** English Learners: Offer scholarships and transportation for English Language Learners who attend the STEM summer camp opportunities

<b>Strategy's Expected Result/Impact:</b> Increase in STEM interest from At-Risk student population to increase language acquisition skills.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of At-Risk Programs		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>Results Driven Accountability</b>	<b>Funding Sources:</b> 263-Title IIIA	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 30:** English Learners: Provide professional development to support the implementation of AVID EXCEL in grade 8 through provision of course materials, supplies, 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.

<b>Strategy's Expected Result/Impact:</b> Improved STAAR/EOC student performance of English Learners.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of At-Risk		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>Results Driven Accountability</b>	<b>Funding Sources:</b> Professional Development, Supplies, and Materials 263-Title IIIA	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 31:** 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, 7 Steps, and Language Proficiency Assessment Committee (LPAC), instructional support strategies for EL learners, and sheltered instruction strategies.

<b>Strategy's Expected Result/Impact:</b> Improved 2020 RDA, TELPAS, STAAR/EOC data.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of At-Risk Programs		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>Results Driven Accountability</b>	<b>Funding Sources:</b> Professional Development, Contracted Services, and Materials/Supplies 255-Title IIA Professional Development, Contracted Services, and Materials/Supplies for Dual Language and AVID Excel 263-Title IIIA	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 32:** English Learners: Implement the Dual Language Program in 1st grade through the provision of classroom resources, materials and professional development, moving to implementation in grade 2 in the 2021-2022 school year.

<b>Strategy's Expected Result/Impact:</b> Increase TEPAS and STAAR/EOC data and improve English language development		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of At-Risk Programs		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>Results Driven Accountability</b>	<b>Funding Sources:</b> Professional Development, Contracted Services, and Materials/Supplies State Funds 263-Title IIIA	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 33:** 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.

<b>Strategy's Expected Result/Impact:</b> Increase in TEPAS, STAAR/EOC data, and improve English language development to reduce the annual dropout rate.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of At-Risk Programs		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>Results Driven Accountability</b>	<b>Funding Sources:</b> Transportation 263-Title IIIA	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 34:** English Learners: Provide professional development for biliteracy development and strategies for making cross-language connections for pre-k and kindergarten Dual Language Program through the provision of classroom resources and materials.

<b>Strategy's Expected Result/Impact:</b> Increase in TEPAS and STAAR/EOC data and improve English language development.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of At-Risk Programs		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>Results Driven Accountability</b>	<b>Funding Sources:</b> 263-Title IIIA	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 35:** MTSS/RtI: Provide after school tutorials in English 1, Biology, United States History, and Algebra 1 at-risk students.

**Strategy's Expected Result/Impact:** Improved STAAR/EOC student performance of English Learners.

**Staff Responsible for Monitoring:** Director of At-Risk Programs

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Results Driven Accountability**

**Funding Sources:**  
199-SCE \$10,000  
211-Title IA

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 36:** English Learners: Implement an effective means of outreach to community members and parents of English Learners to inform them of how they can be involved in their child's education and English language development in order to increase student achievement.

**Strategy's Expected Result/Impact:** Improved STAAR/EOC student performance of English Learners.

**Staff Responsible for Monitoring:** Director of At-Risk Programs.

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Results Driven Accountability**

**Funding Sources:**  
263-Title IIIA

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 37:** English Learners: Provide guided reading literacy resources for English Learners in grades K-4.

**Strategy's Expected Result/Impact:** Increase in TELPAS and STAAR/EOC data and improve English language development.

**Staff Responsible for Monitoring:** Director of At-Risk Programs

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Results Driven Accountability**

**Funding Sources:**  
263-Title IIIA  
199-SCE

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

<b>Strategy 38:</b> English Learners: Provide English as a Second Language (ESL) and Bilingual Certification information and opportunities for preparation courses to teachers, including partnership with TAMU's Project ETELL.				
<b>Strategy's Expected Result/Impact:</b> Reduced waivers and exceptions by 25% of bilingual and ESL teachers submitted to TEA in November. <b>Staff Responsible for Monitoring:</b> Director of At-Risk Programs <b>Title I Schoolwide Elements:</b> None <b>Problem Statements:</b> None <b>Funding Sources:</b> Local Funding				<b>Formative</b>
				<b>Nov</b>
				<b>Jan</b>
				<b>Mar</b>
				<b>Summative</b>
				<b>June</b>
<b>Strategy 39:</b> English Learners: Provide professional development and collaborate with campus Language Proficiency Assessment Committee (LPAC) to ensure effective monitoring in order to meet the needs of all English Learners.				
<b>Strategy's Expected Result/Impact:</b> Increase in TELPAS and STAAR/EOC data and improve English language development. <b>Staff Responsible for Monitoring:</b> Director of At-Risk Programs <b>Title I Schoolwide Elements:</b> None <b>Results Driven Accountability</b> <b>Problem Statements:</b> None <b>Funding Sources:</b> Local Funding				<b>Formative</b>
				<b>Nov</b>
				<b>Jan</b>
				<b>Mar</b>
				<b>Summative</b>
				<b>June</b>
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				

**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.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Course enrollment, Course Guides, Extra-Curricular Participation, Fitness Gram Results

**Summative Evaluation:** None

**Strategy 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.

**Strategy's Expected Result/Impact:** Student Attendance,  
Student performance on STAAR/EOC and student graduation rate.

**Staff Responsible for Monitoring:** Directors of Advanced Academics, Director of At-Risk Programs

**Title I Schoolwide Elements:** 2.6

**Problem Statements:** None

**Results Driven Accountability**

**Funding Sources:**  
199-SCE  
Local Funding

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Educational Services: Provide students and parents with a summer reading program in order to encourage family reading time.

**Strategy's Expected Result/Impact:** Increase in reading levels on MAP data.

**Staff Responsible for Monitoring:** Director of Teacher Learning and Professional Development

**Title I Schoolwide Elements:** 2.6

**Problem Statements:** None

**Funding Sources:**  
211-Title IA

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Improve student performance		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Superintendent		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
	<b>Funding Sources:</b>	
	None	

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Reduced drop-out rate for students in Grades 7-12		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Director of At-Risk		
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	
	<b>Funding Sources:</b> No Funding Required	

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Course enrollments and completion and passing rates.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> 211-Title IA	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 6:** Educational Services: Provide Communities in Schools case managers for campuses to assist with at-risk students and their families.

<b>Strategy's Expected Result/Impact:</b> 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>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> 199-SCE	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 7:** Educational Services: Provide professional development opportunities for P.E. teachers in order to sustain a well-rounded education.

