

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
Comprehensive Plan**

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**CURRICULUM / INSTRUCTION**

**GOAL 1**

**LONG TERM EDUCATIONAL PLAN**

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
Comprehensive Plan**

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**STRATEGIC GOAL 1**

**A long-term strategic educational plan that is visible, documentable and easily understood**

The multi-year, strategic plan for Dickinson ISD requires annual review. Each school and department presently develops an annual campus/department improvement plan, which is approved by the Board of Trustees. Plans are reviewed throughout the year to determine progress on the stated goals/objectives. Requirements for the district long-range plan include:

- A multi-year emphasis; and
- A district-based document (the DISD Comprehensive Plan) with specific, identified implications for all sites.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>1a.</b> A long-term district plan that clearly defines educational standards for Dickinson ISD and is visible, documentable and easily understood	Time Personnel Educational Vocabulary	Superintendent EIC Board of Trustees Administrative Team	Staff Time	Updated annually	Plan completed, updated each year, approved by the EIC
<b>1b.</b> Comprehensive Needs Assessment-start in early fall-complete by April	Timing of survey Participation by stakeholders	Administrative staff	Teachers Student Achievement Date	Annually	Needs assessment completed and turned in

**CURRICULUM / INSTRUCTION**

**GOAL 2**

**OPERATING PRINCIPLES**

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
Comprehensive Plan**

**STRATEGIC GOAL 2**

**Student Performance / Curriculum / Instructional Plan**

**•••A set of fundamental operating principles**

Dickinson ISD operates within an established set of beliefs and principles, consistent with community standards and state/federal mandates. These include:

- A functional process which provides training for staff in identified skills and knowledge;
- Training aligned with district instructional processes and/or curriculum;
- Certified and qualified staff members in every position in the district;
- A clear and concise set of Board policies and regulations;
- A clearly defined and understood grading system which accurately measures student academic achievement;
- A well-defined accountability/assessment system which holds students, teachers, administrators, support personnel and Board of Trustees responsible;
- A comprehensive educational system which provides the instruction necessary for each student to enter the postgraduate world of his/her choice;
- Planned opportunities for parent and community involvement;
- A clear and concise operating procedure for the Board of Trustees; and
- An open communication system among all stakeholders.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>2a.</b> Staff development which is based on identified needs, positively impacts all student performance and is tied to district goals and campus planning	Consultants Staff Turnover Funds	Director of Human Resources Educational Services Dept. EIC Staff	Trainers Seminars & Conferences Needs Assessments	Annually	Improved teacher effectiveness Improved student performance on state and district assessments.
<b>2b.</b> Certified and qualified personnel hired for each position in the district	Funding Certified Applicants	Director of Human Resources Principals	Human Resource staff School faculty & staff	Annually	Qualified staff at all campuses and departments
<b>2c.</b> Board policies and operating procedures, are maintained in an updated condition to meet all needs and standards	Time	Board of Trustees Administrative Staff Superintendent	TASB Policy Service Texas Education Code	As needed	Board Policy updated and maintained on-line

**CURRICULUM / INSTRUCTION**

**GOAL 3**

**CORE CURRICULUM**

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**STRATEGIC GOAL 3**

**A general philosophy relating to core curriculum — PK-5, 6-8, 9-12**

Although essential knowledge and skills in the areas of reading, writing, English, math, science and history are mandated by the state of Texas, Dickinson ISD is committed to a higher academic achievement level which encompasses a basic skills foundation embedded in a challenging educational environment. Academic curriculum focus must elicit the highest achievement from all students. The curriculum must:

- Be based on performance standards for each course of study;
- Meet and exceed state requirements in each identified area;
- Include opportunities for remediation and enrichment;
- Insure alignment of Texas Essential Knowledge and Skills (TEKS), curriculum, instruction and assessment;
- Be utilized in all classrooms;
- Meet community expectations;
- Prepare students for standardized tests, such as TAKS, SDAA, ACT, PSAT and SAT;
- Accommodate a requirement that all students are able to read on grade level by end of grade three;
- Ensure that all students meet expectations on state assessments;
- Insure alignment of teaching, learning and testing;
- Include written plans for all programs requiring adaptations and/or special services; and
- Integrate technology into the core instructional process.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>3a.</b> Implement a district scope and sequence to assure a consistent curriculum for all students	Certified teachers	Assistant Superintendent for Educational Services Superintendent Board of Trustees	TEKS TEA Guidelines	Continuously	Student achievement on federal and state mandated or alternative assessments Classroom walk-throughs
<b>3b.</b> District delivery and feedback system regarding curriculum	Vertical/horizontal alignment Common planning time	Educational Services Dept. Curriculum Specialists Principals	Placemats Curriculum alignment	Continuously	Student performance continually improves
<b>3c.</b> Curriculum which includes processes for acceleration and enrichment	Diverse materials Budget restraints	Principals Teachers Educational Services Dept.	Placemats Staff Development Curriculum Units	Continuously	Student performance Process for acceleration and enrichment in place

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Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>3d.</b> Curriculum closely aligned to required essential knowledge and skills (TEKS)	Common planning times Implementation of Standards	Educational Services Dept. Principals Teachers Director of Technology Curriculum Specialists	TEKS Placemats Released TAKS tests	Update as needed	Completed placemats Student performance increases Units completed
<b>3e.</b> Formal review and modification process for all district-wide curriculum/programs which identifies campus and district accountability and responsibilities	Time Turnover of personnel	Educational Services Dept. Campus Improvement Teams EIC	Campus Improvement Plans Comprehensive Plan	Continuously	Successful evaluation of campus/district plans
<b>3f.</b> A curriculum and program review process which routinely, systematically and thoroughly evaluates for efficiency and effectiveness	Time Budget	Superintendent Assistant Superintendent for Administration Assistant Superintendent for Educational Services Educational Services Dept. Principals Teachers EIC	Campus/District Improvement Plans Placemats	Continuously	Program review as appropriate
<b>3g.</b> Curriculum which is aligned vertically (articulated) and horizontally across all schools and through all grade levels	Common planning time	Superintendent Educational Services Dept. Principals Teachers Curriculum Specialists	Placemats Region IV Units Instructional timelines	Done 2000-02 Update annually	Implementation of placemats and units Student achievement

