

Dickinson Independent School District
Dickinson High School
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

We believe that...

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

Every person has purpose, worth, and dignity,

Individual potential is unlimited,

Family dynamics has a profound influence on who we become,

Connecting with others is essential to a quality life,

Learning is instinctive, lifelong and unique to each individual,

Diversity adds to the quality of one's life,

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

Communication is pervasive, ever-present, and multidimensional,

Change is natural and continuous,

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dickinson High School is the only high school campus in Dickinson Independent School District. DHS serves predominantly low and middle income families. DHS serves 3763 students in grades 9 to 12. This campus is a Title I Schoolwide Campus.

The student population is 18% African-American, 24.21% White, 1.83 % Asian, 53.28% Hispanic, 2.18% Two or More Races with 2390 or 63.51% of our students identified as Economically Disadvantaged. Dickinson HS serves 367 (9.75%) English Language Learners; 548 (14.56%) students who receive Special Education services; 196(5.21%) are identified as Gifted/Talented students. 207 or 5.50% of our students are identified as Dyslexic and 326 of our Dickinson HS students receive accommodations as 504 students.

The staff population assigned to the high school totals 351. is 18% African-American, 62%White, 18% Hispanic, 105 or 30% male and 246 or 70% female.

Demographics Strengths

Dickinson High School, a Title I institution, serves a diverse student body. Our students consistently work well together, demonstrating appreciation and respect for individual differences. Our teachers are compassionate individuals who show respect, courtesy, and appreciation for our diverse student and parent community. Parents and community members support our school by actively participating in parent booster club organizations. They regularly attend our fall Open House/Parent University, Spring Parent University, 8th Grade Parent Night and College and Career Fair. DHS parents and community members also show strong support for athletic and fine arts events, attending in large numbers. Parent meetings and parent/teacher conferences are well attended by our parents.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student school attendance is a major concern. **Root Cause:** School attendance by both students and staff and continues to be an area of great concern.

Problem Statement 2: We need to retain current and recruit future highly effective educators. **Root Cause:** Teacher shortages in all areas of instruction significantly impacted our hiring practices in the past few years.

Student Achievement

Student Achievement Summary

Diverse Academic and Extracurricular Programs: Dickinson High School offers a wide range of academic and extracurricular programs designed to meet the needs of its diverse student population. This includes ample opportunities for additional support and tutoring during the school day..

Effective Instructional Strategies: Teachers at DHS utilize the PLC process and effective instructional strategies to address the varied needs of students, including those who are ESL, special education, or economically disadvantaged.

Ongoing Professional Development: The school provides ongoing training for teachers to enhance their ability to address individual student needs through timely interventions, appropriate modifications, accommodations, and differentiated instruction. Teachers use frequent formative assessments to monitor student achievement and adjust their teaching strategies accordingly.

Focused Response to Intervention (RtI): DHS has a robust plan for implementing Response to Intervention (RtI) and Common Formative Assessments for students who did not meet state standards on the STAAR/EOC. This plan includes meaningful, timely, and focused interventions to ensure that all students achieve at least one year's growth.

Positive Behavior Incentive System (PBIS) and Enriching Lessons: The school-wide Positive Behavior Incentive System (PBIS) is designed to help students achieve their Gator BEST by promoting a safe and productive learning environment. Monthly themes integrated into Na

Student Achievement Strengths

Spring 2022 STAAR EOC, Algebra I							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
DICKINSON HIGH SCHOOL	799	27	3777	51%	70%	29%	10%
Economic Disadvantage	545	27	3756	50%	68%	27%	9%
American Indian/Alaskan Native	3	22	3555	41%	33%	33%	0%

Spring 2022 STAAR EOC, Algebra I							
Asian	8	38	4287	70%	100%	88%	25%
Black/African American	167	27	3762	50%	69%	29%	10%
Hispanic	425	27	3756	50%	69%	26%	9%
Two or More Races	13	31	3942	58%	85%	31%	15%
White	183	28	3809	52%	72%	34%	10%
Currently Emergent Bilingual	121	25	3674	46%	60%	19%	6%
Second Year of Monitoring	21	28	3831	53%	86%	19%	10%
Special Ed Indicator	103	22	3543	40%	48%	10%	5%

Spring 2022 STAAR EOC, Biology							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
DICKINSON HIGH SCHOOL	917	30	4076	61%	82%	55%	19%
Economic Disadvantage	621	29	4023	58%	79%	50%	17%
American Indian/Alaskan Native	3	20	3570	40%	33%	0%	0%
Asian	13	37	4537	74%	85%	77%	38%
Black/African American	182	30	4056	60%	82%	55%	16%
Hispanic	488	29	3986	57%	79%	49%	15%
Two or More Races	17	32	4154	64%	82%	71%	18%
White	214	34	4271	68%	91%	67%	29%
Currently Emergent Bilingual	122	21	3590	41%	52%	11%	2%
First Year of Monitoring	2	29	4079	57%	50%	50%	50%
Second Year of Monitoring	28	33	4172	66%	100%	68%	18%
Special Ed Indicator	110	23	3692	45%	62%	21%	5%

Spring 2022 STAAR EOC, US History							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
DICKINSON HIGH SCHOOL	706	47	4274	69%	90%	71%	40%
Economic Disadvantage	416	45	4174	66%	89%	65%	31%

Spring 2022 STAAR EOC, Algebra I							
American Indian/Alaskan Native	2	46	4120	67%	100%	100%	0%
Asian	20	57	4723	83%	100%	95%	75%
Black/African American	142	45	4173	66%	89%	67%	32%
Hispanic	340	46	4210	67%	89%	67%	33%
Two or More Races	18	49	4341	72%	94%	72%	50%
White	184	50	4415	73%	93%	77%	52%
Currently Emergent Bilingual	63	34	3750	50%	70%	30%	5%
First Year of Monitoring	2	47	4184	68%	100%	50%	50%
Second Year of Monitoring	4	48	4231	70%	100%	75%	50%
Special Ed Indicator	74	34	3742	49%	59%	32%	11%
Spring 2022 STAAR EOC, English I							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
DICKINSON HIGH SCHOOL	1107	39	3864	58%	58%	39%	5%
Economic Disadvantage	731	38	3805	56%	51%	34%	4%
American Indian/Alaskan Native	4	33	3675	48%	50%	25%	0%
Asian	17	46	4159	68%	76%	71%	29%
Black/African American	213	38	3820	57%	55%	34%	3%
Hispanic	585	38	3802	55%	50%	34%	4%
Native Hawaiian/Pacific Islander	1	56	4510	82%	100%	100%	0%
Two or More Races	20	39	3843	58%	65%	30%	0%
White	267	43	4019	64%	74%	53%	9%
Currently Emergent Bilingual	144	28	3453	40%	15%	3%	0%
First Year of Monitoring	2	49	4244	72%	100%	50%	50%
Second Year of Monitoring	28	40	3855	59%	50%	39%	0%
Special Ed Indicator	109	29	3467	42%	28%	13%	0%
Spring 2022 STAAR EOC, English II							