<b>Strategy's Expected Result/Impact:</b> Fitness Gram results, teacher participation and feedback		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Teacher Learning and Professional Development		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> Local Funding	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 8:** Educational Services: Continue to offer Dickinson Continuation Center as an alternative setting for at-risk students to accelerate credit acquisition.

<b>Strategy's Expected Result/Impact:</b> Increase the number of credits and courses completed.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b>	<b>Mar</b>
	199-SCE	<b>Summative</b>
	State Funds	<b>June</b>

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> 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>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Advanced Academics		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b>	<b>Mar</b>
	Local Funding	<b>Summative</b>
		<b>June</b>

**Strategy 10:** Advanced Academics: Implement Advancement Via Individual Determination (AVID) school-wide system for students in grades 5th through 12th grade and on 5 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><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> AVID Training, Supplies, Materials, field experiences 211-Title IA AVID Training 255-Title IIA Local Funding</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 11:** Advanced Academics: Use SAT/ACT/TSIA data to inform decisions about curriculum and instruction in grades 9-12 to improve student performance on college-readiness benchmark exams.

<p><b>Strategy's Expected Result/Impact:</b> Increase number of students on track to meeting CCMR upon graduation, increase number of college-ready graduates</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Accountability, Director of Advanced Academics</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> SAT Suite of Assessments Local Funding</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Develop early career interest and exploration, increase numbers of students on track to meet CCMR, increase number of college ready graduates <b>Staff Responsible for Monitoring:</b> Director of Advanced Academics <b>Title I Schoolwide Elements:</b> 2.5 <b>Problem Statements:</b> None <b>Funding Sources:</b> 287-Title IV 199-SCE	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Increase in CCMR data. <b>Staff Responsible for Monitoring:</b> Director of Advanced Academics <b>Title I Schoolwide Elements:</b> 2.5 <b>Problem Statements:</b> None <b>Funding Sources:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> 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>Staff Responsible for Monitoring:</b> Director of Advanced Academics <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> None <b>Funding Sources:</b> On Ramps courses, technology, supplies, and materials 287-Title IV State Funds	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Increased number of students earning National Merit Scholar or Commended Scholar distinctions, Increase number of students meeting CCMR upon graduation, Increase scholarship recipients <b>Staff Responsible for Monitoring:</b> Director of Advanced Academics <b>Title I Schoolwide Elements:</b> None <b>Problem Statements:</b> None <b>Funding Sources:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 16:** Advanced Academics: Develop and Implement a district-wide, virtual enrichment opportunity for GT students to explore interests, develop critical thinking, and create unique products.

<b>Strategy's Expected Result/Impact:</b> Students will explore interests, develop critical thinking skills, and create unique products to showcase their learning. <b>Staff Responsible for Monitoring:</b> Director of Advanced Academics <b>Title I Schoolwide Elements:</b> None <b>Problem Statements:</b> None <b>Funding Sources:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 17:** Advanced Academics: Develop and Implement district-wide supports for teachers and students for Texas Performance Standards Project lessons and products; facilitate showcase events at campus and district level for student projects.

<b>Strategy's Expected Result/Impact:</b> Students will develop research and communication skills through TPSP projects of their choosing. <b>Staff Responsible for Monitoring:</b> Director of Advanced Academics <b>Title I Schoolwide Elements:</b> None <b>Problem Statements:</b> None <b>Funding Sources:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 18:** 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.

**Strategy's Expected Result/Impact:** 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

**Staff Responsible for Monitoring:** CTE Director

**Title I Schoolwide Elements:** 2.5

**Problem Statements:** None

**Funding Sources:**

Local Funding  
State Funds

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 19:** Special Programs: Provide CBVIs, explore employment opportunities, and organize visits to college campuses (COM and ACC Strive Program), and transition fair. (Follow county health guidelines addressing COVID.)

**Strategy's Expected Result/Impact:** Students will have the opportunity to participate in CCMR activities

**Staff Responsible for Monitoring:** Executive Director of Special Programs

**Title I Schoolwide Elements:** 2.6

**Problem Statements:** None

**Funding Sources:**

IDEA B  
Local Funding

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



<b>Strategy 20:</b> Explore a community mentorship program for students with disabilities. (Follow county health guidelines addressing COVID.)				
<b>Strategy's Expected Result/Impact:</b> Students will have an opportunity to make community connections that will assist them in post secondary life.				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs				<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None				<b>Jan</b>
<b>Problem Statements:</b> None				<b>Mar</b>
<b>Funding Sources:</b> Local Funding IDEA				<b>Summative</b>
				<b>June</b>
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**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.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Graduation Results

**Summative Evaluation:** None

**Strategy 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.

**Strategy's Expected Result/Impact:** Increase number of graduates receiving distinguished level of achievement in STEM by 2024.

**Staff Responsible for Monitoring:** Director of Advanced Academics

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Advanced Academics: Expand the STEM Academy in grade 5 at all middle school campuses by the start of the 2021-2022 school year.

**Strategy's Expected Result/Impact:** Expanded access to rigorous curriculum, accelerated math and science, and access to STEM enrichment.

**Staff Responsible for Monitoring:** Director of Advanced Academics

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 3:** CTE: DISD Career & Technical Education (CTE) will provide additional high school credit course offerings at the middle school level.

<div> <b>Strategy's Expected Result/Impact:</b> 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 </div> <div> <b>Staff Responsible for Monitoring:</b> CTE Director </div> <div> <div> <b>Title I Schoolwide Elements:</b> 2.4 </div> <div> <b>Problem Statements:</b> None </div> <div> <b>Funding Sources:</b> <div>None</div> </div> </div>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 4:** Special Programs: Provide district wide staff development focusing on UDL, SDI, and cognitive processing.

<div> <b>Strategy's Expected Result/Impact:</b> Documented sign in sheets from trainings, implementation of processes observed in classrooms </div> <div> <b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs </div> <div> <div> <b>Title I Schoolwide Elements:</b> 2.6 </div> <div> <b>Problem Statements:</b> None </div> <div> <b>Funding Sources:</b> <div>IDEA B</div> <div>Local Funding</div> </div> </div>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 5:** 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.

