

Dickinson Independent School District

District Improvement Plan

2024-2025



Mission Statement

Dickinson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

Vision

WHAT WE ASPIRE TO BE

Inclusive of all, Dickinson ISD will cultivate excellence, producing confident, collaborative, goal-driven learners who become empowered citizens in a global society.

Value Statement

**CONFIDENT LEARNERS
TODAY**

**CHANGE MAKERS
TOMORROW**

**GATORS
FOREVER!**

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
District Processes & Programs	7
District Context and Organization Summary	7
Staff Quality, Recruitment, and Retention Summary	7
Dickinson Alternative Centers	9
District Transition Plan	9
Technology Summary	9
District Context and Organization Strengths	9
Staff Quality, Recruitment, and Retention Strengths	9
Technology Strengths	10
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success	16
Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment	25
Goal 3: DISD will make family and community partnerships a priority	32
Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success	35
Goal 5: DISD will provide operational services to support the success of student learning	40
State Compensatory	41
Budget for District Improvement Plan	41
Personnel for District Improvement Plan	41
Title I Personnel	45
District Funding Summary	47

Comprehensive Needs Assessment

Demographics

Demographics Summary

The Dickinson Independent School District (DISD) serves the communities of Dickinson, Bacliff, and San Leon, Texas, located in northern Galveston County. DISD educates about 12,592 students across 18 campuses, with 14 designated as Title I, Part A campuses. These Title I campuses include Dickinson High School, Dickinson Junior High, 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.

The district also operates four alternative programs: Dickinson Continuation Center, Transforming Lives Cooperative, the Galveston County Detention Center (located at Esmond Juvenile Center), and the Coastal Alternative Program in Santa Fe, which serves students from nearby cooperative member districts.

DISD offers a comprehensive education for students from pre-kindergarten through grade 12, including basic instructional programs, special education, gifted and talented programs, bilingual/ESL education, college preparatory courses, STEAM academies in all middle and junior high schools, and various Career and Technical Education (CTE) programs. The district is fully accredited by the Texas Education Agency (TEA).

District Demographics:

According to the PEIMS Yearly Report:

Dickinson ISD	2023-2024	2022-2023	2021-2022
Total Enrollment	12,592	12,360	11,933
Enrollment by Ethnicity:			
Am. Indian/Alaskan	56	53	46
Asian	232	237	231
Black/Af. American	1,907	1,928	1,957
Hispanic/Latino	6,640	6,316	5,977
White	3,380	3,473	3,398
Hawaiian/Pacific Isl.	16	13	12
Two or more Races	361	340	321
Dickinson ISD	2023-2024	2022-2023	2021-2022
Limited English Proficient	2,538	4,474	4,057
Immigrant	200	144	156
Econ. Disadvantaged	8,373	8,248	7,662
Homeless	164	144	139

Dickinson ISD	2023-2024	2022-2023	2021-2022
Gifted/Talented	916	882	771

Every Student Succeeds Act (ESSA)

DISD participates in the ESSA federal funding program. All 14 of our campuses are school-wide Title I, Part A campuses, receiving funds to support and enhance instruction. The goal of the ESSA Title I program is to provide every child with a fair, equitable, and high-quality education while closing educational achievement gaps. DISD distributes state and local funds based on student numbers at each campus, ensuring funds are allocated appropriately.

ESSA funds are also set aside to support homeless students at the campus level and for parent and family engagement activities. The district and each campus have a Parent and Family Engagement Policy, which is distributed by the campuses and posted on the DISD website.

Additional ESSA Funds are used in the following programs, as outlined in the DISD District Improvement Plan:

- Title II, Part A—Teacher and Principal Training and Recruiting Fund
- Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A—Student Support and Academic Enrichment Program

Transferability

Transferability is a flexibility authority under the Every Student Succeeds Act (ESSA) which allows Local Educational Agencies (LEAs) to transfer up to 100 percent of the funds they receive under Title II, Part A and Title IV, Part A to other programs to better address the needs of their unique student populations and to ensure the capacity of delivering a meaningful program. Dickinson ISD has transferred Title II, Part A and Title IV, Part A funds to Title I, Part A to better meet the needs of the district.

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: SPP 18: Students with disabilities receive disciplinary removals (ISS/OSS) at a higher percentage than general education students. African American students with disabilities are 2x times more likely to be removed than other students. There is not standard, consistent disciplinary guidance. **Root Cause:** There are a higher degree of subjective disciplinary placements; higher degree of vaping/drugs; administrators are consequence oriented.

Student Learning

Student Learning Summary

2024 Accountability has been prevented from release due to a Temporary Restraining Order. This section will be updated when 2024 Accountability is released.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Across all content areas student groups are not meeting Closing the Gaps Domain targets. **Root Cause:** All instruction has not been delivered at the rigor level the state standards are written and assessed.

Problem Statement 2 (Prioritized): SSP 9: Students with disabilities, ages 3-5, are placed in self-contained special education settings at a significantly higher rate than in the regular early childhood programs. **Root Cause:** There is a lack of inclusion opportunities in the general ed environment due to space, training, mindset and staffing constraints.

Problem Statement 3 (Prioritized): SSP 11: Students with disabilities, ages 6-21, are placed in self-contained special education settings for more than 60% of their day. **Root Cause:** Campuses have different courses & times, expectations; there is a lack of consistency across the district, lack of buy-in to the Decision Making guide and understanding by campus staff (general education teachers, special education teachers and administrators) on inclusion mindset/ in-class support/ pull-out services.

Problem Statement 4 (Prioritized): The district is not always able to meet the requirements of SPP 11 **Root Cause:** Increased number of referrals combined with staff shortage

Problem Statement 5 (Prioritized): Instructional implementation, student engagement and support for students receiving special programming is not always aligned to standards or programming requirements. **Root Cause:** We do not have a systematic process for SDI walk throughs that result in improvement of student learning and programming needs.

Problem Statement 6: No time provided for Fine Arts teachers to collaborate and grow professionally. **Root Cause:** DISD has not had a full-time focus on fine arts.