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Activities/Strategies	Barriers/ Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>3h.</b> Curriculum designed to meet the expectations of the community	Community involvement	EIC Educational Services Dept.	Community Campus Improvement Committees	Done 2000-02 Update as needed	Survey/Needs Assessment
<b>3i.</b> A challenging secondary curriculum design, including components that impact Advanced Placement (AP), ACT, PSAT, and SAT and Dual Enrollment for College Credit	Staffing Scheduling Time/effort to create materials	High School Principal Educational Services Dept. Secondary Teachers Curriculum Specialists	Community Colleges (COM, San Jac) College Board	Continuously	Curriculum Guide Student performance
<b>3j.</b> All students able to read on grade level with a plan in place to accelerate instruction	Student motivation Parent/teacher communication Materials	Educational Services Dept. Principals Teachers Parents Students	Faculty Specialized reading teachers Title II, Part A \$284,837 Reading Intervention Cards Accelerated Reading/Math \$195,920 Title I, Part A \$1,541,115 Title V Innovative \$9,165	Continuously	Student success TPRI Benchmarks Star TAKS Reading Scores
<b>3k.</b> Curriculum, teaching, learning and testing aligned in each subject area	Common time for planning	Educational Services Dept. Principals Teachers	Placemats Benchmark tests	2001-02 Update annually	Student performance
<b>3l.</b> Written plan for students requiring modifications and/or special services	Time for planning	Director of Special Programs Educational Services Dept. Special Education Lead Teachers Special Education	Staff development Region IV Special Education Funding	Continuously	Adaptations in place Special Education State and Federal Accountability

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Activities/Strategies	Barriers/ Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
		Teachers			
<b>3m.</b> Technology integrated into the curriculum and the instruction process	Budget Computers Time Lack of training Hardware/ software problems	Educational Services Dept. Principals Director of Technology Superintendent Teachers Instructional Technologists	Technology Department Region IV Grant funding Equipment Infrastructure	Continuously	Technology based performance objectives Technology TEKS integrated into placemats
<b>3n.</b> Performance objectives, funding sources and responsibility for staffing, etc. included in Campus Improvement Plans—for State Compensatory Education programs (SCE) and Federal programs	Time	Educational Services Dept. Principals EIC CIC Superintendent	Funding source State/Federal guidelines Grant funding: Title I, Part A \$1,541,115 Title I, Part D \$19,121 Title II, Part A \$284,837 Title IV, S&DF \$30,507 Title V, Innovative \$9,165 Accelerated Reading/Math \$195,920 Optional Extended Yr. \$31,330	Annually	Campus/district plans cohesive

**CURRICULUM / INSTRUCTION**

**GOAL 4**

**INSTRUCTION**

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**STRATEGIC GOAL 4**

**General guidelines for methodologies to deliver curriculum**

Instructional methodology must reflect community expectations and be based upon research and district-accepted best practices leading to student success. Delivery of curriculum in Dickinson ISD includes:

- Basic, effective instructional skills incorporated into every classroom;
- Close correlation between district curriculum and classroom instruction; district defines curriculum, teacher determines strategies;
- Technology integrated into the daily instructional process;
- Research skills which are incorporated throughout the student’s educational career;
- Study and organizational skills as integral parts of instructional delivery;
- Grouping to deliver efficient instruction for all students;
- Students in special programs have needs met with modifications in core curriculum;
- A comprehensive offering of electives;
- Instruction which accommodates learning styles of all students, with remediation and enrichment at every level;
- Testing practices which are directly aligned with student learning and district curriculum;
- Responsibility of teacher for instruction of all students in the classroom; and
- Consistency of delivery of instruction from campus to campus.
- English Language Learners receive interventions to achieve and maintain grade level performance on English language and academic standards.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>4a.</b> Provide teacher training in high-order thinking skills.	Training for teachers who were hired late	Principals Teachers Educational Services Dept.	Title I, Part A for Thinking Maps teacher books	Done 2004 Update annually	Increase in Benchmark, TAKS and SDAA scores in each core area
<b>4b.</b> The district defines what is taught and tested but provides staff flexibility regarding method(s) of delivery	Time Not enough communication between subject areas and grade levels	Educational Services Dept. Principals Teachers	Constant revision of tests/placemats, units Visits with other campuses	Done 1996-97 Update as appropriate	Improved test scores, grades, and TAKS scores

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Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>4c.</b> Technology as an integral component of the instructional process	Technology rapidly becomes outdated requiring constant funding	Educational Services Dept. Dir. of Technology Principals Teachers Instructional Technologists Business Manager	Technology funding from Title II, Part D Help Desk	Done 1996-2001 Update as appropriate	Lesson plans/observations reflect integration of technology into instruction
<b>4d.</b> Grouping and other instructional methodologies used to deliver effective instruction	Training	Educational Services Dept. Principals Teachers	Training on research based effective instructional methods	Implemented 1997-2000 Reviewed annually	Comparison of grades before/after strategies utilized TAKS increase
<b>4e.</b> Students in special programs have individual needs met with modifications in curriculum	Training	Director of Special Programs Principals Academic Coaches Teachers	Modification training Academic coaches	Annually	Increased SDAA/TAKS scores Improved grades
<b>4f.</b> A comprehensive offering of electives	Staff Lack of funds	Principals Educational Services Dept.	Teachers qualified to teach variety of electives	Annually	Electives offered are comprehensive
<b>4g.</b> Incorporate student learning styles and abilities into instruction at all levels	Determining student learning style	Educational Services Dept. Principals	Learning styles assessment Staff development funds	On-going	Learning, grades, and tests scores improve as a result of learning styles and instruction working in tandem
<b>4h.</b> Testing aligned with curriculum and learning	Test construction	Educational Services Dept. Principals Curriculum Specialists	TAKS Released Tests TAKS Information Booklets ADM/TIA data	Annually	Tests are evaluated by curriculum specialists and found to be aligned
<b>4i.</b> Teacher responsible for instruction of all students in the classroom	Teachers not sufficiently trained in appropriate strategies for all groups of students	Teachers	Training for teachers to enable them to instruct students at appropriate level SIOP/Book & Brain Title I, Part A	On-going	PDAS results indicate teachers are teaching all students State assessment results are 80% or higher in all subgroups.