Spring 2022 STAAR EOC, Algebra I							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
DICKINSON HIGH SCHOOL	977	42	3962	61%	66%	47%	4%
Economic Disadvantage	634	40	3895	59%	61%	41%	2%
American Indian/Alaskan Native	2	34	3659	50%	50%	50%	0%
Asian	15	51	4342	75%	87%	73%	13%
Black/African American	213	39	3860	58%	57%	38%	1%
Hispanic	498	41	3928	60%	65%	44%	2%
Native Hawaiian/Pacific Islander	1	57	4573	84%	100%	100%	0%
Two or More Races	24	43	3982	63%	67%	50%	0%
White	224	45	4107	66%	74%	58%	10%
Currently Emergent Bilingual	113	30	3536	44%	31%	9%	0%
First Year of Monitoring	3	32	3614	47%	33%	0%	0%
Second Year of Monitoring	2	55	4438	80%	100%	100%	0%
Special Ed Indicator	116	29	3522	43%	24%	13%	1%

Dickinson High School Advanced Placement Program.

	2018	2019	2020	2021	2022
Number of AP Students	265	276	311	341	424
Number of Exams	419	443	477	508	601
AP Students with Scores 3+	120	116	137	149	197
% of Scores 3+	45.28	42.03	44.05	43.70	46.46

Dickinson High School Dual Credit Program. In cooperation with College of the Mainland, 242 DHS students took 1110 semester course hours and passed 100% of them during the 2021-2022 school year. We have partnered with the University of Texas offering College Algebra, Calculus and a science class for UT college and high school dual credit. The program allows students the opportunity to gain college credit and high school credit within a platform that closely mirrors the UT college experience. All instruction is delivered on-line with the oversight and support of a DHS faculty member. Thirty-six members of the graduating class of 2022 graduated with 60+ college hours and an Associates Degree. \$3.2

million in college scholarships were earned by DHS graduating seniors.

Dickinson High School Career and Technology Program. A total of 2493 students were enrolled in CTE courses for the 2021-2022 school year. DHS students took 348 certification tests with an 83% passing rate. Students earned 289 industry certifications through our CTE program in 2021-2022.

Class	Certifications Offered	Certifications Passed	Certifications
Intro to Welding	NCCER Core Level 1	69	5
Welding 1 (COM Dual Credit)	NCCER Core Level 1	0 *Students will earn certifications in their 2 nd year of Dual credit with COM	0
Welding 2	OSHA 30	1 *Piloted OSHA 30	16
Pharmacy Technician	Certified Pharmacy Technician	7	4
Pharmacy Technician	BLS/CPR	12	0
Health Science	Patient Care Technician	34	0
Health Science	EKG Technician	34	0
Dental	Registered Dental Assistant (RDA)	14	0
Dental	Nitrous Oxide	14	0
Dental	BLS/CPR	14	0
EMT	Emergency Medical Technician	1 *New Program	2
Cosmetology	Texas Cosmetology Operators License	11	0
Engineering	Certified SolidWorks Associate	8	13
Auto Tech	Automotive Service Excellence (ASE)	0 *Teacher started March 21st	0
Agriculture	Texas State Floral Association	0 *Providing additional training to teacher	0
Audio Video Production	Adobe Certified Associate (Digital Video)	6	6
Audio Video Production	Adobe Photoshop	10	0
Graphic Design	Adobe Certified Associate (In Design)	0 *Piloted Adobe In Design	9
Law Enforcement	International Academies of Emergency Dispatch 911	37	9
Education & Training	Educational Aide I	15	0
Business	Microsoft	2	4
	Totals	289 passed	59

Dickinson High School Graduation, Class of 2022. A total of 851 DHS seniors graduated in May 2022.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Increase Participation and Success: Enhance participation and success rates in AP, TSI, SAT, and ACT exams through expanded and improved college readiness programs. **Root Cause:** Factors contributing to this may include lack of awareness inadequate preparation resources, or insufficient guidance and encouragement for students to engage in these opportunities.

Problem Statement 2 (Prioritized): Build on existing college readiness programs like Dual Credit, Early College High School, AVID, CTE classes, PAP/AP classes, and the College and Career center by exploring new strategies to broaden their impact. **Root Cause:** Limited Reach and Effectiveness of Current Programs: Despite having established college readiness programs like Dual Credit, Early College High School, AVID, CTE classes, PAP/AP classes, and the College and Career Center, these programs may not fully address the diverse needs of all students or may have constraints that limit their impact.

Problem Statement 3 (Prioritized): Address Attendance Issues: Improve student attendance to positively impact academic achievement across STAAR, AP, SAT, and CTE certifications. **Root Cause:** Chronic Absenteeism: Persistent student absenteeism is a primary factor affecting academic achievement across STAAR, AP, SAT, and CTE certifications. This issue can stem from various underlying factors, such as lack of engagement or motivation, personal or family challenges, health issues, or insufficient support systems.

Problem Statement 4: Close Performance Gaps: Work to close the performance gap by increasing Meets and Mastery level scores to align with or surpass state and Region IV averages. **Root Cause:** These are often due to inconsistent instructional quality and support across different subjects and grade levels. This inconsistency may result from varying levels of teacher expertise, inadequate use of data to inform instruction, or insufficient resources and interventions to meet students' needs

School Culture and Climate

School Culture and Climate Summary

Dickinson High School provides students with many opportunities to participate in extra-curricular activities and to explore college and career readiness to achieve goals beyond high school graduation. DHS has addressed many systems issues to target excessive student tardies, student absences, and student discipline. Student tardies have improved as a result of these efforts including tardy sweeps, but along with attendance will continue to be a focus for the 2021-22 school year.

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

DHS will continue the foundational work originated with the Safe and Civil Schools initiative while adding supports through Restorative Practices, CharacterStrong and on-going campus-wide professional development utilizing the Global PD materials. CharacterStrong will be implemented across the campus with special emphasis placed on activities that reinforce the character building lessons. We will continue implementing Restorative Practices and the value of building relationships with students and professional peers.

DHS helped to make our school is safer by hiring two Security Monitors--one inside and one outside--to monitor student traffic and to ensure that visitors follow established protocols for entering our school. Our Instructional Leadership Team will serve as our Campus Security Team making recommendations to administration throughout the year when safety and security concerns arise. Exterior doors will be locked and additional fencing was erected to provide security to the patio/backside of the school. Faculty, staff and students will be trained in the ALLERT protocols as well as other safety measures. DHS will utilize Social Sentinel and Gaggle to monitor student internet accounts and social media for threats and other inappropriate behaviors that negatively impact our school. The Family Service Center Mental Health Counselor, our DHS Counselors, and our Communities in Schools Liaisons will monitor student needs and address mental health, physical/emotional, and family issues as they arise. Students also have access to the P3 app to report concerns anonymously.