District Processes & Programs

District Processes & Programs Summary

District Context and Organization Summary

Dickinson ISD, a Title I, Part A district, focuses on developing and implementing comprehensive instructional programs to meet the academic needs of all students, identifying those at risk of academic failure, and providing additional support. Campuses work to create common planning times for teachers in core subjects (English, math, science, and social studies) from middle to high school levels. Elementary campuses focus on creating common planning times for each grade level.

Many campuses have introduced dedicated times during the school day for targeted, data-driven interventions, helping students improve in areas where they struggle. Support is provided to teachers and students throughout the day, with additional opportunities before and after school.

Staff members collaborate in Professional Learning Communities (PLCs) on lesson design, research-based instructional strategies, and effective teaching practices. They are involved in selecting textbooks, updating curriculum and assessments, and participating in decision-making and policy formation.

Principals meet twice a month with the Superintendent, Cabinet, and District Directors, which may include professional development activities.

The District Educational Improvement Committee (DEIC), comprising district-wide elected staff, parents, community members, and business representatives, advises the Superintendent and Cabinet on educational goals, objectives, and major instructional programs.

Staff Quality, Recruitment, and Retention Summary

The Human Resources Department aims to recruit, develop, and retain highly qualified teachers and support personnel to positively impact DISD students. The department collaborates with district leadership to ensure effective hiring within budget constraints.

DISD faces challenges due to rapid district growth, increasing by over 2,000 students in the last five years, and the diversity of the student population across 14 traditional campuses and one alternative campus. As of the 2023-2024 school year, Dickinson ISD had a total enrollment of 12,592 students. Here's a breakdown of the student demographics:

- **Hispanic/Latino:** 52.73%
- **White:** 26.84%
- **Black/African American:** 15.14%
- **Asian:** 1.84%
- **Two or More Races:** 2.87%
- **American Indian/Alaskan Native:** 0.44%
- **Hawaiian/Pacific Islander:** 0.13%

The gender distribution of students is fairly balanced, with 51.46% male and 48.54% female students.

Additionally, a significant portion of the student population faces economic challenges, with 66.49% identified as economically disadvantaged. The district also supports a diverse range of learners, including 20.16% who are emergent bilinguals, 16.70% receiving special education services, and 7.27% identified as gifted and talented.

As of the 2023-2024 school year, Dickinson ISD employs a total of 1,848 staff members, with 871.3 FTEs as teachers. Here's a breakdown:

- **Teachers:** 47.1%

- **Professional Support:** 13.8%
- **Campus Administration:** 2.6%
- **Central Administration:** 1.0%
- **Educational Aides:** 12.3%
- **Auxiliary Staff:** 23.2%

Total Personnel by Ethnicity and Sex:

- **White:** 53.8%
 - Male: 10.0%
 - Female: 43.8%
- **Hispanic:** 29.1%
 - Male: 3.7%
 - Female: 25.3%
- **Black:** 15.3%
 - Male: 3.9%
 - Female: 11.4%
- **Other:** 1.8%
 - Male: 0.3%
 - Female: 1.5%

Teachers by Highest Degree Held:

- **No Degree:** 1.6%
- **Bachelor's Degree:** 76.3%
- **Master's Degree:** 21.6%
- **Doctorate:** 0.4%

Teacher Experience Breakdown:

- Beginning Teachers: 5.8%
- 1-5 Years Experience: 34.0%
- 6-10 Years Experience: 23.0%
- 11-20 Years Experience: 24.9%
- Over 20 Years Experience: 12.3%

The average salary for teachers is \$63,970, with salaries varying by experience level. The average experience of teachers within the district is 9.8 years, with 5.2 years being the average tenure at Dickinson ISD.

The district faces a significant challenge due to a decline in qualified applicants from traditional university teaching programs, with 49% of new hires coming from alternative certification programs over the past three years. The district is focusing on supporting principals in helping teachers plan effective instruction through training, support materials, and coaching.

Recruitment efforts include attending job fairs and partnering with universities to prepare student teachers. Retention strategies include competitive salaries, a supportive administration, quality mentoring, and a professional learning community environment. The district also offers an Assistant Principal Academy, mentoring for new or struggling principals, extensive compensation benefits, and unique benefits like the district daycare, Gator Academy.

Dickinson Alternative Centers

DISD offers several programs for at-risk students to support their academic growth and emotional well-being:

- **ACCEL Academy:** An 8th-grade program allowing overage students to earn both 8th-grade and high school credits simultaneously.
- **Dickinson Continuation Center (DCC):** A by-choice alternative high school with a hybrid curriculum, small class sizes, and individualized support. Students must complete academic and post-graduation plans.
- **Dickinson Alternative Learning Center (DALC):** Temporary schooling for students separated for disciplinary reasons, focusing on academic responsibility and appropriate school behaviors.
- **Coastal Alternative Program (CAP):** A disciplinary alternative program for expelled students, helping them develop self-management skills and remain enrolled in school.
- **Esmond Juvenile Justice Center Residential School:** Provides academic programming and support for students in juvenile detention, including special education and ELL services.

District Transition Plan

The 2024-2025 Academic Calendar includes a transition day for students moving between school levels, with additional support through summer bridge programs for incoming high school freshmen.

Technology Summary

DISD has utilized ESSER and local funds to improve student access to mobile devices, with carts added to all campuses by August 2024. Instructional technology use has increased with the full rollout of a Learning Management System (LMS) and classroom device management software. Network security is a priority, with new software like ClearPass enhancing wireless traffic security. Annual cybersecurity training is mandatory for staff.

Elementary schools will implement a typing program using Title IV funds to help students use technology effectively in the classroom.

District Processes & Programs Strengths

District Context and Organization Strengths

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

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.

- Participation in the Texas Teacher Incentive Allotment (TIA)
- 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 Programs
- Online application process-principals have access to review applicants and set up own interviews. Wide variety of district personnel to attend job fairs and participate in hiring 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.