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Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
	Attendance		Principals Counselors Lead Teachers Educational Services Department		
<b>4j.</b> Consistent delivery of instruction, campus to campus	Time for administrators to monitor	Educational Services Dept. Principals Teachers	Horizontal & vertical team meetings Placemats Unit Plans Academic Coaches Curriculum Specialists	On-going	Classroom observations Lesson plans Walk-throughs
<b>4k.</b> Students with suspected disabilities are assessed and served within timelines as required by IDEA	Process for identification of students with disabilities not understood by teachers	CIP Committee Director of Special Programs Assessment Staff Lead Teachers	Training/information in SST and referral process	On-going	Records indicate that students are assessed in a timely manner as required by IDEA
<b>4l.</b> Base level alternative educational program in the core content areas and self-discipline is provided to students who need to be separated from the regular classroom.	Certified teachers Technology not available for some courses	Educational Services Dept. Director of Alternative Ed. Principals Teachers Director of DCC	<b>DALC</b> -FTE-5.86-\$212,066.84 <b>GALCO</b> -FTE-5.36-\$210,632 <b>JJAE</b> -FTE-6.53-\$299,750.11 Supplies, travel, prof. Services – Title I, Part D	Done 1996 Annually	All teachers certified Technology in place Improved discipline
<b>4m.</b> Intensive instructional intervention programs increase amount and quality of instructional time for students at-risk of dropping out of school and for students with dyslexia.	Time required Personnel Training	Principals Teachers	FTE-14 – \$627,000	On-going	Programs in place Increase in time and quality
<b>4n.</b> Students assigned to in-school suspension program to avoid out-of-school placements and to encourage completion of regular classroom assignments.	Student cooperation	Principals Teachers	FTE-8.0-\$177,810.00	Continue current program 2006-07	Programs in place Decrease in out-of-school placements

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Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>4o.</b> Offer PALS to train students in mediation and social skills and provide a mentorship program to support students at-risk of dropping out of school.	Personnel	Principal Teacher leader @DHS	FTE 1.0-\$42,000	Continue current program 2006-07	Students involved in PALS program Increase in involvement Decrease in dropouts
<b>4p.</b> Provide a teen parenting program to prevent teen pregnancy and encourage students to stay in school.	Reluctance of teens to participate, availability of appropriate personnel	Principal Director of Human Resources	FTE-0.2-\$1,042.03	Continue current program 2006-07	Number of students enrolled in program Decrease in teen pregnancy
<b>4q.</b> Highly qualified staff members provide instruction to educationally disadvantaged pre-kindergarten students.	Finding highly qualified teachers Increase in numbers of students eligible for services	Director of Human Resources Educational Services Dept. Principals Teachers	FTE -8.5-\$414,050.00	Continue current program 2006-07	PDAS Highly qualified teachers in place
<b>4r.</b> Bilingual/ESL Academic Coaches provide instruction to Eng. Language Learners and support to the instructional program for bilingual and ESL	Time Increasing numbers of ELL in DISD	Supervisor of Bilingual and Federal Programs Principals Academic Coaches	FTE-4.0 – \$189,600	Implement 2005-06 Review annually	ELL performance on state assessments including TAKS, SDAA, TELPAS ELL graduation rates
<b>4s.</b> Provide staff development and training for bilingual/ESL teachers to address their language and content needs as well as program needs.	Time	Educational Services Dept. Human Resources Director Principals Bilingual/ESL Academic Coaches	Title II and Title III funds \$7,000	Implement 2005-06 Continue	Lesson plans and walkthroughs to assess implementation of training

**CURRICULUM / INSTRUCTION**

**GOAL 5**

**MEASUREMENT AND TRACKING**

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**STRATEGIC GOAL 5**

**A measurement and tracking system that ensures academic competencies of students**

A variety of methods are used to measure effectiveness of the instructional process. TAKS, SDAA tests are administered on a yearly basis to determine progress of district students. Strategies to meet or exceed adopted Board standards include:

- Exit-level tests in core curriculum areas (English/Language Arts, math, history and science);
- Yearly review of TAKS test results to determine needed areas of growth for subsequent year(s);
- Alignment of curriculum to ensure that potential scholars have multiple opportunities to gain needed skills for competitive academic levels;
- Review of procedures/standards for Pre-AP/AP programs to ensure appropriate placement and academic challenge for all students;
- Review of procedures/standards for all populations to ensure appropriate placement and academic challenge for all students;
- Focus on student performance on SAT/ACT tests through review procedures, alignment of curriculum and activities which enable students to achieve on competitive national tests; and
- Review and modification of district/campus improvement planning process to provide close alignment between Board and district goals and campus/department plans.
- Create appropriate elementary programs/instruction to address the high achieving students' needs so they can be academically challenged.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>5a.</b> District performance is at or above the state performance average and meets AYP.	Increased number of English Lang. Learners High percentage of LSE students	Educational Services Dept. Principals Teachers	Instructional materials Time on task	Annually	Performance on TAKS, SDAA, and TELPAS
<b>5b.</b> Consistent measurement system of student progress by grade level and course	None	Educational Services Dept. Principals Teachers	Dedicated, highly trained teachers Benchmark tests on ADM Curriculum Specialists	Implemented 1996-02 Updated annually	Consistent use of aligned curriculum as described on placemats Classroom observations by teacher supervisor District Benchmark Assessments State Assessments
<b>5c.</b> Test results used to determine programmatic refinement or modification	Lack of collaborative time	Educational Services Dept. Principals Teachers	Staff development Test analysis ADM TIA	Continually	Increased student performance on standardized tests: TAKS, SDAA, TELPAS, PSAT, AP, SAT/ACT