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

School Culture and Climate Strengths

- DHS Counselors meet regularly with students in both one-on-one settings and in group settings to explore course sequence options, high school graduation plans, CTE course offerings, PreAP/AP course offerings, dual credit opportunities and career exploration options.
- College & Career Center promotes college and career readiness for all grades through facilitation of career inventories, scholarship opportunities, resume building workshops, college visits and job boards.
- The DHS master schedule provides an opportunity for collaboration through shared planning time in content areas; team leaders facilitate meetings, planning, and instructional collaboration during weekly PLC meetings.
- The campus-wide AVID program is building College Readiness through classroom instruction, college field trips, college tutors, and use of AVID instructional strategies in all core courses.
- DHS student participation in extracurricular activities continues to grow each year. Enrollment and active participation continues to grow in band, theatre, choir, robotics, History Fair, Science Fair, and all athletic and fine arts programs.

- The Dickinson High School CTE program has experienced a significant increase in student enrollment in recent years. In addition, community, business, and industry support have increased with interest demonstrated and significant monetary and equipment contributions made to various programs. The CTE program is adding four new staff members and high-demand courses for the 21-22 year.
- The Dickinson community is very supportive of the efforts on our campus. Community sponsors for programs and initiatives are easily found.
- DHS will continue using CharacterStrong lessons with all students and teachers as a basis for improving culture and climate for all stakeholders.

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

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

Problem Statements Identifying School Culture and Climate Needs

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

Problem Statement 2 (Prioritized): We need to continue to increase student engagement through extra-curricular programs such as fine arts, History and Science fairs, athletics, robotics, etc. **Root Cause:** Limited availability to after school restricts student participation in these activities. Scheduling time during the regular school day provides more opportunities for students to access these programs. However, COVID restrictions may eliminate the possibility of CHOMP Time/ Smart Lunch so those time constraints would remain.

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

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Dickinson High School strives to recruit, hire, and retain highly-qualified teachers. New teachers are provided with support through assigned mentor teachers and content buddies who have been identified as teacher leaders. Common planning in the core areas allows department members to plan, debrief, support, and work together to provide quality instruction to all students. Our Dean of Instruction is responsible for coordinating monthly meetings with new teachers to debrief, troubleshoot, and provide academic and logistical support. The inservice emphasis before school for the 2021-2022 school year will continue to focus on Lead4Ward, AVID, Professional Learning Communities, Emotional Poverty, CharacterStrong and Restorative Practices.

Staff retention and recruitment continue to be a concern for DHS. Although we have strong leadership and a solid structure for support, our teachers struggle with the demands on their personal time and on their emotions. Many of our students struggle academically due to unstable support from home. Many students work long hours after school and come to school tired and physically unable to engage with learning. If you teach at DHS, you have to be highly committed and well prepared every hour of every day. We have to have the BEST teachers standing before our students and the demands are often overwhelming for our staff.

The teacher turnover at the end of the 2020-2021 school year was significantly more than in recent years. I believe that the stress of the Covid pandemic played a huge role in the loss of teachers and staff. Finding qualified teachers to fill vacancies continues to be a challenge for DHS.

Staff Quality, Recruitment, and Retention Strengths

- The DHS new teacher mentor program supports first year teachers by providing support through assigned mentor teachers and regular meetings with campus and district support staff.
- DHS teachers are paired with a content "buddy" who is available to assist with lesson planning, student discipline/classroom management, preparing for an unexpected absence, etc.
- DHS has a structured, tiered leadership team that consists of a department chairperson and content specific teachers leaders i.e. mathematics department chairperson, Algebra I team leader, Geometry team leader, Algebra II team leader, etc.
- Quality, focused staff development opportunities are made available to all teachers.
- District curriculum specialists in mathematics, science, social studies, and English language arts provide on-going, timely support through model lessons, staff development, and the development of high quality curriculum materials/resources and assessments.
- Administrators conduct regular walk-throughs and give timely feedback.
- Collaborative planning (PLC) is implemented in all core content areas.
- The master schedule provides a common planning time for all core subject teachers.
- Department leaders and team members serve on interview committees when hiring new teachers.
- DHS continues to hire highly qualified teaching alternative certification candidates from recognized TEA Education Service Centers (Reg 4 and 13). Administrators from the regional service center programs observe first year teachers several times each semester.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

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

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

Problem Statement 4: Recruitment of highly-qualified teachers continues to be problematic for DHS. **Root Cause:** Teacher retirement and leaving the profession due to the time commitment and the emotional demands of teaching. In addition, the stresses of the Covid pandemic also play a significant role in the retention and recruitment of teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Dickinson High School provides common planning for teachers who teach in the four core areas (English, mathematics, science, and social studies). This Collaborative Planning time is used to collaboratively plan and to analyze student performance data for the purpose of informing curriculum decisions, instructional delivery planning, the identification of instructional resources, and the development of common assessments. District level curriculum specialists provide additional support to core departments through well-articulated, tightly aligned curriculum documents, lesson planning assistance, peer coaching, data disaggregation, and mentoring. A full time curriculum specialist in English and math are assigned to the campus. In addition, a reorganization of administrators assigned to various content areas will allow for greater attention and involvement by administrators.

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

Curriculum, Instruction, and Assessment Strengths

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

- Expected outcomes are embedded in the curriculum documents through the clearly defined performance tasks.
- Curriculum for content specific courses is evaluated throughout the year to ensure proper alignment and appropriate pacing.
- Content specific Professional Learning Committees (PLC or teams) meet weekly (more often in English I and II, Algebra I, Biology, and US History) to analyze student performance data, to discuss student learning goals, to develop common assessments, and to create lesson plans.
- Teacher leaders have assumed "department chairperson" roles and serve as department advocates/liaisons to campus and district administrators.
- Teacher leaders have assumed "team leader" roles in all four core areas and by subject taught i.e. mathematics department has a team leader for Algebra I, Geometry, and Algebra II.
- The DHS Instructional Leadership Team meets once a week to advise the principal. Issues such as department activities, resource needs, and student achievement concerns are discussed. The Team works to ensure positive and productive two-way communication is occurring, to be proactive in regards to calendar planning, and to analyze school-wide data. The Leadership Team consist of the following members: department chairpersons for mathematics, science, social studies, English, health/PE, fine arts, LOTE, and CTE. In addition, the lead counselor, the campus testing coordinator, and the librarian also serve on the team.
- The department chairpersons' teaching schedules include an additional conference period during which time they coach and mentor other department members, research additional resources and training opportunities for their department members, and work with the supervising administrator to ensure that all teachers receive support.
 - The DHS Response to Intervention (RtI) meets bi-monthly throughout the year to analyze, assess, support, and monitor struggling students and their teachers by suggesting appropriate interventions.
 - The master schedule includes a common planning period for all content specific teams allowing for continuous improvement in the area of instructional design and delivery.
 - All teachers received 3-6 walkthroughs along with full period observations.
 - Lesson plans are monitored by the Dean of Instruction and the supervising department administrator 1-2 times a month to ensure quality and alignment.
 - Grades and pass/fail percentages are monitored by the Dean of Instruction and shared with the administrative team following each grading period.
 - The campus offers targeted intervention classes for struggling students in the form of Reading Improvement, EOC English I, II, & III for students who were unsuccessful on the Eng EOC, a math lab period to support struggling math students in Algebra I, a full day credit recovery lab, and an additional staff member to assist with ELL sections and to serve as an LPAC coordinator.