Technology Strengths

- Alignment with DISD Strategic Plan and a member of the Technology Team on the committee
- Close collaboration with all DISD departments
- Roll out of LMS, increased devices for staff and students

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Instructional implementation, student engagement and support for students receiving special programming is not always aligned to standards or programming requirements. **Root Cause:** We do not have a systematic process for SDI walk throughs that result in improvement of student learning and programming needs.

Problem Statement 2: The data indicates inequitable identification of gifted students when comparing the demographics of the entire district population to the demographics of those students identified as G/T. **Root Cause:** Traditional screening and assessment methods are known to have implicit and explicit bias. Relying solely on limited data sources will continue to further the problem of inequitable rates of identification.

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 ATPC and the recruits are less prepared.

Problem Statement 4 (Prioritized): The district is not always able to meet the requirements of SPP 11 **Root Cause:** Increased number of referrals combined with staff shortage

Problem Statement 5 (Prioritized): SSP 9: Students with disabilities, ages 3-5, are placed in self-contained special education settings at a significantly higher rate than in the regular early childhood programs. **Root Cause:** There is a lack of inclusion opportunities in the general ed environment due to space, training, mindset and staffing constraints.

Perceptions

Perceptions Summary

Culture and Safety Dickinson ISD is committed to creating a safe, caring, and collaborative environment where all students can reach their full potential. The district prioritizes school safety by partnering with the Galveston County Sheriff's Office to provide school liaison officers on every campus. Parents appreciate the district's focus on safety, but some suggest improvements like increased police presence.

Student Support and Engagement DISD offers a variety of after-school activities, clubs, and UIL events that cater to the unique interests and needs of students. These programs help students develop self-awareness and achieve success. Parents value these engaging opportunities but express a desire for more interesting activities, particularly in challenging subjects like algebra.

Instructional Excellence The district emphasizes rigorous academic standards and higher-level thinking skills. The focus is on preparing students to meet and exceed grade-level expectations. The AVID program, which is implemented on multiple campuses, supports college and career readiness by encouraging students to enroll in advanced courses.

Advanced Academics and Specialized Programs Advanced Academics in DISD continue to expand, reaching more students from underrepresented populations. Programs like the STEAM Academy and the InvestiGATOR partnership with UHCL provide enriching experiences for students. The district's CTE program has grown significantly, with strong support from the community and local businesses.

Juvenile Justice Programs DISD provides educational services to students at the Esmond Juvenile Justice Center and the Transforming Lives Cooperative (TLC). These programs focus on rehabilitation and positive outcomes for juvenile offenders. Upon release, students are encouraged to consider attending Dickinson Continuation Center to stay on track for graduation.

Parent and Community Engagement Dickinson ISD maintains strong partnerships with parents and the community, offering a wide range of engagement opportunities like parent nights, Title I meetings, and curriculum events. The district uses various communication tools, including social media, newsletters, and emergency notifications, to keep parents informed. The district also offers translation services and partners with local institutions to support English language learning for parents.

District Growth DISD is a fast-growing district, with student enrollment expected to surpass 12,800 in 2024-2025 and continue to rise over the next decade. Many families choose Dickinson ISD for its strong educational programs and community atmosphere.

Perceptions Strengths

District Culture and Climate

- 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 high-need campuses to help reduce student drop-out rates and to supply students with their individual needs.
- The AVID program is in place for grades 9-12 in order to build a college & career culture throughout the campus.
- A strong CTE program to accommodate increased student interest and enrollment is provided.
- The STEAM Academy serves 800+ students in accelerated math and science curriculum, preparing them for HS Alg I and Bio I in grade 8.
- The InvestiGATORS program serves GT students in grade 4 with a partnership with UHCL, providing exploration and enrichment mini-courses in science, technology, art,

and business.

- Participation in dual credit, dual enrollment, AP exams, PSAT and SAT exams has also increased each year
- DISD Robotics Program expanded to VEX IQ in grades 3-8, allowing more than 200 students to participate across the district.
- This will be the inaugural year of DISD UIL A+ Academic contests started in grades 2-8 with 6 events at each grade level.
- 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.

Parent and Community Engagement

- 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 Documentation and Communication is becoming available in Spanish
- Parent Engagement Coordinators available on Each Campus
- College of the Mainland

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Inconsistent parent engagement or lack of interest in parent engagement activities. **Root Cause:** Parents do not have time, are not familiar with school processes, have language barriers, and may not be comfortable in a school setting.

Problem Statement 2: Special Programs: Parental involvement in parent engagement activities is lower than desired. **Root Cause:** Additional advertisement is needed as well as more immediately relevant topics.

Problem Statement 3 (Prioritized): SSP 9: Students with disabilities, ages 3-5, are placed in self-contained special education settings at a significantly higher rate than in the regular early childhood programs. **Root Cause:** There is a lack of inclusion opportunities in the general ed environment due to space, training, mindset and staffing constraints.

Problem Statement 4 (Prioritized): Instructional implementation, student engagement and support for students receiving special programming is not always aligned to standards or programming requirements. **Root Cause:** We do not have a systematic process for SDI walk throughs that result in improvement of student learning and programming needs.

Priority Problem Statements

Problem Statement 1: Inconsistent parent engagement or lack of interest in parent engagement activities.

Root Cause 1: Parents do not have time, are not familiar with school processes, have language barriers, and may not be comfortable in a school setting.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: The district is not always able to meet the requirements of SPP 11

Root Cause 2: Increased number of referrals combined with staff shortage

Problem Statement 2 Areas: Student Learning - District Processes & Programs

Problem Statement 3: SSP 9: Students with disabilities, ages 3-5, are placed in self-contained special education settings at a significantly higher rate than in the regular early childhood programs.

Root Cause 3: There is a lack of inclusion opportunities in the general ed environment due to space, training, mindset and staffing constraints.

Problem Statement 3 Areas: Student Learning - District Processes & Programs - Perceptions

Problem Statement 4: SSP 11: Students with disabilities, ages 6-21, are placed in self-contained special education settings for more than 60% of their day.