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Activities/Strategies	Barriers/ Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>5d.</b> Increase in the numbers of students who successfully complete AP courses and tests and those who are recognized as National Merit scholars	Cost of test	Educational Services Dept. Principals Teachers High School Principal Other Principals	Pre-AP and AP Teachers Information shared about benefits of AP program	Annually	Increase in number and academic performance of students on AP tests
<b>5e.</b> Most students prepared to take SAT or ACT	Lack of information to younger students regarding future academic requirements	High School & Junior High Principals Counselors Teachers	Class and homeroom meetings Websites College Board Information Local funds for PSAT – \$15,000 Campus web site	Annually	Increase in students taking PSAT Improvement in SAT and ACT mean scores
<b>5f.</b> Differentiated curriculum designed and implemented in Pre-AP, AP programs	Time for training Time allocated to differentiated curriculum development	Educational Services Dept. Secondary Principals Counselors Teachers	Preparation class offered to 10th, 11th, 12th graders Newsletters to high school students Funds to train teachers – \$3,500	Annually	Curriculum documents completed and vertically aligned Lesson plans and walkthroughs to see implementation of training
<b>5g.</b> Alignment between campus plans and district and board priority objectives	None	Educational Services Dept. Principals	Professional commitment Time allocated to aligning campus plans with District/Board priority objectives	Annually	Completion of aligned campus and district plans
<b>5h.</b> Student attendance monitored routinely and maintained above 96%	Lack of parental concern over child's attendance	Assistant Superintendent for Administration Principals Teachers	Calling system to report absences Letters mailed home regarding excessive absences & penalties Personnel to call parents	Annually	Achievement of 96% attendance

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**FINANCIAL PLAN**

**GOAL 6**

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
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**STRATEGIC GOAL 6**

**A financial plan that allows the Administration and Board of Trustees to adequately predict availability of and provide funding to support the needs of the District.**

- Develop annual plans for 5-year budget projections based on best information available.
- Provide access to quarterly comprehensive financial reports.
- Monitor cash flow monthly or more frequently in order to insure availability for all checks written.
- Maximize revenue from investments within allowable range of investments.
- Monitor and adjust purchasing procedures as required by law and maximize cost effectiveness.
- Develop and monitor a facility maintenance, renovation and construction plan.
- Monitor and review cost factors — fixed, operating, grants, etc.
- Develop and monitor an employee compensation package
- Maximize efforts in tax collection
- Utilize technology to improve efficiency.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>6a.</b> Annual 5-year budget plans that allow prediction of necessary revenues	Unable to predict laws that changes every 2 years (state revenues/ mandatory program) Economy changes (local) Federal programs available	Assistant Superintendent for Administration Business Manager	Time of personnel History of previous revenues/expenditures State legislators	Revise annually	Compare audit to previous predictions National and state economy
<b>6b.</b> A comprehensive quarterly financial report for review by the Board of Trustees and administration	Timelines	Business Manager	Time of personnel Financial reports	Quarterly	Data included in report
<b>6c.</b> Cash flow projections which insure availability of funds	Unable to predict interest rates, utility costs, timely payment of taxes	Business Manager	Time History of project revenues, expenditures, interest Audit	Quarterly	Compare actual to previous predictions

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Activities/Strategies	Barriers/ Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>6d.</b> Insure practices are in place to maximize investment revenues	Investment policy requires low risk which pays low interest Do not have the staff to investigate higher returns Must have \$ to receive interest	Board of Trustees Superintendent Assistant Superintendent for Administration Business Manager	Interest rates Policy	Annually	Compare with previous years interest
<b>6e.</b> A facility maintenance plan that allows for prediction of expenses	Budget shortfalls Higher construction costs Age and condition of buildings	Assistant Superintendent for District Operations	Time of personnel History of previous expenses Facility study	Annually	Facility study-improvements made
<b>6f.</b> A facility renovation and construction plan that is matched to revenue sources	Higher construction costs Rapid student growth Limited bond proceeds	Superintendent Assistant Superintendent for Administration Assistant Superintendent for District Operations Construction Manager At-Risk	Bond proceeds City growth studies	Annually	Compare against current growth rate Tax revenue
<b>6g.</b> All cost factors in the annual budget shall be monitored by budget managers and adjusted as appropriate	Budget manager training Increased enrollment Time	Budget Managers Business Manager Assistant Superintendent for Administration Superintendent	Financial reports Campus Improvement Teams Purchasing policies	Annually	Campus Improvement Plan compared to expenditures
<b>6h.</b> Employee compensation plan with internal and external equity and affordability with the goal of hiring and retaining highly qualified personnel	Competitive salaries Revenue to fund salaries/benefits Student/teacher ratio	Superintendent Assistant Superintendent for Administration Budget Managers Director of Human Resources Business Manager Coordinator of	Study of surrounding district salaries PEIMS Revenue State Legislators	Annually	Employee turn-over rate decreases OHI evaluation Employee attendance

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Activities/Strategies	Barriers/ Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
		Business Ancillary Services			
<b>6i.</b> Tax collections which are at or near 100% annually	Economy Collection of delinquent taxes	Superintendent Assistant Superintendent for Administration Coordinator of Business/Ancillary Services	Prior and current financial reports Tax collection firm Tax resale properties	Annually	Tax collection reports Performance review
<b>6j.</b> Technology which assists in efficient operations	Expense to purchase, support, and maintain equipment	Assistant Superintendent for Administration Director of Technology Technology Advisory Committee	Hardware/software Technical support	Annually	Time of personnel costs vs. technology Tax receipts
<b>6k.</b> Efforts must be in place in the district and community to insure that legislators are aware of local school district issues	Legislative awareness	Administrators Director of Communications Board of Trustees Superintendent	District communications department District Improvement Plan Community	Continuously	Response by legislators

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**PERSONNEL FOCUS**

**GOALS 7 & 8**

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
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**STRATEGIC GOAL 7**

**A compensation/staffing plan that allows the District to appropriately employ and compensate employees in a manner that allows for internal and external equity, utilizes a methodology that defines and incorporates defined compensable factors and will allow the District to:**