- The campus will continue to offer a PSAT/SAT preparation class as part of the Gator Scholars program targeting potential National Merit contenders based on previous PSAT scores.
- The campus will continue offering core classes in an ELL cohort format to allow for targeted teacher instruction and support.
- The AVID Campus Site team meets monthly to continue integration of AVID Strategies and WICOR throughout the campus.
- The Lead4Ward Dreamers Team brought new and exciting approaches to the planning teams and PLCs in their individual departments. The feedback on the impact on instruction has been very positive. This team's membership will expand this year as an all new group will attend the annual Think Conference.
- A computer lab monitor will allow for full implementation of the My Path instructional program for General Education struggling readers, Special Education students, and EL students struggling to learn English.
- All will benefit from the purchase of Global PD from Solution Tree this year. Special emphasis will be made to study common assessments, PLC structures, and RtI.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

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

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

Parent and Community Engagement

Parent and Community Engagement Summary

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

Dickinson High School administrators and counselors use the Skyward message center as well as the phone/email Message center to inform parents of general information regarding our school, upcoming athletic and fine arts events, and critical time periods such as the distribution of progress reports and report cards. Our senior counselor uses the Skyward message center to keep parents abreast of important dates such as financial aid and scholarship deadlines, senior pictures, graduation and prom dates, and other information that is important to seniors and their parents. Messages go out to various parent groups and/or the entire campus parent group regularly.

Dickinson High School has established a warm relationship with the ministers in the Dickinson area. A prayer breakfast is scheduled each September and January in which ministers from every faith join us for fellowship and prayer. Our black churches are well attended and hold a strong influence over its members. This relationship has built trust between the school and the black community as we all work together to serve the academic, social, emotional and spiritual needs of our students. We have an active Youth for Christ group that meets once a week at the school during lunches. Ministers from several local churches sponsor this student group.

Our Dickinson High School band, cheer team, drill team, and ROTC actively participate in local community events including parades, the Festival of Lights, Stuff the Bus, and Empty Stocking. These are outreach programs that afford our students the opportunity to be involved in charitable community service projects. Our students participation in these events helps to create a sense of community in our students and gives the public an opportunity to see our students in a positive "light."

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

Parent and Community Engagement Strengths

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

- Interpreters are available at most parent meetings to support our non-English speaking families. District social workers are available to students and their families.
- A variety of tutorials are offered on campus including individual teacher tutorials and Lighted Windows Open Doors which is also open to other members of the community.
- DHS hosts a Parent Open House in the Fall and a Parent University in the spring semester.
- DHS hosts a TITLE I Parent Informational meeting during the Fall Parent Open House.
- DHS hosts a Parent Informational Meeting for incoming 8th grade students' parents in February and August and a graduating seniors' parents in October and in January.
- DHS communicates with the parents of students who have not passed End of Course exams to inform and explain the impact on high school graduation.
- DHS students are showcased each month at the Dickinson Rotary Club.
- Higher Up, a non-profit program working with our senior AVID students, is in its third year and builds strong community relationships between our students and local business.

Problem Statements Identifying Parent and Community Engagement Needs

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

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

- Central Administration supports DHS through flexible campus budgets and seeks input into professional development activities and other campus- based planning decisions.
- The DHS master schedule provides common planning periods for PLC activities and the district early release days provide opportunities for on-going, embedded staff development and content-specific planning time.
- New teachers are paired with Mentor teachers who provide them with necessary support in their first year of teaching. All teachers are assigned a campus "Buddy Teacher" who can provide direction and support when needed.
- Teacher tutorials and Lighted Windows Open Doors (LWOD) provides struggling students with additional support during the regular school day and after school.
- The Campus Improvement Committee members serve rotating three year terms and provide input and direction in regards to programmatic, instructional, and structural decisions.
- The Dickinson High School Student Advisory Board provides students with the opportunity to be student leaders and to provide the administration with relevant and timely input on issues that impact students.
- The Dickinson High School Instructional Leadership Team meets once a week to review the upcoming calendar, to help plan campus activities, to serve as a liaison and a communication bridge between the administration on and his/her department members, and to provide direction to the administration regarding our campus goals, our school's focus, programmatic and instructional decisions, and the most efficient use of our school budget.
- The department structure for each of the four core areas includes a department chairperson and a team leader for each instructional area. For example, the mathematics department has a department chairperson, an Algebra I lead teacher, a geometry lead teacher, and an Algebra II lead teacher. This structure provides an additional layer of support.
- The master schedule reflects good planning in regards to clustering special education students who receive Support Facilitation (SF) services. The campus is meeting the needs of these students much more efficiently by ensuring the IS teacher is certified in the content and in special education.
- The AVID Site Team meets monthly and the members carry the message to the campus. Our goal is to utilize technology for quick individualized trainings on key AVID strategies for teachers.
- The PLC Guiding Coalition consists of teachers from each department. The members volunteered to serve on this leadership committee. Their focus is to provide support and on-going direction in the process of our school becoming a Professional Learning Community.
- The UDL team meets regularly with Region IV specialists in an effort to widen our "toolbox" of instructional strategies so that our instructional delivery meets the academic needs of ALL learners.
- The Instructional Leadership Team will also serve as the Safety Committee in an effort to streamline communication and take timely action on concerns/issues.

Problem Statements Identifying School Context and Organization Needs

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

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

Technology

Technology Summary

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

As a result of necessity established during the COVID closure in the spring of 2020, all teachers expressed interest in gaining technology access and aptitude. They are appreciative of training they have received and are anxious for more in the future. Schoology is the platform DHS teachers will use for the delivery of technology integrated and distance learning. Our teachers are learning how to navigate the system so that their lessons are available to students 24/7. More training is scheduled throughout the 2021-2022 school year.