Root Cause 4: Campuses have different courses & times, expectations; there is a lack of consistency across the district, lack of buy-in to the Decision Making guide and understanding by campus staff (general education teachers, special education teachers and administrators) on inclusion mindset/ in-class support/ pull-out services.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Instructional implementation, student engagement and support for students receiving special programming is not always aligned to standards or programming requirements.

Root Cause 5: We do not have a systematic process for SDI walk throughs that result in improvement of student learning and programming needs.

Problem Statement 5 Areas: Student Learning - District Processes & Programs - Perceptions

Problem Statement 6: Across all content areas student groups are not meeting Closing the Gaps Domain targets.

Root Cause 6: All instruction has not been delivered at the rigor level the state standards are written and assessed.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Running Records results

Student Data: Student Groups

- 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Violence and/or violence prevention records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: June 4, 2024

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success

Performance Objective 1: Maintain effective Professional Learning Communities on all campuses in all grade levels.

Evaluation Data Sources: Master Schedules, walk-throughs, agendas

Strategy 1 Details	Reviews			
Strategy 1: Use Solution Tree resources and attend professional development Strategy's Expected Result/Impact: Improved instruction and student achievement Staff Responsible for Monitoring: Director of Curriculum Deputy Superintendent of Ed. Services Results Driven Accountability Funding Sources: - 211-Title IA, - 255-Title IIA, - IDEA B	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success

Performance Objective 2: Provide resources for teachers/staff that address differentiated, targeted instruction to build a strong foundation in all core content areas.





High Priority

Evaluation Data Sources: Common assessments, benchmarks, interim testing, teacher assessments

Strategy 1 Details	Reviews			
Strategy 1: Instructional Coaches will participate in monthly Curriculum Leadership Team meetings with Curriculum Specialists to preview upcoming units and build their capacity to lead curriculum and instruction on campuses. They will focus on leading the planning and implementation of first time, high quality Tier 1 instruction, Tier 2 intervention, and ongoing assessments. Strategy's Expected Result/Impact: Improved classroom instruction, increase in student achievement Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists Funding Sources: - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide targeted phonics instruction in grades K-3 in all classrooms: El Camino, El Proximo, Foundations, Heggerty, etc. Strategy's Expected Result/Impact: Improve reading instruction and student achievement in reading Staff Responsible for Monitoring: Deputy Superintendent of Educational Services Director of Curriculum Curriculum Specialists Campus administrators Results Driven Accountability Funding Sources: - Local Funding, - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Math: Build foundational fluency skills through the use of Building Fact Fluency. Campuses will be provided additional support by Region 4 consultants. Strategy's Expected Result/Impact: Improved Tier I instruction, improved students achievement in math Staff Responsible for Monitoring: Director of Curriculum Math Curriculum Specialists Funding Sources: - 255-Title IIA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: RLA: K-2 teachers will be provided ongoing training on how to implement decodable texts in small group instruction. Strategy's Expected Result/Impact: Improved classroom Tier I instruction, improved student achievement Staff Responsible for Monitoring: Director of Curriculum ELAR/Social Studies Curriculum Specialists Funding Sources: - Local Funding, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Science: Curriculum specialists will help build our teachers' understanding of the recently adopted science TEKS. Curriculum specialists will provide opportunities for instructional coaches to meet and collaborate monthly to clarify science learning targets, plan for high quality Tier 1 and 2 science instruction, and develop aligned common assessments for tested science grade bands. Strategy's Expected Result/Impact: Improved classroom Tier I instruction, improved student achievement Staff Responsible for Monitoring: Director of Curriculum Science Curriculum Specialists Funding Sources: - 255-Title IIA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Social Studies: Increase the integration of primary sources in Social Studies lessons as reflected in lesson plans and student work samples	Formative			Summative
	Nov	Jan	Mar	June





Strategy 7 Details	Reviews			
Strategy 7: Special Programs: Campus Compliance Facilitators will monitor data collection to document instructional supports and accommodations / modifications to allow the IEP team to analyze student progress and growth to make future data driven decisions. Strategy's Expected Result/Impact: Increased student learning Staff Responsible for Monitoring: Coordinator of Special Programs Instruction & Compliance Campus principals / Assistant principals Results Driven Accountability Funding Sources: - Local Funding, - IDEA B	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Special Programs: Conduct FIEs and ARDs within timelines and in compliance with TEA utilizing a district students records management system (including maintaining educational records). Strategy's Expected Result/Impact: Meet Initial FIE timelines Staff Responsible for Monitoring: Coordinator of Evaluation and Related Services Results Driven Accountability Funding Sources: - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Special Programs: Ensure evaluation staff have a thorough knowledge of all disabilities including monitoring the number of students identified as ID, LD, AU, and ED and conducting Case Review for all evaluations of ID students. Strategy's Expected Result/Impact: increased knowledge and accurate identification of students Staff Responsible for Monitoring: Coordinator of Evaluation and Related Services Results Driven Accountability Funding Sources: - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: 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. Strategy's Expected Result/Impact: Improve SSP 9 and 11 (LRE) data Staff Responsible for Monitoring: Coordinator of Evaluation and Related Services Coordinator of Special Programs Compliance Campus principals / Assistant principals Results Driven Accountability - Equity Plan Funding Sources: - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Special Programs: Dickinson ISD is committed to decreasing the percent of special education removals (Action code (E105) 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, 60) as evidenced by PEIMS report comparisons and continued implementation of Behavior Teaching Continuum and providing training on Behavior 101 to teachers. Strategy's Expected Result/Impact: Improved SSP 18 (Sped Total Disciplinary Removals Rate) data Staff Responsible for Monitoring: Coordinator of Evaluation and Related Services Campus Administrators Behavior Coaches Funding Sources: - IDEA B, - Local Funding, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success

Performance Objective 3: Develop and implement well-rounded programs of instruction to meet the unique needs of all students