<div> <b>Strategy's Expected Result/Impact:</b> Internal review of randomly sampled evaluations to determine compliance with procedures. </div> <div> <b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs </div> <div> <div> <b>Title I Schoolwide Elements:</b> 2.6 </div> <div> <b>Problem Statements:</b> None </div> <div> <b>Funding Sources:</b> <div>IDEA B</div> <div>Local Funding</div> </div> </div>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

<b>Strategy 6:</b> Special Programs: Conduct ARDs within timelines and in compliance with TEA utilizing a district students records management system (including maintaining educational records).				
<b>Strategy's Expected Result/Impact:</b> All ARDs completed within timelines				<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs				
<b>Title I Schoolwide Elements:</b> 2.6		<b>Problem Statements:</b> None		
		<b>Funding Sources:</b> IDEA B Local Funding		
<b>Strategy 7:</b> 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				
<b>Strategy's Expected Result/Impact:</b> Improved STAAR / EOC results				<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
Review of compliance checklists				
<b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs				
<b>Title I Schoolwide Elements:</b> 2.6		<b>Problem Statements:</b> None		
<b>Results Driven Accountability</b>		<b>Funding Sources:</b> None		
<b>Strategy 8:</b> Special Programs: Conduct ARDs, provide special education services, complete evaluations, and provide related services at the Esmond Center				
<b>Strategy's Expected Result/Impact:</b> Continue to be in compliance with TEA requirements				<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs				
<b>Title I Schoolwide Elements:</b> 2.6		<b>Problem Statements:</b> None		
		<b>Funding Sources:</b> None		

**Strategy 9:** 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.





<b>Strategy's Expected Result/Impact:</b> Students will make progress on their IEPs annually		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>Results Driven Accountability</b>	<b>Funding Sources:</b> IDEA B Local Funding	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 10:** 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

<b>Strategy's Expected Result/Impact:</b> Students will make progress on their IEPs annually		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> Local Funding IDEA B	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 11:** Special Programs: Provide related services to ensure students make progress in their specially designed instruction

<b>Strategy's Expected Result/Impact:</b> Students will make progress on annual IEP goals		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
<b>Results Driven Accountability</b>	<b>Funding Sources:</b> Local Funding IDEA B	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

<b>Strategy 12:</b> Create pathway for STEM Endorsements at 8th-12th grades.				
<b>Strategy's Expected Result/Impact:</b> Students interested in STEM careers will choose a STEM pathway and graduate STEM ready for a career or college courses. <b>Staff Responsible for Monitoring:</b> Director of Advanced Academics <b>Title I Schoolwide Elements:</b> None <b>Problem Statements:</b> None <b>Funding Sources:</b> None				<b>Formative</b>
				<b>Nov</b>
				<b>Jan</b>
				<b>Mar</b>
				<b>Summative</b>
				<b>June</b>
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</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 81% 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 Sources:** Number of highly effective teachers retained at the end of the school year.

**Summative Evaluation:** None

<b>Strategy 1:</b> District will work collaboratively with colleges/universities and educational programs to provide resources and support for interns assigned to campuses throughout the school year.	
<b>Strategy's Expected Result/Impact:</b> Increase rate of acquisition of teachers from affiliated programs.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Teacher Development & Professional Learning.	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Local Funding Outside Agency	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Assist teachers in identifying training opportunities for required certifications (ESL, GT, SpEd, Bilingual, etc.)	
<b>Strategy's Expected Result/Impact:</b> Identified teachers will have appropriate certifications by designated deadlines.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Exec. Dir. for Human Resources	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Local Funding 255-Title IIA 211-Title IA	<b>Summative</b>
	<b>June</b>

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Increase the number of qualified applicants available for each new position.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> 255-Title IIA Local Funding	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Survey results of employees recruited and retained by district who benefited from having their children in district for daycare.		<b>Formative</b>
		<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources		<b>Jan</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Mar</b>
	<b>Funding Sources:</b>	<b>Summative</b>
	Local Funding	<b>June</b>

**Strategy 5:** Provide a comprehensive new teacher induction & mentor program lead by the Educational Services Department and supported at the campus level, with a focus on professional development, classroom support, and observations.

<b>Strategy's Expected Result/Impact:</b> Increase in retention rate of new teachers within the first two years.		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Director of Teacher Development & Professional Learning		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>Funding Sources:</b> Mentor Training and Professional Development 255-Title IIA Professional Development 211-Title IA		



<b>Strategy 6:</b> 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.				
<b>Strategy's Expected Result/Impact:</b> Evidence of implementation of skills and knowledge acquired.				<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services				
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		
		<b>Funding Sources:</b> 211-Title IA 255-Title IIA		
<b>Strategy 7:</b> 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.				
<b>Strategy's Expected Result/Impact:</b> Individual Student Growth, Improved Retention Rate, Decreased Equity Gap at campuses with the highest percentage of low-income students.				<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources				
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		
<b>Equity Plan</b>		<b>Funding Sources:</b> 255-Title IIA 211-Title IA 199-SCE 263-Title IIIA		

<b>Strategy 8:</b> Provide teachers access to training opportunities and instructional materials that are aligned to district initiatives and priorities.				
<b>Strategy's Expected Result/Impact:</b> Increase in participation at Professional Development sessions, individual student growth, and positive survey feedback gathered from PD sessions.  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Educational Services  <b>Title I Schoolwide Elements:</b> None  <b>Problem Statements:</b> None  <b>Funding Sources:</b> PD Supplies 211-Title IA PD Supplies 255-Title IIA Dual Language Supplies and AVID Excel Supplies 263-Title IIIA Restorative Practices Supplies 287-Title IV				<b>Formative</b>
				<b>Nov</b>
				<b>Jan</b>
				<b>Mar</b>
				<b>Summative</b>
				<b>June</b>
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**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 Sources:** T-PESS/District Administrator Appraisal System -Professional Development opportunities aligned to performance and goal setting data

**Summative Evaluation:** None

**Strategy 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.

**Strategy's Expected Result/Impact:** Increased retention rate of campus and district leadership.

**Staff Responsible for Monitoring:** Deputy Superintendent for Educational Services Department

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**

211-Title IA  
263-Title IIIA  
Local Funding  
199-SCE  
287-Title IV

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Evidence of student improvement on local and state assessments in reading and math.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b>	<b>Mar</b>
	211-Title IA	<b>Summative</b>
	IDEA B	
	Local Funding	<b>June</b>
	263-Title IIIA	
	211-Title IA	

**Strategy 3:** Provide administrators and staff with high quality, research-based instructional leadership development focused on the observation/feedback cycle and professional development activities.