We continue to expand our inventory of laptops and chromebooks. Our goal is for all teachers to have a laptop cart in their room for use by all students daily. At this time, all teachers of the STAAR EOC subjects have computer carts in their classrooms so that students are afforded the opportunity to work, learn, explore, and for student mastery to be assessed using technology. Our Pre/AP and AP teachers are paired and they share a cart. All of our CTE teachers have daily access to technology so that industry standards are maintained and "work-like" environments are created in the classrooms.

Technology Strengths

- Almost every classroom at DHS is equipped with projectors, document cameras, teacher work stations, Mimios, Interactive Whiteboards, enabled devices, online textbook accounts, and Windows based tablets for instructional use.
- DHS is equipped with 9 computer labs for supervised student use. Additionally, the campus is equipped with over 50+ chromebook/laptop carts assigned to departments or available for teacher check out and use in the classroom.
- DHS is also equipped with 1 SMART board in the Library as well as several Quizdom sets, Vernier Probeware, and individual laptops available for teacher use.
- The campus subscribes to several web-based resources for teachers including Scientific Minds for the social studies/science classes respectively.
- Administration uses Remind 101 for communication with teachers and staff. All departments are utilizing Eduphoria Forethought for lesson planning.
- Our web infrastructure continues to be upgraded to support increased wireless network access for Bring Your Own Devices and other wireless needs.
- All DHS teachers are required to have an active website where information regarding course requirements, upcoming events/projects, and class resources are readily available to students and parents.
- The district web-filtering has been adjusted to allow more access for students and staff.
- Students are allowed to use their personal electronic devices during class changes and non-instructional periods such as lunch to check email/text messages, to access information on the web, and to communicate with parents.
- Teachers allow students to use their personal electronic devices the use of cell phones in their classrooms to conduct research and to access information on the web.
- The DHS library provides ebooks and audio books for check out to students and teachers.
- The DHS library provides instruction in the effective use of current technologies and available on-line resources to both teachers and students.
- DHS utilizes Edgenuity for credit recovery and initial credit opportunities when appropriate and applicable.
- The district purchased Read180 and Math180 for use with populations struggling with reading and numeracy deficiencies. DHS will continue use with our SPED, ELL, struggling readers and our dyslexic populations.
- DHS has subscriptions to a wide variety of on-line learning platforms such as GALE, Britannica and Discovery Education.
- Teachers and staff members utilize Schoology for instruction and for communicating/collaborating with colleagues.
- The campus continues to purchase Chromebook/laptop carts to increase access to additional technology support.
- Social Sentinel, P3, and Gaggle are utilized to monitor social media and student DISD internet accounts.

Problem Statements Identifying Technology Needs

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Technology

Problem Statement 2: Increase Participation and Success: Enhance participation and success rates in AP, TSI, SAT, and ACT exams through expanded and improved college readiness programs.

Root Cause 2: Factors contributing to this may include lack of awareness inadequate preparation resources, or insufficient guidance and encouragement for students to engage in these opportunities.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: We continue to grow and develop the CTE offerings to increase access to greater numbers of students and based on student interest and the future job market though we have had to turn away students in welding and engineering this year.

Root Cause 3: Providing classroom space and finding/retaining qualified teachers for welding and engineering continues to be a challenge.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: The individual planning with students in areas such as endorsement plans, CTE programs, PAP/AP, dual credit, and other course selections requires significant time and attention from our staff.

Root Cause 4: Our counseling staff is stretched very thinly, but we have re-arranged responsibilities for this school year freeing our counselors' time so that more time is dedicated to working individually with students to monitor their academic progress and to formulate academic and career goals.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: We need to continue to increase student engagement through extra-curricular programs such as fine arts, History and Science fairs, athletics, robotics, etc.

Root Cause 5: Limited availability to after school restricts student participation in these activities. Scheduling time during the regular school day provides more opportunities for students to access these programs. However, COVID restrictions may eliminate the possibility of CHOMP Time/ Smart Lunch so those time constraints would remain.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Respond to input from parents, staff, students and the community regarding student safety, campus morale, and community involvement..

Root Cause 6: Campus needs access to valid survey data from all stakeholders.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Ongoing need to increase quality and availability of support programs from district and campus for new teachers.

Root Cause 7: Retention of new teachers is a national issue and DISD is examining additional induction teacher supports but the struggle continues.

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

Problem Statement 8: Increase availability and variety of professional development for faculty and staff.

Root Cause 8: Requirements for certification are non-negotiable but as a district, we ask much of our teachers on "their own time" in terms of professional development. Providing exchange day options is a great help for this issue.

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

Problem Statement 9: There continues to be a need to train faculty and staff in the PLC model .

Root Cause 9: Whenever there is staff turn over, we lose momentum in the time and effort taken to get new people up to speed on the process and expectations.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: There continues to be a need to focus on the master schedule to address needs such as targeted intervention classes in math & English where specialized curriculum will focus on the needs of struggling students, SPED programming, CTE classes, AVID, ESL cohort classes, PAP/AP/Dual Credit classes, and Collaborative Team Planning time.

Root Cause 10: The varied programs continue to grow and require increasingly creative scheduling to meet those needs.

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: Lack of parent engagement in the education of our students.

Root Cause 11: Campus must take a more active role in engaging parents.

Problem Statement 11 Areas: Parent and Community Engagement

Problem Statement 12: Increase communication and access with all stakeholders via CIC, leadership teams, extended learning opportunities, etc.

Root Cause 12: Media reports on schools tend to be negative and focus on generalized and overstated failures of our systems. Increasing the faith through transparency is critical for us to do.

Problem Statement 12 Areas: School Context and Organization

Problem Statement 13: The PLC model has not been implemented with fidelity.

Root Cause 13: Teachers and staff are unaware of the purpose and power of the PLC when implemented with fidelity.

Problem Statement 13 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 14: We continue to struggle with mental health and emotional well-being issues with our students, staff, and community that negatively impact the learning environment.

Root Cause 14: Insufficient attention has been given to the emotional well-being of our students and staff as the needs grow.

Problem Statement 14 Areas: Curriculum, Instruction, and Assessment

Problem Statement 15: Build on existing college readiness programs like Dual Credit, Early College High School, AVID, CTE classes, PAP/AP classes, and the College and Career center by exploring new strategies to broaden their impact.

Root Cause 15: Limited Reach and Effectiveness of Current Programs: Despite having established college readiness programs like Dual Credit, Early College High School, AVID, CTE classes, PAP/AP classes, and the College and Career Center, these programs may not fully address the diverse needs of all students or may have constraints that limit their impact.

Problem Statement 15 Areas: Student Achievement

Problem Statement 16: Address Attendance Issues: Improve student attendance to positively impact academic achievement across STAAR, AP, SAT, and CTE certifications.