Strategy 1 Details	Reviews			
Strategy 1: Provide programs for academic enrichment such as: Robotics; GT programs, Investigators, Gator Scholars, STEAM Academy, Gator Travelers, dual credit, dual enrollment Staff Responsible for Monitoring: Director of Advanced Academics Funding Sources: - 287-Title IV, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide students access to Career & Technical Education (CTE) programs which provide opportunities for Industry-Based Certifications (IBCs) and work-based learning opportunities. Strategy's Expected Result/Impact: Increase in career readiness for students and an increase in the number of certifications earned by students Staff Responsible for Monitoring: Director of Career and Technical Education Funding Sources: - Perkins, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Math Use programs such as ST Math, IXL, and Desmos to build conceptual understanding of abstract mathematical concepts. Provide a consultant who will build the capacity of instructional coaches to improve instructional practices. Strategy's Expected Result/Impact: Improved classroom instruction and student achievement Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists Funding Sources: - 255-Title IIA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Provide ongoing cross-curricular training through Texas A&M University's "We Write" program for the implementation of consistent and meaningful writing opportunities in grades 5-8 science classroom. Strategy's Expected Result/Impact: Improved classroom instruction and student achievement Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists Funding Sources: - 255-Title IIA, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Make learning visible through self-regulated strategy development strategies such as KAT, WeWrite, DBQ. Strategy's Expected Result/Impact: Improved classroom instruction and student achievement Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists Funding Sources: - 255-Title IIA, - 282-ESSER III, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success

Performance Objective 4: Implement programs providing opportunities to achieve academic growth for students at risk for academic failure and those with limited English.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Provide resources for emergent bilingual students: Imagine Learning, Rosetta Stone, Summit K-12 Strategy's Expected Result/Impact: Improved Staff Responsible for Monitoring: Coordinator of State and Federal Programs Funding Sources: - Local Funding, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement programs that will address academic needs of At-Risk students such as the Summer Bridge Program, AVID classroom resources and strategies including in-class support, classes for students who need extra support. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Coordinator of State and Federal Programs Director of Advanced Academics Funding Sources: - 263-Title IIIA, - 199-SCE, - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Address the unique learning needs of all Emergent Bilingual (EB) students through various programs such as Summer Bilingual/ESL classes and emergent bilingual classroom support. Staff Responsible for Monitoring: Coordinator of State and Federal Programs Results Driven Accountability Funding Sources: - 199-SCE, - Local Funding - Bilingual Allotment, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Campus leadership and teachers will be trained to analyze data to measure and monitor student growth: our priority is to maintain students who scored Masters last year and make sure they score Masters this year. Provide extra instructional support for students who need an intentional differentiated plan/ training. STEAM curricular support to maintain masters and raise on-level students. Strategy's Expected Result/Impact: Increased student growth district-wide Staff Responsible for Monitoring: Director of Curriculum Director of Assessment Campus Principals Funding Sources: - State Funds	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide targeted tier 2 intervention driven by data derived from formative and cumulative assessment such as ITSS/Amplify/Imagine Learning/Pacific Learning/Rosetta Stone/Read 180/System 44 Strategy's Expected Result/Impact: Improved student growth in reading Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists Campus Leaders Teachers Funding Sources: - 263-Title IIIA, - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 1: Implement various safety measures throughout the district

High Priority





Evaluation Data Sources: Surveys, safety and discipline documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: To ensure the security and protection of students, staff, and property, the board employs school liaison officers (SLOs), and security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL).</p> <p>The law enforcement duties of school resource officers are:</p> <ul style="list-style-type: none"> a) conducting investigations of all criminal violations (with the exception of major criminal violations such as murder or sexual assault in which instance the Officers will assist the law enforcement agency with primary jurisdiction) occurring on DISD property or at DISD-sponsored or school-related activities, except at DISD Extracurricular Activities, on or off DISD property; b) patrolling the periphery of DISD campuses (up to and including 1000 feet beyond the real property boundary lines) for the purpose of controlling narcotic/alcohol sale and use, gang related activities and other crimes including those prohibited by Texas Education Code SS 37.006(a), SS 37.007, and SS37.110; c) attending DISD sponsored or School Related Activities during school hours; d) working with faculty/administration/student body/parents to develop the necessary knowledge and skill required of such faculty/administration/student body/parents to detect the presence and dangers of narcotics and/or alcohol; e) acting as educational resources for the criminal justice system and its operation in society; f) establishing good rapport with students to establish a role model for good community/criminal justice system relationships; g) providing security on the various DISD campuses for prevention of theft, trespassing, and intrusion; h) responding to night and weekend calls when DISD buildings are found opened or unlawfully entered; i) reporting open and unlawfully entered DISD buildings to the prescribed personnel; j) acting as a liaison with public safety authorities on all matters affecting school security; k) consulting with DISD Administration on methods of increasing security in and around the remises of each school; l) assisting DISD Administration with enforcement of its written Student Code of Conduct adopted pursuant to law; m) investigating and participating in DISD's student disciplinary actions as reasonably necessary; n) complying with DISD's policies and procedures, including those relating to the prohibition against the use of alcohol or drugs and required drug and alcohol testing set forth in DISD Board policies and administrative regulations, to the extent that there are no conflicts with policies of the Sheriff's Office or the County; o) upholding the laws of the State of Texas; p) preserving the peace within the Officer's jurisdiction by all lawful means; q) performing such other law enforcement duties as may be agreed upon by the Sheriff and DISD; and r) performing duties required of peace officers under Texas law. <p>District security personnel monitor campus grounds and report suspicious activity or concerning behavior.</p> <p>Strategy's Expected Result/Impact: Safe school environment</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide a safe way for students to report unsafe situations Strategy's Expected Result/Impact: Safe school environment Staff Responsible for Monitoring: Assistant Superintendent for Administration Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement safety protocols from the Texas School Safety Center and TEA: required safety updates, weekly door sweeps, Avoid, Deny, Defend training, Stop the Bleed training, Safety and Security Committee meetings, staff and student required trainings, campus threat assessment teams, required drills, etc.. Strategy's Expected Result/Impact: Improve school safety, Staff Responsible for Monitoring: Assistant Superintendent for Administration Campus Principals Funding Sources: - Local Funding, - School Safety Formula Grant, - Silent Panic Alarm Technology Grant	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 2: Ensure students' emotional safety through the development of positive relationships and school culture/climate