<b>Strategy's Expected Result/Impact:</b> Student success evidenced by increase in benchmarks, STAAR scores and reduced documented behavioral issues.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Superintendent		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b>	<b>Mar</b>
	211-Title IA	<b>Summative</b>
	Local Funding	
	IDEA B	<b>June</b>
	255-Title IIA	
	Special Programs	
	263-Title IIIA	

<b>Strategy 4:</b> 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.				
<b>Strategy's Expected Result/Impact:</b> Evidence of student improvement on state and local assessment.				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services				<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6		<b>Problem Statements:</b> None		<b>Jan</b>
		<b>Funding Sources:</b> Travel in and out of state for Title III PD 263-Title IIIA PD Travel for Title and SCE programs 211-Title IA PD Travel for Title and SCE programs 255-Title IIA		<b>Mar</b>
				<b>Summative</b>
				<b>June</b>
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**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%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Monthly/Yearly Discipline incident reports, Attendance Data in PEIMS

**Summative Evaluation:** None

**Strategy 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.

**Strategy's Expected Result/Impact:** Accuracy in Disciplinary Coding and consistent policies and procedures throughout the district

**Staff Responsible for Monitoring:** Assistant Supt. for Administration

**Title I Schoolwide Elements:** 2.4, 2.6

**Problem Statements:** None

**Funding Sources:**  
No Funding Required

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Campus behavior incident reporting will be carefully monitored in Skyward/PEIMS for coding accuracy.

**Strategy's Expected Result/Impact:** 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..

**Staff Responsible for Monitoring:** Executive Director of Accountability

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Results Driven Accountability**

**Funding Sources:**  
No Funding Required

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 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).

<b>Strategy's Expected Result/Impact:</b> Documentation recorded/procedures followed during investigation as required by District policy		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Assistant Supt. for Administration		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
	<b>Funding Sources:</b> No Funding Required	

**Strategy 4:** DISD will continue to contract with Restorative Practices in order to build relational capacity.

<b>Strategy's Expected Result/Impact:</b> Reduction in the number of suspensions for African American and Special Education		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Education Services		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> Contracted Services 211-Title IA Contracted Services Special Programs 287-Title IV	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 5:** Continue to provide School Liaison Officers in order to strengthen the security at DISD campuses.

<b>Strategy's Expected Result/Impact:</b> Reduction in campus safety issues and Enhancement of DISD Safety Operations		<b>Formative</b>
		<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration		<b>Jan</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Mar</b>
	<b>Funding Sources:</b> 287-Title IV	<b>Summative</b>
		<b>June</b>

**Strategy 6:** Provide a social media monitoring service and an anonymous tip reporting service 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.

<b>Strategy's Expected Result/Impact:</b> Reduction in campus safety concerns		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.4	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> 287-Title IV	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> 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>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5  <b>Results Driven Accountability</b>	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> 287-Title IV 211-Title IA 255-Title IIA Local Funding	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>



**Strategy 8:** Implement additional programs of intervention directed at specific campus needs through training, materials and follow-through support for campuses staff throughout the year.

<b>Strategy's Expected Result/Impact:</b> Reduction of campus discipline referrals		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> 255-Title IIA 287-Title IV	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 9:** Continue to provide Emergency Operations Training to all Principals and campus personnel.

<b>Strategy's Expected Result/Impact:</b> District and Campus Emergency Operations Plan submissions and practiced at the campus level.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> 287-Title IV Local Funding	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 10:** District Attendance Intervention Specialists will work with campuses, students, and parents to help increase students daily attendance.

<b>Strategy's Expected Result/Impact:</b> Decrease in absentee rate for targeted students. Insure the Truancy Prevention Methods (TPM) are being implemented with fidelity.		<b>Formative</b>
Documentation of home visits, parent and student contact and implementation/results of Personal Intervention Plans for students with excessive absences.		<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>June</b>
	<b>Funding Sources:</b> Local Funding	

<b>Strategy 11:</b> Provide supplies and transportation for homeless students and foster care students in order to support their personal and academic needs.		
<b>Strategy's Expected Result/Impact:</b> Daily attendance rate of identified homeless students will improve as well as the overall district attendance results		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Federal Programs with assistance from the District Homeless Liaison		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>Funding Sources:</b> Transportation and Supplies 211-Title IA Outside Agency		<b>Summative</b>
		<b>June</b>
<b>Strategy 12:</b> Special Programs: Provide professional development for teachers, behavior coaches, administrators, and paraprofessionals on behavior strategies and interventions.		
<b>Strategy's Expected Result/Impact:</b> Teacher participation, classroom observations. Decreased classroom behavioral referrals.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6		<b>Jan</b>
<b>Problem Statements:</b> None		<b>Mar</b>
<b>Results Driven Accountability</b>		<b>Summative</b>
<b>Equity Plan</b>		<b>June</b>
<b>Funding Sources:</b> Special Programs 255-Title IIA Local Funding		

**Strategy 13:** Special Programs: Provide training opportunities for DISD counselors, behavior coaches, 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.

<b>Strategy's Expected Result/Impact:</b> The creation of a sustainable social emotional learning model.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> IDEA B Local Funding	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 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.

<b>Strategy's Expected Result/Impact:</b> Increase in assistance for students and families in the area of mental health.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.6	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> Local Funding	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 15:** Implement transition plan for students at an alternative campus moving back to home campus.

<b>Strategy's Expected Result/Impact:</b> Students are well prepared to return to the home campus and are successful in placement.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
	<b>Funding Sources:</b> None	<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

<b>Strategy 16:</b> Create a safety reunification transportation plan for students with cognitive, emotional and mobility concerns.				
<b>Strategy's Expected Result/Impact:</b> None				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration Executive Director of Special Programs				<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		<b>Jan</b>
		<b>Funding Sources:</b> Local Funding		<b>Mar</b>
				<b>Summative</b>
				<b>June</b>
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**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 Sources:** SEL data collection will include professional development resources, sign in sheets, referral forms, counseling plans, Restorative Practice implementation data

**Summative Evaluation:** None

<b>Strategy 1:</b> Provide PD to teachers on: a. suicide prevention programs, b. conflict resolution programs, c. comprehensive school counseling program and d. trauma informed care	
<b>Strategy's Expected Result/Impact:</b> Teachers will gain additional tools and insight to work with students who have been affected by trauma	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> SEL Specialist	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Local Funding \$25,000	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Two staff members per campus will implement 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).	
<b>Strategy's Expected Result/Impact:</b> Teachers will gain additional tools and insight on mental health and suicide prevention.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> SEL Specialist	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Local Funding	<b>Summative</b>
	<b>June</b>