Root Cause 16: Chronic Absenteeism: Persistent student absenteeism is a primary factor affecting academic achievement across STAAR, AP, SAT, and CTE certifications. This issue can stem from various underlying factors, such as lack of engagement or motivation, personal or family challenges, health issues, or insufficient support systems.

Problem Statement 16 Areas: Student Achievement

Problem Statement 17: DISD and DHS have a negative image in the community as reflected in the attitudes of home buyers of new developments in our area.

Root Cause 17: DHS has failed to market itself in a positive manner showing the community all the positive and productive things that are happening at our school.

Problem Statement 17 Areas: School Context and Organization

Goals

Goal 1: Dickinson High School will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 1: Increase the performance of all student groups across all subjects on the STAAR EOC exams by 5%. This will be achieved by improving Tier 1 instruction through the implementation of effective questioning techniques and the consistent application of aggressive monitoring strategies.

High Priority

Evaluation Data Sources: CFA, Unit Assessment, CBA and Interim Assessment scores, STAAR EOC scores, Observation data, Coaching feedback data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Provide high-quality, research-based Tier I instruction that is aligned with the rigorous Texas state standards (TEKS) to ensure all students master the state standards, to ensure that all students achieve one year's academic growth, and to support all students in the achievement of a Meets or Mastery Level on all STAAR EOC exams.</p> <p>Strategy's Expected Result/Impact: Improve student performance for all students on STAAR EOC in all subjects: Algebra I, English I, English II, Biology, US History. Improve student performance on Common Formative/Summative assessments, State Interim assessments, and course grades.</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Supervising Dept. Administrator Instructional Coaches Department Leaders Team Leaders Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211-Title IA - 211-8-13-001-30-24-6200-DW</p>				

Strategy 2 Details		Reviews			
Strategy 2: Provide focused Tier II intervention for students who failed to master the state standards (TEKS) following Tier I instruction. This strategy may include any or all of the following: 1. Drafted to the DHS intervention period "Gator Time" 2. Teacher tutoring before/after school 3. Individualized and/or small-group instruction within the regular classroom Strategy's Expected Result/Impact: Improve student performance on formative/summative assessments, Interim assessments, EOC assessments and course grades. Improve Meets and Masters Level on STAAR assessments Staff Responsible for Monitoring: Principal Dean of Instruction Instructional Coaches Classroom Teachers Inclusion-Support Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Intervention Materials, High Quality Learning Resources - 211-Title IA, - 199-SCE, - Local Funding		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Increase student access to Tier III prescriptive interventions provided through computer and/or technological support systems to extend, reinforce and complement literacy and numeracy instruction for students struggling in English/ Language Arts and/or mathematics. Strategy's Expected Result/Impact: Improved student achievement by increasing learning time. Improved student achievement by providing "Gator Time" interventions/remediation. Improved literacy and numeracy skills for struggling students by providing focused, individualized, prescriptive practice in Tier 3 courses. Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 211-Title IA, - IDEA B		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide support for an effective Co-Teach model utilizing a certified regular education teacher and a certified special education teacher who are assigned to the regular education classroom. The model will provide purposeful/targeted instruction using research-based instructional strategies and differentiated learning opportunities to ensure access to the standard curriculum.</p> <p>Strategy's Expected Result/Impact: Improve student performance on PSBM and EOC assessments by SpEd students. Reduce course failure rates. Increase student engagement and accessibility through differentiated and specially designed instruction.</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Supervising Dept. Administrator Special Education Dept. Leader Special Education Teachers Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide a Tier III extended learning course for all incoming ninth grade students who have not demonstrated proficiency in Algebra 1 Readiness skills and the use of DESMOS calculators as demonstrated by their performance on the Grade 8 STAAR Mathematics test by scheduling students into the extended Algebra I (Independent Studies in Mathematics) concurrently while also scheduling students into the regular Algebra I class.</p> <p>Provide a Reading I-IV Tier III, targeted ELA instructional class for select students who continuously struggle with reading as evidenced by their STAAR Grade 8 Reading or their Interim assessment English I and/or English II score and/or by their performance in core classes.</p> <p>Strategy's Expected Result/Impact: Improve the academic performance of students who struggle in reading, writing, and/or mathematics. Improve EOC scores. Reduce failure rates Increase student engagement Increase high school graduation rates</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Supervising Dept. Administrator Lead Counselor Math/Language Arts Curriculum Specialist Math/ ELA Instructional Coaches Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Actively populate, utilize and interact with Data Templates to analyze previous student performance and to monitor student progress toward improved performance in the following areas: Algebra I, Biology, English I, English II, US History.</p> <p>Utilize the Data Protocol Tool from the Collaborative Teams website to analyze data by collaborative team on common formative assessments & exit tickets.</p> <p>Utilize team developed rubrics to analyze student written responses and calibrate instructional changes.</p> <p>Utilize Lead4Ward templates/reports to analyze data from CBAs to guide instruction.</p> <p>Utilize Cambium & Aware to analyze STAAR data.</p> <p>Strategy's Expected Result/Impact: Increase teacher knowledge and awareness of their students' previous academic achievement and timely monitoring of current year's performance to increase instructional agility.</p> <p>Plan more effective Tier 2 interventions by TEKS by student.</p> <p>Staff Responsible for Monitoring: Campus/Department Administrators</p> <p>Dean of Instruction</p> <p>Instructional Coaches</p> <p>Algebra I teachers</p> <p>Biology teachers</p> <p>English I teachers</p> <p>English II teachers</p> <p>US History teachers</p> <p>ESF Levers:</p> <p>Lever 5: Effective Instruction</p> <p>Funding Sources: - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details		Reviews			
Strategy 7: Provide all Special Education/504/RTI students access to Supplemental Aids, as needed, during classroom instruction and when taking summative/formative classroom assessments and standardized state tests. Strategy's Expected Result/Impact: Improve academic performance of special education/504/RTI students on all assessments including STAAR EOC. Assist in memory retrieval for students that exhibit a need in this area. Staff Responsible for Monitoring: Campus Administrators Instructional coaches All teachers Inclusion Support Teachers Dyslexia Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - No Funding Required		Formative			Summative
		Nov	Jan	Mar	June
Strategy 8 Details		Reviews			
Strategy 8: Following the Solution Tree PLC model, teachers will actively participate in weekly collaborative planning activities. The collaborative meetings will focus on the four tenets of an effective PLC: 1. What do we want students to learn and/or be able to do? 2. How will we access mastery? 3. What will we do for students who do not demonstrate mastery? 4. How will we extend the lesson for students who master? Strategy's Expected Result/Impact: Improve the quality of instruction in all classes. Improve the quality of lesson planning. Improve and expand the use of data to inform instruction. Foster a school climate of collaboration and excellence. Ensure learning for ALL Staff Responsible for Monitoring: Department chairperson Campus administrators Dean of Instruction Instructional coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - Local Funding		Formative			Summative
		Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Dickinson High School will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 2: Teachers will effectively utilize collaborative team time to develop and evaluate scope and sequence documents, units of study, learning targets, and common assessments, resulting in a 5% increase in student achievement as measured by standardized assessments.