Strategy 1 Details	Reviews			
Strategy 1: Provide students the opportunity to outside agency supports (e.g., UTMB TCHAT, Communities in Schools, Family Service Center). Strategy's Expected Result/Impact: Decrease student drop out, increase emotional stability Staff Responsible for Monitoring: Coordinator of Mental Health and Counseling Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide student lessons through programs such as Second Steps and Character Strong. Strategy's Expected Result/Impact: Increased teacher support for students struggling emotionally and increased student awareness and learning about emotional safety Staff Responsible for Monitoring: Coordinator of Mental Health and Counseling Funding Sources: - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 3: Enhance students' physical health through instruction and district health services.

Strategy 1 Details	Reviews			
Strategy 1: Provide anti-victimization/ child abuse prevention training and curriculum. Strategy's Expected Result/Impact: Increased awareness for staff and prevention strategies for students. Staff Responsible for Monitoring: Coordinator of Mental Health and Counseling Funding Sources: - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide Substance Abuse Prevention Programs such as BACODA, Crime Stoppers and Gulf Coast Center. Staff Responsible for Monitoring: Coordinator of Mental Health and Counseling Funding Sources: - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement Human/Sex Trafficking Prevention Program - Training for staff - Curriculum for students Strategy's Expected Result/Impact: Increased awareness for staff and prevention strategies for students. Staff Responsible for Monitoring: Coordinator of Mental Health and Counseling Funding Sources: - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 4: Support the emotional health of students and staff through coordinated/streamlined services.

Strategy 1 Details	Reviews			
Strategy 1: Promote the streamlined Gator Wellness Center Referral Process through the use of a clerk. Staff Responsible for Monitoring: Coordinator of Mental Health and Counseling Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
<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 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 5: Provide extra support for students identified as homeless

Evaluation Data Sources: Registration forms

Strategy 1 Details	Reviews			
Strategy 1: Provide needed school supplies, clothing and snacks Strategy's Expected Result/Impact: Improved social, emotional and academic performance Staff Responsible for Monitoring: Coordinator of State and Federal Programs Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 3: DISD will make family and community partnerships a priority

Performance Objective 1: Improve communication between school and home

Evaluation Data Sources: Parent surveys

Strategy 1 Details	Reviews			
Strategy 1: Ensure parent communication is translated to Spanish Strategy's Expected Result/Impact: Improve parent communication Staff Responsible for Monitoring: Coordinator of State and Federal Programs Funding Sources: Translation Services - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
<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 make family and community partnerships a priority

Performance Objective 2: Expand partnerships with area colleges and universities





Evaluation Data Sources: Evidence of student enrollment and participation in programs

Strategy 1 Details	Reviews			
Strategy 1: Expand community college parent and student nights to help parents navigate FAFSA, admission process and other needs Strategy's Expected Result/Impact: Increase college and career readiness for students and families Staff Responsible for Monitoring: Director of Career and Technical Education Funding Sources: - Local Funding, - 263-Title IIIA, - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: DISD will make family and community partnerships a priority





Performance Objective 3: Equip families with tools to enhance and extend learning at home.

Evaluation Data Sources: Coordinator of State and Federal Programs

Strategy 1 Details	Reviews			
Strategy 1: Provide training to parents in ways to support their children at home in reading, math homework, understanding STAAR testing and results Strategy's Expected Result/Impact: Improve parent and family engagement to support learning Staff Responsible for Monitoring: Coordinator of State and Federal Programs Funding Sources: - 211-Title IA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campuses will provide various activities to facilitate effective transitions into kindergarten, middle schools, junior highs, high school and to post-secondary through open houses, summer bridge, dual credit for students and families. Strategy's Expected Result/Impact: Increase awareness for students and parents of various educational opportunities available for all students Staff Responsible for Monitoring: Coordinator of State and Federal Programs Funding Sources: - 199-SCE, - Local Funding, - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide a Parent and Family Engagement Coordinator for each campus to provide support for meeting the needs of the families, planning engagement activities, and documenting engagement requirements. Strategy's Expected Result/Impact: Foster parent and school partnerships and improve parent and family engagement. Staff Responsible for Monitoring: Coordinator of State and Federal Programs Principal Parent and Family Engagement Coordinator Funding Sources: Extra Duty Pay - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success

Performance Objective 1: Refine a recruitment pipeline with multiple sources to provide the district with qualified candidates to meet the staffing needs of the district.





Strategy 1 Details	Reviews			
Strategy 1: Continue to promote a comprehensive recruitment plan with competitive benefits, salaries, and stipends based on qualifications required for assignment and market trend. Strategy's Expected Result/Impact: Increase overall district retention rate. Staff Responsible for Monitoring: Executive Director for Human Resources Funding Sources: - Local Funding, - 211-Title IA, - Special Programs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Research best-practices for a grow your own program for students in the Teaching & Learning CTE Program of Study (POS). Strategy's Expected Result/Impact: Facilitate a pipeline of highly qualified teachers who are familiar with the needs of DISD students Staff Responsible for Monitoring: Director of Career and Technical Education Funding Sources: - Local Funding, - Perkins	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success

Performance Objective 2: Provide high-quality, job embedded professional development for all staff, which results in increased productivity and employee satisfaction.