- Have a compensation/staffing plan that incorporates procedures to:
  - Pay equal to job responsibility
  - Pay competitively
  - Provide for continued pay advancement
  - Recruit highly-qualified applicants (who meet the NCLB standards)
  - Keep payroll costs affordable
  - Retain employees meeting standards established by school board (include recognition component).
- Educate employees regarding the system.
- Adequately and equitably staff all areas and departments in the District.
- Remain fair and consistent in employment and compensation practices.
- Consider ethnic diversity and special needs groups.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>7a.</b> A compensation plan which incorporates all pay procedures, policies and practices into one source document	Time Inadequate funding	Superintendent Assistant Superintendent for Administration Director of Human Resources	TASB Model Plan Training	Updated annually; completed by June 30	Completed document posted on DISD website
<b>7b.</b> A staffing plan that adequately and equitably allocates positions in the district	Time Campus training	Superintendent Assistant Superintendent for Administration Director of Human Resources Assistant Superintendent for Educational Services	TASB Model Plan Enrollment projections	Annually by June 30	Completed staffing plan

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Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>7c</b> Continue efforts to employ staff at all levels that reflects DISD's cultural and ethnic diversity	Time for recruiting Availability of qualified applicants	Director of Human Resources Supervisor of Bilingual and Federal Programs Principals	Local recruiting funds \$20,000 Program brochure	Ongoing	The ethnicities of DISD's staff at all levels parallels the diversity in the student population.
<b>7d</b> Ascertain staffing needs early so recruiting efforts can target critical shortage areas	Accurate enrollment projections Increased numbers of non-English-Speaking students	Superintendent Asst. Supt. For Educational Services Director of Human Resources Principals	Enrollment projections Staffing needs for program development	January and February for following year Ongoing	Successful hiring of all teachers
<b>7e</b> Actively recruit highly qualified teachers at Texas universities and surrounding state universities	Time Budget restraints	Director and Asst Director of Human Resources	Job Fair Schedules for various universities Online applications Teacher screener	Fall and spring recruiting seasons	Hiring of highly-qualified teachers at university job fairs
<b>7f</b> Work collaboratively with ACP programs by serving on advisory councils and recruiting eligible interns	ACP differences in training and requirements for interns	Director of Human Resources Coordinator of Employee Induction	Alternative Certification Program guidelines and requirements	Ongoing	Successful completion of ACP intern requirements
<b>7g</b> Utilize on-line application process and teacher screener. Post vacant positions on various websites for teachers worldwide	Lack of training	Director of Human Resources Director of Technology	Online software Training for principals and managers	Implemented June 2006 Ongoing	Successful hiring of a quality and qualified staff
<b>7h</b> Offer competitive salaries and additional stipends in critical shortage areas.	Budget restraints	Superintendent Director of Human Resources Business Manager	Budget projections Salary comparisons with surrounding districts	Annually	Reduction in teacher turnover Turnover percentage is below the state average.
<b>7i.</b> A hiring schedule which allows administrators to employ staff members within prescribed parameters	Budget restraints	Superintendent Assistant Superintendent for Administration Administrators	Compensation Plan Training	Annually	Accuracy of payroll system

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Activities/Strategies	Barriers/ Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<p><b>7j.</b> Staffing procedures which provide adequate staff for special needs groups and compliance with NCLB standards:</p> <ul style="list-style-type: none"> <li>• Special education</li> <li>• 504</li> <li>• Gifted &amp; Talented</li> <li>• Bilingual/ESL</li> <li>• Dyslexia &amp; reading difficulty</li> <li>• OEY</li> <li>• CATE</li> <li>• Title Programs</li> </ul>	<p>Lack of qualified applicants... Recruiting opportunities... Changing federal guidelines</p>	<p>Director of Special Programs Superintendent Director of Human Resources Director of Career &amp; Technology</p>	<p>Funding source Title I, Part A \$1,541,115 Title I, Part D \$19,121 Title II, Part A \$284,490 Title IV, S&amp;DF \$30,179 Title V, Innovative \$9,015 Accelerated Reading/Math \$195,920 Optional Extended Yr. \$31,330</p>	<p>Annually</p>	<p>Data collection that reflects number of highly qualified teachers in those areas</p>
<p><b>7k.</b> Hire and retain academic coaches to reduce class size so a challenging and meaningful curriculum can be delivered to close the achievement gap between children at-risk of dropping out of school and their peers.</p>	<p>Certified teachers</p>	<p>Principals</p>	<p>FTE-4-\$202,600.00</p>	<p>Continue current program 2006-07</p>	<p>Teachers in place Decrease in achievement gap between children at risk of dropping out of school and their peers</p>
<p><b>7l.</b> A new-teacher induction and mentoring program that provides support and encourages success and retention of new staff.</p>	<p>Time for training, observations, and conferences Funds for subs</p>	<p>Coordinator of Teacher Induction Director of Human Resources Principals</p>		<p>Induction year calendar</p>	<p>PDAS Increase in retention rate of new teachers</p>

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**STRATEGIC GOAL 8**

**A plan to ensure that each campus is making progress toward meeting the measurable achievement objectives for teacher quality under NCLB.**

- Increase the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by the end of 2006-2007.
- Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers.
- Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
8a. Recruit highly qualified applicants for core academic subjects	Lack of applicants	Director of Human Resources Assistant Director of Human Resources	Universities/ Alternative Certification Programs	2006-2007 Ongoing	NCLB percentage of highly qualified teachers at 100%
8b. Maintain and monitor district records of students in classes taught by non-highly qualified teachers	Staffing changes during the year Lack of qualified teachers	Principals Director of Human Resources Assistant Director of Human Resources		2006-2007	Reduce the number of students taught by non-highly qualified teachers to 0%
8c. Support teachers not currently highly qualified by providing training opportunities	Time for training opportunities Quality of training Cost for testing and additional certification Multiple highly qualified requirements	Principals Director of Human Resources Assistant Director of Human Resources	Region IV Service Center Collaborative training with other districts	2006-2007	100% of core academic teachers will be highly qualified

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**FACILITY PLAN—BUILDING AND GROUNDS**

**GOAL 9**

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**STRATEGIC GOAL 9**

**A facility master plan that includes current needs and projected short-term and long-term needs, along with a funding plan to accomplish the needed projects.**

- Employ architect firm to develop a current facilities catalog
- Include maintenance, renovation, expansion and construction needs
- Create a funding plan, including time lines
- Utilize a citizen's facility master plan committee
- Incorporate technology planning
- Determine grade alignments
- Determine campus size standards
- Include site analysis