High Priority

Evaluation Data Sources: Curriculum documents, weekly CTT agendas, CFA data, data protocol template, and unit assessments and benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Require all PreAP/AP teachers to participate in Vertical Alignment activities. Strategy's Expected Result/Impact: Align instruction for all PreAP/AP courses in grades 6-12. Staff Responsible for Monitoring: Curriculum specialists PreAP/AP teachers Campus administrators Funding Sources: Professional development for PAP/AP teachers, Collaborative planning time for PAP/AP teachers - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Require all AP courses to utilize AP classrooms to improve student performance on AP exams. Strategy's Expected Result/Impact: Improve AP Exam performance Improve masters grade level performance on STAAR EOC Improve college readiness Staff Responsible for Monitoring: Curriculum specialists Campus administrators AP teachers TEA Priorities: Connect high school to career and college Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide a comprehensive remediation and enrichment program for all AP testers through school pull-out and Saturday Blitz activities. Strategy's Expected Result/Impact: Improve AP exam performance Increase the number of qualifying scores on AP exams Improve college readiness Improve masters grade level performance on STAAR EOC Staff Responsible for Monitoring: Campus administration Department leader AP teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Offer additional PreAP/AP, Dual Credit and "Ramp UP" course offerings. Strategy's Expected Result/Impact: Increase student enrollment in AP courses Staff Responsible for Monitoring: Campus administration PreAP/AP teachers Lead counselor TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: Resources for new courses i.e. textbooks - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Analyze College Board student performance reports to identify and correct weaknesses in our AP instructional program. Strategy's Expected Result/Impact: Improve AP exam performance Improve masters grade level performance on STAAR EOC Improve college readiness Staff Responsible for Monitoring: AP teachers Campus administrators Director of Secondary Education Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Analyze student performance reports with to familiarize students with AP level questions and testing practices. Strategy's Expected Result/Impact: Improve AP exam performance Improve masters grade level performance on STAAR EOC Staff Responsible for Monitoring: AP teachers Campus administrators Director of Secondary Education TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: DHS teachers, administrators and counselors will attend conferences and professional development opportunities to improve student performance on the AP exams. Conferences/training include but are not limited to the following: College Board AP Conferences AVID Conference NMSI/LTF Institutes RICE University AP Institutes U of H AP Institutes Strategy's Expected Result/Impact: Improvement in student achievement and performance on STAAR, AP, SAT/ACT tests. Staff Responsible for Monitoring: Principal Dean of Instruction TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Utilize the SAT prep course and Khan Academy to provide SAT prep course. Strategy's Expected Result/Impact: Improvement in SAT scores Staff Responsible for Monitoring: SAT course teacher Dean of Instruction TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: Dickinson High School will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: Ensure all students grow by 1 year in RLA & Math, by providing intervention and extension.

High Priority

Evaluation Data Sources: Flex data, data tracking charts, one on one data meetings, unit assessment

Strategy 1 Details	Reviews			
Strategy 1: Utilize the Data Protocol to analysis student data after each assessment and provide enrichment or intervention during Gator Time four days a week. Strategy's Expected Result/Impact: Increased just in time intervention Planned TEK based intervention around essential standards Increased enrichment for students meeting or exceeding expectations Staff Responsible for Monitoring: EOC team leads Campus Principal Dean of Instruction Instructional Coaches TEA Priorities: Connect high school to career and college Funding Sources: - Local Funding	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: Dickinson High School will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 4: Increase the percentage of students achieving Meets and Masters levels on STAAR EOC exams across all subjects by 5%. This will be accomplished through the implementation of rigorous instruction and the integration of student self-data tracking practices, with 90% of students regularly monitoring their progress and setting goals, leading to improved academic outcomes and higher performance on state assessments.

Evaluation Data Sources: Student self-data tracking, CBA data, Unit Assessments, Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Implement student self-tracking data charts in all EOC courses. Strategy's Expected Result/Impact: Increase rigor instruction Implementation of student self-data tracking practices, Monitor student progress and setting goals Staff Responsible for Monitoring: EOC team leads Campus Administration Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 1: Dickinson High School will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 5: Special education services and support will be provided to 100% of students with disabilities as outlined in their Individualized Education Programs (IEPs), ensuring that these students make progress toward their academic and developmental goals by the end of the school year.

Evaluation Data Sources: Progress monitoring, IS support accountability and observations, EOC scores, EOC growth, and

Strategy 1 Details	Reviews			
Strategy 1: Case managers will analyze their case load students to ensure students are making academic progress outlined in their IEP through progress monitoring and SDI preparation. Strategy's Expected Result/Impact: Improved accountability for student success Improve progress monitoring Accountability for IEP implementation Staff Responsible for Monitoring: Campus Administration CCFs Special education department chair	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers of Record and Co-teachers for IS classes will work together to provide differentiated instruction and specially designed instruction through pulling small groups in class and Gator Time. Strategy's Expected Result/Impact: Improved accountability for student growth Improved STAAR, CBA, and Common Assessment scores Staff Responsible for Monitoring: Teachers Inclusion support teachers IS instructional coach ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 1: Dickinson High School will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 6: Implement a comprehensive tracking system for College, Career, and Military Readiness (CCMR) to ensure all students are prepared for college, career, or the adult world upon graduation.

HB3 Goal

Evaluation Data Sources: CCMR tracking sheet

CCMR state report

CTE certifications

AP scores

TSI

Strategy 1 Details	Reviews			
Strategy 1: Counselors will track student data by cohort to record when and by which means a student earns their CCMR indicator. Strategy's Expected Result/Impact: Better data on CCM readiness will allow for more targeted instructional moves. Staff Responsible for Monitoring: Counselors APs College and Career Coordinator other admin as needed TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training on CCMR for all administrators and counselors on the campus. Strategy's Expected Result/Impact: Improved knowledge around the CCMR indicators, earning CCMR, and CCMR's role in our accountability system Staff Responsible for Monitoring: Principal Dean of Instruction TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Dickinson High School will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 7: Build on existing college readiness programs like Dual Credit, AVID, CTE classes, Honors/AP classes, and the College and Career center by exploring new strategies to broaden their impact.