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide quality and relevant staff development aligned to district needs by offering expanded professional development opportunities, including travel to relevant conferences, across all departments and content areas utilizing various resources and consultants. Strategy's Expected Result/Impact: Improved teacher instruction and retention resulting higher student academic achievement Staff Responsible for Monitoring: Director of Curriculum Coordinator of State and Federal Programs Funding Sources: - 211-Title IA, - 263-Title IIIA, - Local Funding, - 199-SCE, - IDEA B, - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Enhance the two-year teacher induction and mentoring program to all teachers new to the profession. Strategy's Expected Result/Impact: Increase teacher retention rate of beginning teachers (0-2 years). Staff Responsible for Monitoring: Director of Advanced Academics and Teacher Development Funding Sources: - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Develop emerging teacher-leaders and mid-level administrators for future positions within the district through leadership academies and opportunities to lead campus and district professional development sessions. Strategy's Expected Result/Impact: Increase the number of effective principals and other school leaders Staff Responsible for Monitoring: Director of School Leadership Funding Sources: - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Special Programs: Provide/expand district-wide professional development focusing on IEP goals, objectives, PLAAFPs, progress monitoring and reporting, Decision Making Guide, accommodations, in-class support, and designated supports, using Frontline, across curriculum for all grade levels through contracted service providers, area conferences, service centers, and in-district offerings. Strategy's Expected Result/Impact: Increased knowledge base for educators. Staff Responsible for Monitoring: Special Programs Coordinators Results Driven Accountability Funding Sources: - Special Programs, - IDEA B	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Special Programs: Provide professional development (e.g. 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. Strategy's Expected Result/Impact: Increased knowledge base for educators Staff Responsible for Monitoring: Special Programs Coordinator of Compliance Special Programs Coordinator of Evaluation and Related Services Funding Sources: - Local Funding, - IDEA B	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: 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 with the goal of increasing inclusive opportunities for students with disabilities. Strategy's Expected Result/Impact: Increase inclusive learning opportunities for students with disabilities Staff Responsible for Monitoring: Special Programs Coordinators Results Driven Accountability Funding Sources: - Local Funding, - IDEA B	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Special Programs: Provide professional development to special education teachers for teaching core curriculum using researched based best practices Strategy's Expected Result/Impact: Increased staff knowledge Student progress on STAAR / STAAR-Alt & EOC Staff Responsible for Monitoring: Special Programs Coordinators Results Driven Accountability Funding Sources: - IDEA B, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Special Programs: Provide CBVIs, explore employment opportunities, organize visits and volunteer opportunities to various facilities in the area, provide information and supports for post-secondary governmental agency services, and attendance at the local transition fair. Strategy's Expected Result/Impact: Increased opportunities for students in special education to generalize skills Staff Responsible for Monitoring: Special Programs Coordinators Funding Sources: - Local Funding, - IDEA B	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success

Performance Objective 3: Provide all staff with a package of benefits and services that addresses personal and professional needs.

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement the Teacher Incentive Allotment, monitor, evaluate, and refine processes, and continue to communicate program initiatives and outcomes to stakeholders. Strategy's Expected Result/Impact: Recruit, support, and retain highly effective teachers in all schools, with particular emphasis on high-needs and rural schools. Staff Responsible for Monitoring: Executive Director of Human Resources Funding Sources: - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement DISD Wellness Program (SWAMP). Strategy's Expected Result/Impact: Support overall well-being of all staff. Staff Responsible for Monitoring: Executive Director of Human Resources	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 5: DISD will provide operational services to support the success of student learning

Performance Objective 1: Build and maintain infrastructure connectivity for the district

Evaluation Data Sources: District and campus needs

Strategy 1 Details	Reviews			
Strategy 1: Provide resources for students in the area of Technology Applications, including typing programs, for the effective use of technology in the classroom. Strategy's Expected Result/Impact: Increased efficiency and productivity so that core instructional time is not interrupted Staff Responsible for Monitoring: Executive Director of Technology Funding Sources: - 287-Title IV, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</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>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$4,019,969.90

Total FTEs Funded by SCE: 64.08

Brief Description of SCE Services and/or Programs

610000 Payroll Costs \$3,882,824.90 620000 Professional and Contracted Services \$60,400.00 630000 Supplies and Materials \$43,270.00 640000 Other Operating Costs and Travel \$33,475.00

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adkins, K.	Instructional Support	0.67
Alexander, J.	Instructional Support	0.17
Allen, J.	Social Worker	1
Allen, R.	Instructional Support Paraprofessional	1
Allison, K.	Instructional Support	0.17
Alvear, S.	Instructional Support Para	1
Aranda Salazar, Y	Instructional Support Paraprofessional	1
Arredondo, N.	Instructional Support Paraprofessional	1
Barker, M	Instructional Support Paraprofessional	1
Betancourt, A.	Instructional Support	0.5
Blakely, J.	instructional Support	0.17
Bodell, A.	Instructional Support	0.17
Brasel, K.	Instructional Support	0.17
Brown, A.	Instructional Support	0.17
Bruysschaard, J.	Instructional Support	0.34
Bryson, K.	Teacher	0.33
Burkhardt, C	Instructional Support	0.9
Cantrell, J.	Instructional Support	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cardona, I.	Instructional Support Paraprofessional	1
Caswell, O.	Instructional Support Paraprofessional	1
Cephas, A.	Instructional Support	0.17
Contreras, M.	Instructional Support Paraprofessional	1
Corbin, R.	Instructional Support	1
Cottingham, D.	Instructional Support Paraprofessional	1
Cox, E.	Instructional Support	1
Demunbruin, C.	Instructional Support	1
Dockery, C.	Instructional Support	0.33
Durrschmidt, L.	Instructional Support Paraprofessional	1
Eanes, R.	Instructional Support	0.33
Etchberger, K.	Instructional Support	0.17
Faith, J.	Instructional Support	1
Farias, E.	Instructional Support	0.5
Ferrell, J.	Instructional Support Paraprofessional	1
Franklin, P.	Instructional Support	0.17
Garcia, Y.	Instructional Support	0.17
Garza, D.	Instructional Support Paraprofessional	1
Gibb, R.	Instructional Support	0.3
Glebe, D.	Instructional Support	0.17
Goodger, J.	Instructional Support Paraprofessional	1
Goodwin, H.	Instructional Support	1
Grabbe, K.	Instructional Support	0.25
Guidry, T.	Instructional Support	0.33
Guillory, S.	Instructional Support Paraprofessional	1
Helle, C.	Instructional Support Paraprofessional	1
Henderson, E.	Instructional Support Paraprofessional	1
Hendrickson, A.	Instructional Support	1
Hester, T.	Instructional Support	0.33
Hinojosa, J.	Instructional Support Paraprofessional	1
Hunter, M.	Instructional Support Paraprofessional	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Irigoyen, M.	Instructional Support Paraprofessional	1
Jackson, L.	Instructional Support Paraprofessional	1
Jarmack, C.	Instructional Support Paraprofessional	1
Jasso, R.	Instructional Support	0.5
Johnson, M.	Instructional Support	0.17
Joslin, J.	Instructional Support	1
Keels, S.	Instructional Support Paraprofessional	1
Knox, N.	Instructional Support	0.33
Landolt, J.	Instructional Support	1
Laughbaum, A.	Instructional Support	0.4
Legrand, C.	Instructional Support Paraprofessional	1
Lind-Olson, J.	Instructional Support	0.33
Lindsey, C.	Instructional Support	0.16
Lopez, C.	Instructional Support Paraprofessional	1
Lowe, T.	Instructional Support	0.25
Maierson, S.	Instructional Support	1
Martin, T.	Instructional Support	1
Matranga, M.	Instructional Support	0.9
McClung, J.	Instructional Support	1
McCray, D.	Instructional Support	1
McMahon K.	Instructional Support	1
McMichael, S.	Instructional Support	0.33
Milutin, M.	Instructional Support	0.5
Molenaar, J.	Instructional Support	0.33
Moore, T.	Instructional Support	0.33
Morgan, T.	Instructional Support	1
Mustiful, A.	Instructional Support	0.07
O'Gea, M.	Instructional Support	1
Ortiz, H.	Instructional Support Paraprofessional	1
Powell, L.	Instructional Support	0.17
Rachel, R.	Instructional Support	0.17