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>9a.</b> A current facility catalog	Funding	Board of Trustees Superintendent Assistant Superintendent for District Operations	Architect	Completed 2004 Update as appropriate	Completed facility catalog
<b>9b.</b> A funding plan to accomplish needed projects	Tax rate limitations Passage of bond Bond market Inflation	Architect Assistant Superintendent for District Operations Superintendent Assistant Superintendent for Administration Financial advisor	Citizens' Facility Task Force	Update as appropriate	Bond Issue - passed April, 2005 - \$85 million
<b>9c.</b> Broad-based community support for building project.	Misinterpretation	Superintendent Board of Trustees	Citizens' Facility Task Force	On-going	Bond Issue passed 2005
<b>9d.</b> Facilities which provide technology to support education	Funds Rapid changes in technology Architectural design	Superintendent Assistant Superintendent for Administration Director of	Local Funds Taxpayers E-rate Business community	As appropriate	Technology is accessible and appropriate

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Activities/Strategies	Barriers/ Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
		Technology Architect			
<b>9e.</b> Campus maximum enrollment determined in district educational specifications	Conflicting opinions Resistance to change/relocation Funding	Superintendent Board of Trustees	Educational specifications	Updated as appropriate	Completed document
<b>9f.</b> Site analysis as a part of expansion, renovation, and construction projects	Funding Zoning Available and adequate sites Infrastructure	Assistant Superintendent for District Operations Superintendent Director of Business/ Ancillary Services	Consultants Government agencies Utility provider Planning officials	As necessary	Acceptable school sites
<b>9g.</b> Educational specifications are developed and maintained	Time Changing standards Inconsistent planning	Superintendent Campus Administrators Assistant Superintendent for District Operations	Classroom teachers State minimum specifications Consultants	As necessary	Educational specifications finalized as appropriate for the specific project

**TECHNOLOGY PLAN**

**GOAL 10**

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**STRATEGIC GOAL 10**

**A comprehensive technology plan which crosses all areas and all disciplines in the District and assures necessary support of administrative and instructional functions.**

- Short term plan (1 year) to address today's need.
- Long range plan (2 to 5 years) to address projected needs.
- Appropriate staff development.
- Incorporated into instruction, by teachers and by students.
- Included in facility planning.
- Budgets and funding
- Usage policy

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>10a.</b> A short term plan which addresses current needs	Funding	Technology Department Assistant Superintendent for Administration	Technology Help Desk Technology Department Standardization of departmental & campus technology needs	Ongoing	District hardware and software is operational
<b>10b.</b> A staff development plan that will maintain technology integration into instruction.	Training time Planning time	Technology Department Assistant Superintendent for Educational Services Educational Services Dept. Director of Human Resources	District training guidelines Instructional Technologists Application deployment	Ongoing	District training log Summaries/evaluations Technology based curriculum assessments
<b>10c.</b> Long range technology plans to ensure continuity and direction	Unpredictable mandates Rapid product change	Technology Department Stakeholder Groups	DISD Technology Plan	As appropriate	Written standards Inventory update Future resources identified Curriculum development

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Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>10d.</b> Administrative use of technology to optimize functions and to be an example to instruction	Available budget Time to preview applications Time and personnel to establish a network of users	Superintendent A-Team	Software reviews Updated and standardized technology equipment District infrastructure Special Ed Manager	As appropriate	Written/communicated procedure
<b>10e.</b> Technology is appropriately used by students and teachers to enhance instruction and learning	Lack of time and personnel for mentoring and modeling Teacher reluctance Inappropriate teacher usage Lack of tools Funding	Technology Department Assistant Superintendent for Administration Superintendent Board of Trustees Educational Services Dept.	Computer labs Instructional technologists Technology training Curriculum/TEKS Vertical teams Tools in classroom	As defined in TEKS and placemats Technology Plan	PDAS evaluations Walkthroughs Professional development
<b>10f.</b> Facilities which foster the use of technology to enhance instruction, learning and administration	Funding for infrastructure in some facilities Space for equipment Adequate power supply	Assistant Superintendent for District Operations Director of Technology	Infrastructure Technology equipment Technology training Architects	As appropriate	Schedule of technology labs TAKS disaggregated data Reports from A+ program Technology committees
<b>10g.</b> Technology use maximized in relation to available funds	Personnel Time Implementation	Coordinator of Grants Technology Department Assistant Superintendent for Administration	Instructional workshops Updated equipment Standardized software in most departments Hardware rotation becomes systematic	As appropriate	Technology hardware & software use is aligned to instructional goals Effective database in management software
<b>10h.</b> Internet usage policy	Distribution and communication Parent involvement	Technology Department Board of Trustees Principals Teachers	E-rate, CIPA & TEA guidelines	Implemented 1997-98 Revised 2005 Updated as necessary	SASI database AUG

**DECISION MAKING PLAN**

**GOAL 11**

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
Comprehensive Plan**

**STRATEGIC GOAL 11**

**A decision-making plan that establishes parameters for various groups and more closely parallels state requirements as in the Texas Education Code (11.251 & 11.252) for campus-level and district-level processes.**

- Parameters established
- Campus Improvement Committees
- Education Improvement Council
- Campus Improvement Plans
- District Improvement Plan
- Comprehensive Needs Assessment

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>11a.</b> The District has implemented a system to track requirements of law and current practice. Full implementation of Board Policy BQA and BQB should allow this goal to be monitored	Identifying stakeholders Communicating new policy Opportunities for policy use	Superintendent EIC CIC A-Team	Meetings Training Independent Practice	Ongoing	Evident in Campus and District Improvement Plans Individual and measurable results for plan goals
<b>11b.</b> Complete Campus Improvement Plans with measurable objectives that serve as tools for improvement	Time Consensus Improvement in students difficult to measure	Campus Principals Educational Services Dept.	Advanced notice of state mandates Faculty Community participation Data	Update annually	Completed plans from all campuses
<b>11c.</b> The Board-approved Priority Objectives and the District Comprehensive Plan serve as guides for Campus Improvement Plans	Time Consensus Too many objectives Clarity of goals and objectives	Superintendent Educational Services Dept. Assistant Superintendent for Administration EIC	ADM, AEIS, PEIMS, AYP Support materials and tools to disaggregate data	Update annually	Needs assessment Campus plans developed using priority objectives and district plan.
<b>11d.</b> A comprehensive needs assessment conducted at least every other year	Cost Time	Superintendent Educational Services Dept. Assistant Superintendent for Administration	AEIS, SDAA, TPRI, TAKS, SDAA, TELPAS & AYP data Student growth reports in subject areas	Update annually	Review of District state assessment performance Successful completion of analysis