<b>Strategy 3:</b> Offer "Character Strong", "2nd Steps", "Journey of Hope (Maintain) ", "Restorative Practices", "Youth Mental Health First Aid", "Equity Cultural Responsiveness Training", " "Crisis Prevention Institute", "Self-Wellness: Yoga Trainer of Trainer", and in order to to build the capacity of Tier 1, 2, and 3 interventions.				
<b>Strategy's Expected Result/Impact:</b> Increase in Tier 1-3 intervention supports				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> SEL Specialist				<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 2.5		<b>Problem Statements:</b> None		<b>Jan</b>
		<b>Funding Sources:</b> Local Funding		<b>Mar</b>
				<b>Summative</b>
				<b>June</b>
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				

**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 Sources:** 2018-2019 District Budget  
2019-2020 Staffing


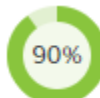
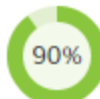

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 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.		
<b>Strategy's Expected Result/Impact:</b> Reduction of campus and department budget /account management errors. Departments, administrators, and campus staff personnel are knowledgeable and accountable.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Exec. Director of Business Operations, Exec. Director of Payroll		<b>Nov</b> 
<b>Title I Schoolwide Elements:</b> None		<b>Jan</b> 
<b>Problem Statements:</b> None		<b>Mar</b> 
<b>Funding Sources:</b> No Funding Required		<b>Summative</b>
		<b>June</b> 

Strategy 2: Provide on-going beginning and end of year inventories of district/campus assets.		
Strategy's Expected Result/Impact: Accurate tracking of district assets.		Formative
Staff Responsible for Monitoring: Exec.Director of Business Operations		Nov
Title I Schoolwide Elements: None	Problem Statements: None	<div><div></div>90%</div>
	Funding Sources: No Funding Required	Jan
		Mar
		Summative
		June
		<div></div>




**Strategy 3:** The District Energy Management Program provides and monitors procedures in place to promote energy conservation district-wide while educating students and faculty.


<b>Strategy's Expected Result/Impact:</b> Increased savings on energy costs.		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b> 
<b>Staff Responsible for Monitoring:</b> Director of Energy Management		
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	
<b>Funding Sources:</b> Local Funding		


**Strategy 4:** Facility safety features will be added to enhance the district's educational services.

<b>Strategy's Expected Result/Impact:</b> Enhanced safety district wide.		<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administration		
<b>Title I Schoolwide Elements:</b> 2.4	<b>Problem Statements:</b> None	
	<b>Funding Sources:</b> Local Funding	


 No Progress


 Accomplished


 Continue/Modify


 Discontinue

**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 Sources:** Inventory, network usage, five year technology plan, work orders, and help desk calls

**Summative Evaluation:** None

**Strategy 1:** Maintain infrastructure with scheduled maintenance times to provide all district departments with the supports needed for effectively performing job duties.

**Strategy's Expected Result/Impact:** Students, staff, and departments are able to perform responsibilities with minimum disruptions.

**Staff Responsible for Monitoring:** Executive Director of Technology

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
Local Funding

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



**Strategy 2:** Provide training and support for all employees based upon the technology utilized to perform individual specific job functions.

**Strategy's Expected Result/Impact:** Efficient use of technology.

**Staff Responsible for Monitoring:** Executive Director of Technology

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**Funding Sources:**  
Local Funding  
211-Title IA  
263-Title IIIA

**Formative**

**Nov**


**Jan**






**Mar**

**Summative**

**June**



Strategy 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				
Strategy's Expected Result/Impact: Maintenance of effective hardware utilized throughout the district.				Formative
Staff Responsible for Monitoring: Executive Director of Technology				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
		Funding Sources: Local Funding Bond		Mar
				Summative
				June 
Strategy 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				
Strategy's Expected Result/Impact: Software that promotes student academic growth				Formative
Staff Responsible for Monitoring: Deputy Superintendent for Educational Services				Nov
Title I Schoolwide Elements: None		Problem Statements: None		Jan
		Funding Sources: Local Funding		Mar
				Summative
				June

<b>Strategy 5:</b> Software used to run district operations will be supported by the Technology Team in conjunction with support from the software company				
<b>Strategy's Expected Result/Impact:</b> District operations will support district functioning with minimal outages				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Executive Director of Technology				<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None				<b>Jan</b>
<b>Problem Statements:</b> None				<b>Mar</b>
<b>Funding Sources:</b> Local Funding				<b>Summative</b>
				<b>June</b>
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**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 stakeholders within the district will have multiple methods to communicate with district.

**Evaluation Data Sources:** Number of Community/Family events hosted in DISD as shown by agendas and sign-in sheets from the events

**Summative Evaluation:** None

<b>Strategy 1:</b> Create a district parent and community survey. Analyze survey data to identify areas of strengths and needs in the district.	
<b>Strategy's Expected Result/Impact:</b> Identification of parent and community needs for DEIC.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Ed Services	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 3.2	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> No Funding Required	<b>Summative</b>
	<b>June</b>
<b>Strategy 2:</b> Provide high quality and timely feedback addressing community questions and/or concerns at the district level.	
<b>Strategy's Expected Result/Impact:</b> Improved communication	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration, Campus Administration Deputy Superintendent of Ed Services	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> No Funding Required	<b>Summative</b>
	<b>June</b>

<b>Strategy 3:</b> Provide parents with timely information regarding their child's assessment results, access to the district curriculum.	
<b>Strategy's Expected Result/Impact:</b> Parent awareness of student performance and curriculum expectations.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 3.2	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Local Funding	<b>Summative</b>
	<b>June</b>
<b>Strategy 4:</b> 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.	
<b>Strategy's Expected Result/Impact:</b> Increased early enrollment of Pre Kindergarten and kindergarten students.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 3.2	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> 211-Title IA Local Funding	<b>Summative</b>
	<b>June</b>
<b>Strategy 5:</b> Increase Spanish translation of verbal and written communications.	
<b>Strategy's Expected Result/Impact:</b> Improved parent communication	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Director of Federal Programs	<b>Nov</b>
<b>Title I Schoolwide Elements:</b> 3.1	<b>Jan</b>
<b>Problem Statements:</b> None	<b>Mar</b>
<b>Funding Sources:</b> Third Party Translating Services 211-Title IA	<b>Summative</b>
	<b>June</b>

<b>Strategy 6:</b> Multiple methods will be used to communicate with parents and the community.				
<b>Strategy's Expected Result/Impact:</b> Variety of communication methods to reach more parents and community members.				<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Superintendent				
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		
		<b>Funding Sources:</b>		
		None		
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div></div>				

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

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

**Summative Evaluation:** None

**Strategy 1:** Utilize the DEIC and other district committees to assist in the decision-making process regarding community needs and district activities.