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Revuelta, R.	Instructional Support	0.33
Reyes, C.	Instructional Support	0.33
Richardson, W.	Instructional Support Paraprofessional	1
Seeley, M.	Instructional Support Paraprofessional	1
Sellers, K.	Instructional Support	0.17
Sifuentes, K.	Instructional Support Paraprofessional	1
Singleton-Watkins, S.	Instructional Support Paraprofessional	1
Spruill, A.	Instructional Support	0.5
Steward, B.	Instructional Support	0.17
Symmank, J.	Instructional Support	0.5
Tamayo, G.	Instructional Support Paraprofessional	1
Tottenham, T.	Instructional Support Paraprofessional	1
Watson, B.	Instructional Support	0.17
Wellman, H.	Instructional Support	0.33
Westerlage, H.	Instructional Support	0.33
Williams, J.	Instructional Support	0.33
Yates, L.	Instructional Support	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anderson, Chad	DHS Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Anderson, Jessica	BCE Instructional Paraprofessional	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Baskin, Sandra	HRE Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Bicknell, Sandi	DHS Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Brasel, Kristi	BMS Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Brown, Lourtisha	DMS Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Carter Harper, Jalisha	BCE Instructional Paraprofessional	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Donovan, Joseph	DHS Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Esquivel, Ruby	DJH Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Ford, Regina	DHS Instructional Paraprofessional	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Gaines, Sheila	DHS Instructional Paraprofessional	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Hardy, Kimberly	KELE Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Hefner, Susan	DHS Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Higgs, Amecia	DHS Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Hollen, Shelby	KJH Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Ito, Ayane	DHS Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.
Jackson, Angelica	DJH Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
James, Courtney	JSES Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Juarez, Alexis	LMS Instructional Paraprofessional	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Kidd, Debra	SLES Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Laffey, Karissa	DHS Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Luckett, Tyrnn	DHS Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Luckey, Kevin	MJH Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Parks, Kayla	DHS Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Pool, Tiffany	CRES Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Rolla, Angela	LES Instructional Paraprofessional	PS 1; Goal 1; Obj. 4; Strategy 2	1.0
Tarpey, Kayci	DJH Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
White, Gabrielle	MJH Teacher	PS 1; Goal 1; Obj. 4; Strategy 2	1.0

District Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	2			\$0.00
1	4	2			\$0.00
1	4	5			\$0.00
2	5	1			\$0.00
3	1	1	Translation Services		\$0.00
3	2	1			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	3	3	Extra Duty Pay		\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
Sub-Total					\$0.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	11			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
2	2	2			\$0.00
4	2	1			\$0.00

255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2			\$0.00
4	2	3			\$0.00
Sub-Total					\$0.00
199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$0.00
1	4	3			\$0.00
3	3	2			\$0.00
4	2	1			\$0.00
Sub-Total					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	2	9			\$0.00
1	2	10			\$0.00
1	2	11			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5			\$0.00
1	4	1			\$0.00
1	4	3		Bilingual Allotment	\$0.00
2	1	1			\$0.00
2	1	2			\$0.00

Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$0.00
2	2	1			\$0.00
2	4	1			\$0.00
3	2	1			\$0.00
3	3	2			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
4	2	5			\$0.00
4	2	6			\$0.00
4	2	7			\$0.00
4	2	8			\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00
State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4			\$0.00
Sub-Total					\$0.00
263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	5			\$0.00
3	2	1			\$0.00
3	3	1			\$0.00
4	2	1			\$0.00
Sub-Total					\$0.00

Special Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
4	2	4			\$0.00
Sub-Total					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	2	9			\$0.00
1	2	10			\$0.00
1	2	11			\$0.00
4	2	1			\$0.00
4	2	4			\$0.00
4	2	5			\$0.00
4	2	6			\$0.00
4	2	7			\$0.00
4	2	8			\$0.00
Sub-Total					\$0.00
Outside Agency					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
4	3	1			\$0.00
Sub-Total					\$0.00
287-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00

Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
4	1	2			\$0.00
Sub-Total					\$0.00
282-ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5			\$0.00
Sub-Total					\$0.00
School Safety Formula Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$0.00
Sub-Total					\$0.00
Silent Panic Alarm Technology Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$0.00
Sub-Total					\$0.00