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Activities/Strategies	Barriers/ Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>11e.</b> Parameters established for authority/responsibility to implement plan	Needs vary by campus and department	Superintendent Administrative Team	District, department and campus leaders	Done 1995-96 Revise annually	Parameters defined

**DICKINSON INDEPENDENT SCHOOL DISTRICT**  
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**MISCELLANEOUS PLANS**

**GOAL 12**

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
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**STRATEGIC GOAL 12**

**Develop strategies to coordinate and integrate federal, state, and local services.**

The multi-year, strategic plan for Dickinson ISD requires annual review. Each school and department presently develop an annual campus/department improvement plan which is approved by the Board of Trustees. Plans are reviewed throughout the year to determine progress on the stated goals/objectives.

Requirements for the district long-range plan include:

- School/community relations — involvement
- Public information
- Hazard plan
- 504/ADA needs
- Emergency response
- Guidance services
- Media services
- Communication plan
- Campus improvement plans
- Records management system
- Code of Conduct
  - Title I – At risk
  - Title IV – Safe and Drug Free
  - Title II – ELL Services
  - Optional Extended Year

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>12a.</b> Plans which promote parental/community involvement	Parent interest District expectations	Superintendent Campus staffs	District staff E-mail Campus activities Local funds: \$400,000	Annually	Increase in parent contacts and participation Data collected on parent/community volunteers Parent/community surveys at school events/functions
<b>12b.</b> A process in place to ensure that complete, accurate and timely information is disseminated	Coordination Language barrier Distribution	Public Information Officer Superintendent All A-Team members	DISD Website Online Administrative calendar District publications Campus communications	Annually	Parental attendance Community participation Campus/district communications distributed to parents and community members
<b>12c.</b> A process which ensures current status on all hazard plans (chemical storage, air quality, MSDS, asbestos,	Lack of timely coordination Lack of periodic	Assistant Superintendent for District Operations	Maintenance/janitorial staff Campus personnel	Quarterly to yearly	Inspection log is completed/reviewed on cyclical basis

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Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
biohazards	inspection				
<b>12d.</b> All facilities accessible and in compliance with 504/ADA standards	Funds Time Age of buildings Staff expertise	Assistant Superintendent for District Operations Campus Administrator Director of Special Programs	Maintenance staff Budgeted funds Personnel staff	Annually	Compliance review completed
<b>12e.</b> Information available and procedures in place to ensure adequate and appropriate response in emergency situations due to proactive efforts	Communication Lack of practice	Assistant Superintendent for Administration Assistant Superintendent for District Operations Director of Communications Campus administration	Safety Center @ Southwest Texas University Harris County Dept. of Education Region IV District personnel	Annually	Campus surveys-formal & informal Audit by HCDE Response reviews
<b>12f.</b> Guidance services provided in accordance with the state guidance plan and local requirements	Time Job demands Number of students Funding	Educational Services Dept. Principals Counselors, Director of Career & Technology	Funds Staff development Region IV	Annually	Periodic assessment to review compliance Counselor evaluations Academic student success (on track to graduate)
<b>12g.</b> Media services which utilize automation and networking to maximize use of existing resources	Funding	Director of Technology Principals Librarians	Technical support personnel Staff development	As needed	Use of Learning Resource Center resources
<b>12h.</b> Communication planning which ensures procedures for: • Administrator/Teacher • Administration/Board • Board/Community • Board/Superintendent (Team of 8)	Time	Superintendent Board of Trustees Public Information Officer	Consultants Principals' Academies	Annually	Communication plan developed and updated

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Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
<b>12i.</b> A plan to establish and monitor required permanent file records (Records management)	Time Space Oversight Funds	Assistant Superintendent for Administration Director of Business/ Ancillary Services	Digital storage Records management company Shelving/warehouse Budgeted funds	Annually	Records management system in place and up to date
<b>12j.</b> A plan to address at-risk populations/potential dropouts	Record keeping Time	Principals A-Team members Asst. Superintendent for Administration	Staff development Attendance Officer Liaison Officer	Annually	Percent of dropouts reduced on AEIS (Gr. 7-8) Completion rate increases (HS) Graduation rate increases
<b>12k.</b> A Code of Conduct to guide all disciplinary actions in the district	Interpretation	Assistant Superintendent for Administration Campus administrators	Texas Association of School Boards model handbook Legal representation seminars	Annually	PEIMS data correct No Office of Civil rights or due process violations
<b>12l.</b> Provide drop-out intervention services and monitor students at-risk of dropping out of school.	Implementation of programs Personnel	Principals Teachers Counselors	Communities in Schools- \$30,000 DCC	Continue current program 2006-07	Services provided to students at-risk of dropping out of school
<b>12m</b> The Dickinson Continuation Center provides a non-traditional approach to serving at-risk students and students who have dropped out of school.	Limited resources	Director of Alternative Education Director of DCC	FTE: 2 \$68,000	Annually	Number of students who earn credits and graduate
<b>12n</b> Meet with district personnel to plan, prioritize, and implement Title I programs.	Time	Supervisor of Federal Programs	Student achievement results Budgets Needs assessments	August – July annually	Campus plans reflect campus and district priorities.
<b>12o</b> Evaluate student achievement data to determine Title I program needs	Time	Principals Campus staff	Campus and district Assessment results	August – July annually	TAKS, SDAA, AP, TELPAS, SAT/ACT results
<b>12p</b> Identify and recruit migrant students	Time	Region IV Recruiter Campus Migrant Coordinators	Migrant surveys	August – July annually	PEIMS Data showing students enrolled
<b>12q</b> Monitor and provide services to migrant students.		Campus Migrant Coordinators		August – July annually	PEIMS Data
<b>12r</b> Provide professional development opportunities for staff and parents	Scheduling	Campus staff Principals Supervisor of Federal Programs	Title I, Part A funding Approx. \$77,000	August – July annually	Sign in sheets, records of training held Improved student performance
<b>12s</b> Coordinate, integrate, and increase parental involvement activities with other	Language	Campus staff Principals	Title I, Part A funding Approx. \$15,000	August – May annually	Record of parent involvement activities held