**Strategy's Expected Result/Impact:** Increased committee and parent input.

**Staff Responsible for Monitoring:** Deputy Superintendent for Educational Services

**Title I Schoolwide Elements:** 3.2

**Problem Statements:** None

**Funding Sources:**  
No Funding Required

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2:** Provide Parent Engagement Coordinators on each campus to facilitate, monitor, and market campus activities in order to increase parent engagement throughout the district.

**Strategy's Expected Result/Impact:** Increase in parent engagement

**Staff Responsible for Monitoring:** Director of Federal Programs

**Title I Schoolwide Elements:** 3.2

**Problem Statements:** None

**Funding Sources:**  
211-Title IA

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



**Strategy 3:** Provide supplies/materials, snacks, transportation, and/or childcare for parent meetings, training's, and/or instructional activity nights to increase parental engagement.

**Strategy's Expected Result/Impact:** Positive parent surveys. Increased parent attendance and increased parent volunteers on campuses.

**Staff Responsible for Monitoring:** Director of Federal and State Programs

**Title I Schoolwide Elements:** 3.2

**Problem Statements:** None

**Funding Sources:**

Allocations distributed to campuses Local Funding

211-Title IA

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 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.

**Strategy's Expected Result/Impact:** Parents and students will have an increased understanding of the expectations for the next school year and new campus.

**Staff Responsible for Monitoring:** Deputy Superintendent for Educational Services

**Title I Schoolwide Elements:** 3.2

**Problem Statements:** None

**Funding Sources:**

Local Funding

parent resources/materials 211-Title IA

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 5:** Hold parent conferences.

**Strategy's Expected Result/Impact:** 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.)

**Staff Responsible for Monitoring:** Deputy Superintendent for Educational Services

**Title I Schoolwide Elements:** 3.2

**Problem Statements:** None

**Funding Sources:**

No Funding Required

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

<b>Strategy 6:</b> Promote college campus tours for high school students.				
<b>Strategy's Expected Result/Impact:</b> Students will have a smooth transition from school to college.			<b>Formative</b>	
<b>Staff Responsible for Monitoring:</b> Director of Advanced Academics			<b>Nov</b>	
<b>Title I Schoolwide Elements:</b> None		<b>Problem Statements:</b> None		
		<b>Funding Sources:</b> None		
			<b>Summative</b>	
			<b>June</b>	
<b>Strategy 7:</b> CTE: DISD Career & Technical Education Department will host fall and spring District Advisory meetings with business and industry in order to increase partnerships.				
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>Strategy's Expected Result/Impact:</b> Partnerships will provide increased College, Career, and Military Ready students.			<b>Formative</b>	
<b>Staff Responsible for Monitoring:</b> CTE Director			<b>Nov</b>	
<b>Title I Schoolwide Elements:</b> 2.5		<b>Problem Statements:</b> None		
		<b>Funding Sources:</b> Program brochure, marketing, and luncheon 287-Title IV 281-9-11-051-11-29-6398 \$1,500		
			<b>Summative</b>	
			<b>June</b>	

**Strategy 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.




<b>Strategy's Expected Result/Impact:</b> 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>Staff Responsible for Monitoring:</b> Executive Director of Special Programs <b>Title I Schoolwide Elements:</b> 2.6 <b>Problem Statements:</b> None <b>Funding Sources:</b> 199-SCE	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 9:** Utilize the DISD education foundation to expand new and existing community partnerships.

<b>Strategy's Expected Result/Impact:</b> Increase the number of community partnerships. <b>Staff Responsible for Monitoring:</b> Executive Director of Education Foundation <b>Title I Schoolwide Elements:</b> None <b>Problem Statements:</b> None <b>Funding Sources:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 10:** Partner with Communities in Schools to expand services.

<b>Strategy's Expected Result/Impact:</b> Meet students' physical, social, and emotional needs at multiple campuses. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration <b>Title I Schoolwide Elements:</b> None <b>Problem Statements:</b> None <b>Funding Sources:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

# RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Educational Services: Utilize curriculum specialists, instructional support staff and teachers to write, revise, and update curriculum documents for instructional alignment.
1	1	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, using Frontline, across curriculum for all grade levels through contracted service providers, area conferences, service centers, and in-district training's.
1	1	15	Special Programs: Provide professional development (e.g. Neuhaus, Reading by Design, Learning Ally, etc.) 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.
1	1	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.
1	1	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.
1	1	19	Special Programs: Provide Child Find to students not enrolled in DISD who live or attend a private school within district boundaries
1	1	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
1	1	21	Special Programs: Ensure teachers are reviewing, uploading and analyzing progress monitoring data and using the information to drive teaching
1	1	22	Special Programs: Provide professional development to special education teachers for teaching core curriculum using researched based best practices
1	1	27	MTSS/RtI: Provide training and ongoing support in teaching strategies, and the utilization of the district's RtI platform, Frontline, to document interventions, monitor student progress, and make adjustments as needed to support the needs of all students.
1	1	29	English Learners: Offer scholarships and transportation for English Language Learners who attend the STEM summer camp opportunities

Goal	Objective	Strategy	Description
1	1	30	English Learners: Provide professional development to support the implementation of AVID EXCEL in grade 8 through provision of course materials, supplies, 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.
1	1	31	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, 7 Steps, and Language Proficiency Assessment Committee (LPAC), instructional support strategies for EL learners, and sheltered instruction strategies.
1	1	32	English Learners: Implement the Dual Language Program in 1st grade through the provision of classroom resources, materials and professional development, moving to implementation in grade 2 in the 2021-2022 school year.
1	1	33	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.
1	1	34	English Learners: Provide professional development for biliteracy development and strategies for making cross-language connections for pre-k and kindergarten Dual Language Program through the provision of classroom resources and materials.
1	1	35	MTSS/RtI: Provide after school tutorials in English 1, Biology, United States History, and Algebra 1 at-risk students.
1	1	36	English Learners: Implement an effective means of outreach to community members and parents of English Learners to inform them of how they can be involved in their child's education and English language development in order to increase student achievement.
1	1	37	English Learners: Provide guided reading literacy resources for English Learners in grades K-4.
1	1	39	English Learners: Provide professional development and collaborate with campus Language Proficiency Assessment Committee (LPAC) to ensure effective monitoring in order to meet the needs of all English Learners.
1	2	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.