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
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Activities/Strategies	Barriers/ Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
programs					
<b>12t</b> Provide innovative instructional programs to meet the needs of at-risk students.		Campus staff Principals Educational Services Dept.	Staff development funding Title I, Part A \$1,541,115 Academic coaches	August – July annually	Increased student performance on district benchmarks and state assessments Higher retention rates, attendance Lower dropout rates
<b>12u</b> Coordinate with human resources department to recruit/retain highly-qualified bilingual and ESL staff.	Availability of candidates	Director of Human Resources Campus staff Principals	Local recruiting funds \$20,000	August – July annually	Reduced teacher mobility Increased student performance
<b>12v</b> Identify all limited English proficient students.		Campus staff Registrars Principals	Home Language surveys Enrollment information	August – July annually	LPAC and PEIMS data
<b>12w</b> Assess language proficiency in English and Spanish (when appropriate) upon enrollment.		Bilingual and ESL teachers Paraprofessionals Bil/ESL Campus Contacts	Oral language proficiency test from approved state list (WMLS-R)	August – July annually	LPAC information
<b>12x</b> Conduct LPAC meetings to identify, place, and monitor students and make program recommendations.		Campus LPAC committee members	Enrollment, assessment, and achievement information	Monthly or more frequently if necessary.	LPAC meeting schedule LPAC minutes PEIMS data Increased ELL student achievement
<b>12y</b> Coordinate the bilingual/ESL program with other programs such as GT, special education, migrant, CATE, and AP		Campus staff Bilingual Campus Contacts Principals Program directors		August – July annually	ELL participation numbers are consistent with other student group participation numbers at both district and state level.
<b>12z</b> Teachers assess English language proficiency development		Bilingual and ESL teachers	Oral language tests, TELPAS, ITBS, other state assessments	August – May annually	Each ELL student shows a minimum of one year’s growth as measured by TELPAS (Gr. K-12) and ITBS (Gr. 2)
<b>12aa</b> Teachers assess Spanish reading achievement.		Bilingual teachers	Classroom, district, and state assessments	August – May annually	Students show a minimum of one year’s growth in Spanish reading as measured by assessments.
<b>12ab</b> Bilingual and ESL instructional delivery is aligned with district and state requirements.		Campus staff Teachers Principals	TEKS, placemats, lesson plans, unit plans	August – May annually	Increased ELL student performance
<b>12ac</b> Identify students to be served by the Optional Extended Year program.		Campus OEY Coordinator	Report cards, assessment data, information from	August – July annually	Increased student promotion rates

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Activities/Strategies	Barriers/ Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable, Data Driven)
		Teachers Principals	teachers		
<b>12ad</b> Disseminate OEY program information.		Program Supervisor Principals Campus Staff		August – May annually	Records of meetings, handouts, newsletters
<b>12ae</b> Coordinate the OEY instructional program.		Campus OEY Coordinator Principals		August – July annually	Student data, student progress reports, attendance records, timesheets, meeting records, lesson plans
<b>12af</b> Integrate OEY parent involvement activities.		Campus Staff Principals		On-going	Parent contact logs
<b>12ag</b> Conduct the OEY program evaluation.		Principals Program Supervisor	Surveys, evaluation forms	Annually in the spring	Student data Program evaluations
<b>12ah</b> Disseminate Red Ribbon Week information and materials to campuses.		S & DF District coordinator Program Supervisor	Handouts	Annually in October	Red Ribbon Week campus activities
<b>12ai</b> Provide Safe and Drug Free staff development activities.		Campus and District S & DF Coordinators Program Supervisor		On-going	Records of staff development activities Sign in sheets Evidence of implementation of training
<b>12aj</b> Conduct periodic evaluations to determine Safe and Drug Free program effectiveness.		S & DF district and campus coordinators	Surveys, evaluation forms	On-going	Reduced drug and safety related incidents both campus- and district-wide

## Ten Components of Title I School-wide Programs

### **Decision-Making Process**

Involve the campus community in all levels of the decision-making process, including the identification and roles of the campus community members. Involve the campus community in the development and implementation of procedures to determine the effectiveness of the process.

### **Component 1: Comprehensive Needs Assessment**

Involve the stakeholders in developing and conducting a comprehensive needs assessment that includes collaboration, a common vision, use of data, needs assessment and evaluation in order to design and implement a successful campus plan.

### **Component 2: Scientifically-based Reform Strategies**

Develop and implement effective instructional strategies school-wide that are scientifically research-based and that provide opportunities and address the learning needs of all students.

### **Component 3: High Quality Staff**

Provide instruction, supervision, and training by highly-qualified staff.

### **Component 4: Professional Development**

Provide high quality, on-going professional development for principals, teachers, paraprofessionals, and if appropriate, other pupil services personnel, that addresses identification of needs, campus planning, integration of programs, and results of professional development evaluations.

### **Component 5: Professional Staff**

Develop strategies to attract, recruit, and retain highly-qualified teachers to high-needs schools.

### **Component 6: Parental Involvement**

Develop strategies to increase parental involvement, increase communication and accessibility, and share in the responsibility of student achievement.

### **Component 7: Transition for Students**

Develop plans to maintain collaboration and communication among campuses, provide for instructional alignment and organizational structure of the schools to ensure a smooth transition for all students.

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**Component 8: Assessment Decisions**

Involve teachers in decisions regarding the use of student, program, and curriculum assessments in order to provide information on, and improve the achievement of students and the overall instructional program, and communicate assessment results to the community.

**Component 9: State Achievement Standards/State Academic Assessments**

Develop plans to identify students experiencing difficulty mastering the challenging state achievement standards and state academic assessments. Provide students who are experiencing difficulty with effective and timely intervention strategies that will ensure that they master the challenging state standards.

**Component 10: Federal, State, and Local Programs**

Develop strategies to coordinate and integrate federal, state, and local services and programs at the campus and district levels.