Goal	Objective	Strategy	Description
1	3	7	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
1	3	9	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.
1	3	11	Special Programs: Provide related services to ensure students make progress in their specially designed instruction
3	1	2	Campus behavior incident reporting will be carefully monitored in Skyward/PEIMS for coding accuracy.
3	1	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.
3	1	12	Special Programs: Provide professional development for teachers, behavior coaches, administrators, and paraprofessionals on behavior strategies and interventions.

# State Compensatory

## Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
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
Elizondo, Z.	Instructional Support		1.0



<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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
Landolt, J.	Instructional Support		.25

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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
Pope, A.	Instructional Support Paraprofessional		1.0

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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
Wilson, J.	Instructional Support		.17

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Winn, Z.	Instructional Support Paraprofessional		1.0
Zammaripa, 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, Chad	Reading Interventionist Teacher		1.0
Anderson, Jessica	Instructional Support Paraprofessional		1
Arthur, Meredith	Instructional Interventionist		1
Ausmus, Terry	Instructional Interventionist		1
Black, Lisa	Instructional Interventionist		1
Breedlove, Raechelle	Instructional Interventionist		1.0
Breese, Kaitlyn	Instructional Interventionist		1.0
Carse, Jennifer	AVID Teacher		1.0
Eanes, Rebecca	EOC Teacher		1.
Ford, Regina	Instructional Support Paraprofessional		1
Froebel, Susan	Instructional Support Paraprofessional		1.0
Gaines, Sheila	Instructional Support Paraprofessional		1
Goodwinn, Heather	Instructional Interventionist		1
James, Courtney	Instructional Interventionist		1
Kaemmer, Patricia	English EOC Intervention		1.0
LeBlanc, Jenny	Instructional Interventionist		1
Paul, Mary	Instructional Interventionist		1
Rolla, Angela	Instructional Support Paraprofessional		1
Shumann, Lora	Instructional Interventionist		1
Strait-Biley, Laura	Instructional Interventionist		1
Westbrook, Kirsten	Instructional Interventionist		1
Wheat, Jessie	EOC Teacher		1.



# Plan Notes

## 2019-20 State Compensatory Education Program

### Dickinson ISD

The District/Campuses use the state criteria for determining students ‘at-risk’. A student “at-risk of dropping out of school” is under 26 years of age and who meets one or more the following criteria:

1. was not advanced from one grade level to the next for one or more school years; [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student’s parent under TEC 29.081 (d-1).]
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. did not perform satisfactorily on an assessment instrument administered to the student under TEC 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 percent of the level of satisfactory performance on that instrument;
4. 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;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §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 by TEC §29.052;

is in the custody or care of the Department of Family and Protective 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 11434 (a), and its subsequent amendments;
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, cottage home operation, specialized child-care home, or general residential operation; or
14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

or, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.

Additionally with updates and changes as a result of HB 3, state compensatory education funding can also be spent 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.

# District Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Julie Abram	Director of Advanced Academics
Classroom Teacher	Raechel Bartholomew	Teacher - BCES
Non-classroom Professional	Sandra Baskin	Instructional Coach ELA
District-level Professional	Kathy Behrendsen	Director of State and Federal Programs
Administrator	Kathy Behrendsen	Director for Federal and State Programs
Parent	Ellen Berrones	Parent - San Leon Elementary
District-level Professional	Ryan Boone	Deputy Superintendent for Business and Operations
Classroom Teacher	Matthew Boutin-Bloomberg	Social Studies Teacher DCC
Classroom Teacher	Kaitlyn Breese	Teacher - KJHS
Community Representative	Donna Broussard	Community Member
Administrator	Temeka Brown	Principal - DMS
Administrator	Theresa Bruce	Principal - LMS
Non-classroom Professional	Melissa Carpenter	Counselor - BMS
Classroom Teacher	Tina Carpenter	Elementary Teacher
Classroom Teacher	Nicole Castille	Teacher - BMS
Non-classroom Professional	Shannon Clark	Counselor - KELES
District-level Professional	Robert Cobb	Assistant Superintendent for Administration
Administrator	Kelly Colburn Jackson	Principal - HRES
Business Representative	Ramon Coto	Dunbar
District-level Professional	Lee Courville	Deputy Superintendent for Educational Services
Parent	Kari Dale	Parent - Barber Middle School
Classroom Teacher	Denise Daniel	Teacher - SLES
Classroom Teacher	Michael De La Cruz	Teacher - SES

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Business Representative	Forest Dillon	Barber
Non-classroom Professional	Adrienne Dunham	Instructional Coach
Classroom Teacher	Carlene Elliott	Teacher - DMS
District-level Professional	Melissa Everett	Director of Career and Technical Education
Classroom Teacher	Sofia Franco	Teacher - MJHS
Classroom Teacher	Yajaira Garcia	Teacher - MJHS
Business Representative	Al Garza	DHS
Classroom Teacher	Brenna Gilbertson	Teacher Science Kranz
Non-classroom Professional	Madeline Gleeson	Librarian Calder
Classroom Teacher	Erin Grasha	Elementary Teacher San Leon
Community Representative	Dr. Shanna Graves	Associate Professor - UHCL
Classroom Teacher	Kristen Gregory	Elementary Teacher Calder Road
District-level Professional	Lisa Herrera	Director of Bilingual Education and At-Risk Services
Parent	Mary Hinds	Parent
Administrator	Stacey Hughes	Dean of Instruction
Administrator	Kimberly Kelley	Principal - KJHS
Community Representative	William King	Dunbar
Parent	Jennifer Lawrence	DHS
Parent	Helene Lieb	Lobit Elem
Non-classroom Professional	Caroline Lightfoot	Technology Integration Coordinator
Parent	Amy Link	Calder
Non-classroom Professional	Jennifer Lorenzo	Counselor - SLES
Classroom Teacher	Christy Lynn	Teacher ELA Kranz
Business Representative	Manish Maheshwari	Calder
Classroom Teacher	Carolyn May	Teacher - KELES
Classroom Teacher	Ronnetta McNair	Teacher - KELES

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Carol Medina	Hughes Road
Classroom Teacher	Clay Menotti	Vocational Agriculture Teacher
Community Representative	Vicki Mims	Barber
Classroom Teacher	Karen Naiser	Teacher - BCES
District-level Professional	Debby Noffsinger	District Assessment Coordinator
District-level Professional	Chad Nuetzmann	Director of Professional Learning
Non-classroom Professional	Julie O'Gea	Assistant Principal - BCES
Administrator	Ladonna Pratt	Principal - CAP
Parent	Karina Puentes	Parent - KE Little
Classroom Teacher	Rebecca Rachel	Teacher - MJHS
District-level Professional	Kimberly Rich	Executive Director for Human Resources
District-level Professional	Laurie Rodriguez	Executive Director of Special Programs
Classroom Teacher	Eddie Rogers	Teacher Math DHS
District-level Professional	Jim Rubach	Executive Director of Facility Planning and Construction
Classroom Teacher	Melanie Russell	Elementary Teacher Calder Road
Classroom Teacher	Amber Semmlinger	Teacher - HRES
Classroom Teacher	Darlene Shannon	Teacher - LMS
Classroom Teacher	Felecia Tyson	Teacher - DMS
Classroom Teacher	Deborah Vanaken	Teacher - LMS
Paraprofessional	Laura Vela	Paraprofessional - SES
District-level Professional	Carla Voelkel	Superintendent
Classroom Teacher	Samuel Wasden	Teacher DHS
Parent	Dr. Nakia Welch	Parent - Bay Colony Elementary
Parent	Patricia Welch	Parent - Bay Colony Elementary
Non-classroom Professional	Martha White	Assistant Principal - LES
Classroom Teacher	Gabrielle White	Teacher DHS

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Ariell Whitten	Parent - Barber Middle School
Classroom Teacher	Amber Yokum	Teacher - BMS
Classroom Teacher	Traci Zamarripa	Teacher - SES

# District Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	11			\$0.00
1	1	14			\$0.00
1	1	15	Teacher training		\$0.00
1	1	27			\$0.00
1	1	28			\$0.00
1	1	35			\$0.00
1	2	2			\$0.00
1	2	5			\$0.00
1	2	10	AVID Training, Supplies, Materials, field experiences		\$0.00
2	1	2			\$0.00
2	1	5	Professional Development		\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	1	8	PD Supplies		\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4	PD Travel for Title and SCE programs		\$0.00

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Contracted Services		\$0.00
3	1	7			\$0.00
3	1	11	Transportation and Supplies		\$0.00
4	2	2			\$0.00
5	1	4			\$0.00
5	1	5	Third Party Translating Services		\$0.00
5	2	2			\$0.00
5	2	3			\$0.00
5	2	4	parent resources/materials		\$0.00
Sub-Total					\$0.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	14			\$0.00
1	1	31	Professional Development, Contracted Services, and Materials/Supplies		\$0.00
1	2	10	AVID Training		\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	5	Mentor Training and Professional Development		\$0.00
2	1	6			\$0.00
2	1	7			\$0.00
2	1	8	PD Supplies		\$0.00
2	2	3			\$0.00



255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	PD Travel for Title and SCE programs		\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
3	1	12			\$0.00
Sub-Total					\$0.00
199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	6			\$0.00
1	1	17			\$0.00
1	1	27	Contracted Services for MTSS/RTI		\$5,000.00
1	1	28			\$0.00
1	1	35			\$10,000.00
1	1	37			\$0.00
1	2	1			\$0.00
1	2	6			\$0.00
1	2	8			\$0.00
1	2	12			\$0.00
2	1	7			\$0.00
2	2	1			\$0.00
5	2	8			\$0.00
Sub-Total					\$15,000.00

Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	6			\$0.00
1	1	11			\$0.00
1	1	13			\$0.00
1	1	15			\$0.00
1	1	16			\$0.00
1	1	17			\$0.00
1	1	18			\$0.00
1	1	19			\$0.00
1	1	20			\$0.00
1	1	21			\$0.00
1	1	22			\$0.00
1	1	24			\$0.00
1	1	28			\$0.00
1	1	38			\$0.00
1	1	39			\$0.00
1	2	1			\$0.00
1	2	7			\$0.00
1	2	9			\$0.00
1	2	10			\$0.00
1	2	11	SAT Suite of Assessments		\$0.00
1	2	18			\$0.00
1	2	19			\$0.00
1	2	20			\$0.00
1	3	4			\$0.00

Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5			\$0.00
1	3	6			\$0.00
1	3	9			\$0.00
1	3	10			\$0.00
1	3	11			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
3	1	7			\$0.00
3	1	9			\$0.00
3	1	10			\$0.00
3	1	12			\$0.00
3	1	13			\$0.00
3	1	14			\$0.00
3	1	16			\$0.00
3	2	1			\$25,000.00
3	2	2			\$0.00
3	2	3			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	2	1			\$0.00

Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
4	2	5			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	2	3	Allocations distributed to campuses		\$0.00
5	2	4			\$0.00
Sub-Total					\$25,000.00
State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			\$0.00
1	1	32	Professional Development, Contracted Services, and Materials/Supplies		\$0.00
1	2	8			\$0.00
1	2	14			\$0.00
1	2	18			\$0.00
Sub-Total					\$0.00
IDEA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	15	Teacher training		\$0.00
1	2	20			\$0.00
Sub-Total					\$0.00

263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Title III Paraprofessionals		\$0.00
1	1	5			\$0.00
1	1	14			\$0.00
1	1	29			\$0.00
1	1	30	Professional Development, Supplies, and Materials		\$0.00
1	1	31	Professional Development, Contracted Services, and Materials/Supplies for Dual Language and AVID Excel		\$0.00
1	1	32			\$0.00
1	1	33	Transportation		\$0.00
1	1	34			\$0.00
1	1	36			\$0.00
1	1	37			\$0.00
2	1	7			\$0.00
2	1	8	Dual Language Supplies and AVID Excel Supplies		\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4	Travel in and out of state for Title III PD		\$0.00
4	2	2			\$0.00
Sub-Total					\$0.00
Special Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	16			\$0.00
2	2	3			\$0.00
3	1	4	Contracted Services		\$0.00
3	1	12			\$0.00

Special Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
IDEA A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	14			\$0.00
1	1	16			\$0.00
1	1	19			\$0.00
1	1	21			\$0.00
1	1	22			\$0.00
1	2	19			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	3	6			\$0.00
1	3	9			\$0.00
1	3	10			\$0.00
1	3	11			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
3	1	13			\$0.00
Sub-Total					\$0.00

No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	2	1			\$0.00
5	2	5			\$0.00
Sub-Total					\$0.00
Outside Agency					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
3	1	11			\$0.00
Sub-Total					\$0.00
287-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	12			\$0.00
1	2	14	On Ramps courses, technology, supplies, and materials		\$0.00
2	1	8	Restorative Practices Supplies		\$0.00
2	2	1			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00

287-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	7			\$0.00
3	1	8			\$0.00
3	1	9			\$0.00
5	2	7	Program brochure, marketing, and luncheon	281-9-11-051-11-29-6398	\$1,500.00
Sub-Total					\$1,500.00
Bond					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$41,500.00



# Addendums