HB3 Goal

Evaluation Data Sources: Dual Credit

AP scores

AVID yearly report

CTE Center creation and new course offering

Strategy 1 Details		Reviews			
Strategy 1: Focus on increasing the CTSO & skills competitions for CTE courses and educating the students on the benefits of these competitions. Strategy's Expected Result/Impact: More student activity in CTE courses and competitions Higher placings at skills competitions Staff Responsible for Monitoring: CTE AP CTE department heads CTE director TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Create and provide brochures for AP, Dual Credit, and On Ramps courses. Strategy's Expected Result/Impact: Increased awareness of available ways to earn college credit at DHS Staff Responsible for Monitoring: Counselors College and Career Specialist Advanced Academic Coordinator TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Dickinson High School will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 8: Evaluate CCMR data to determine next steps to improve CCMR results

HB3 Goal

- Evaluation Data Sources:** Meet specific criteria on assessments of college readiness - SAT, ACT, or TSIA2
Earn credit for the Math/English College Prep courses offered to seniors on each high school campus
Earn 3 hours of Dual Credit in Math or English
Earn 9 hours of Dual Credit in any subject other than Math or English
Earn a 3 or higher on an Advanced Placement (AP) exam in any subject area in grades 9-12
Earn an Associate's Degree while in high school
Complete an aligned sequence of CTE coursework and earn the culminating Industry-Based Certification

Strategy 1 Details	Reviews			
Strategy 1: Use On Data to continually update the Counselor's CCMR tracker and make campus wide decisions on course registration, testing offered, and Gator Time offerings based on this data. Strategy's Expected Result/Impact: Increase in the students earning CCMR indicator. Staff Responsible for Monitoring: Principal Dean of Instruction Counselors College and career specialists CTE director CTE teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><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>				

Goal 2: Dickinson High School will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1:

Dickinson High School will enhance the safety and inclusivity of the campus by providing 100% of students and staff with District-directed instruction on topics related to safe and inclusive environments.

Evaluation Data Sources: Weekly Navigator lessons and small group intervention with counselors during Gator Time

Strategy 1 Details	Reviews			
Strategy 1: Provide on-going mental health and emotional well-being support utilizing our Communities in Schools Liaisons, BACODA, our DHS school counselors, our DISD school psychologists and social workers, and our DHS family counselors to at-risk and academically struggling students so that regular school attendance reaches 95%. Strategy's Expected Result/Impact: Improve emotional well being Improve school attendance Staff Responsible for Monitoring: Asst principals Dean of Instruction Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor/analyze attendance and tardy data on a daily basis to identify at-risk behaviors and developing patterns. Strategy's Expected Result/Impact: Reduce tardies Reduce absences Increase learning time Staff Responsible for Monitoring: Grade level assistant principals Teachers	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 2: Dickinson High School will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 2: Enhance the PBIS focus on campus designed to promote a positive school climate, fostering a safe environment and reducing the dropout rate by 5%.

Evaluation Data Sources: PBIS marketing, Usage of Gator Bucks, Teacher classroom rewards, Campus Wide Acknowledgment, Principal Recognition

Strategy 1 Details	Reviews			
Strategy 1: Implement school wide Red Ribbon Campaign to promote drug-free education & advocacy with students, families the communities to nurture the full potential of healthy, drug free youth. Strategy's Expected Result/Impact: Reduced DAEP placements Increased Red Ribbon Awareness and presence on campus Teacher/student survey Decreased ISS/OSS placements Decreased DALC placements Decreased dropout rate Staff Responsible for Monitoring: Campus administration Communities in Schools Liaisons Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide information and access to required training and support interventions for staff that focus on prevention of suicide, identification of child abuse and maltreatment. Strategy's Expected Result/Impact: Documented required trainings provided for faculty/staff of DHS Staff Responsible for Monitoring: Campus administrators Counselors Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide student leadership opportunities through class officer elections, membership on Student Council, and membership clubs and student groups on campus Strategy's Expected Result/Impact: Improve student engagement Provide leadership training and experience Increase student participation in community service projects Staff Responsible for Monitoring: Campus administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Extend our PBIS initiative on campus by increasing signage, verbal expectations and student incentives through Gator Bucks Strategy's Expected Result/Impact: Increase the visibility of Gator Best signage across campus Verbalize student expectations every mornings Provide incentives to promote students being their Gator Best Staff Responsible for Monitoring: Campus Administration PBIS committee	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><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>				

Goal 2: Dickinson High School will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 3: Weekly Navigator lessons will focus on DHS campus activities and clubs, mental health support, Black History Month, Women's History, financial literacy, and college and career options. The goal is to increase student attendance from 93% to 95% and enhance overall student satisfaction with the school climate, as measured by end-of-year surveys.

Evaluation Data Sources: Daily Attendance rate, personal phones home tracking in Skyward, survey data

Strategy 1 Details	Reviews			
Strategy 1: Provide on-going mental health and emotional well-being support for students identified as at risk of self-harm and/or suicide. Campus personnel will utilize the district suicide prevention protocol to make timely referrals to school counselors when warning signals and/or indicators are demonstrated by students. Strategy's Expected Result/Impact: Improve mental health and emotional well-being of students Improve school attendance Improve academic performance Improve school climate Improve high school graduation rate Staff Responsible for Monitoring: Administration Communities in Schools Liaisons Additional Targeted Support Strategy Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Promote a college-going atmosphere on campus through AVID program and school wide implementation. Strategy's Expected Result/Impact: AVID program evaluation AVID program certification Campus climate survey (teachers/students) Staff Responsible for Monitoring: Campus administration AVID Administration/Coordinator Funding Sources: - 211-Title IA - \$500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Following the David's Law protocol and with the support of tech screening tools (P3, halos, e-hall pass, monitored security cameras and Gaggle), we will focus on bullying education, awareness and prevention. In addition, these tech tools along with campus security monitor student behavior, prevent drug usage and create a safe environment. Strategy's Expected Result/Impact: Improved school climate Reduction in reported bullying incidents Increased awareness of bullying protocols and procedures Staff Responsible for Monitoring: Campus administrators District technology Counselors Teachers Security Monitors 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 3: Dickinson High School personnel will make family and community partnerships a priority.

Performance Objective 1: Increase parent participation in informational meetings by 10% compared to the previous year. This will be achieved through targeted outreach and engagement strategies, ensuring that more parents are actively involved in their child's educational experience.

High Priority

Evaluation Data Sources: Open House attendance, Parent University attendance, Spring evening College and Career Fair, EB Parent Night

Strategy 1 Details	Reviews			
Strategy 1: Increase use of School Messenger, Remind 101, Facebook, and other social media platforms to create personalize emails and phone calls/texts to parents about important events. Strategy's Expected Result/Impact: Improve parent/student communication Improve parent participation Improve school culture/climate Staff Responsible for Monitoring: Campus administration Counselors Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will make available an English and Spanish version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request. Strategy's Expected Result/Impact: Increase in Parent Engagement Communication Staff Responsible for Monitoring: Principal Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Recruit parent and community members to be serve on the Campus Improvement Committee. Strategy's Expected Result/Impact: Improve parent communication Increase parent involvement & engagement Improve school culture/climate Staff Responsible for Monitoring: Campus admin Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Dickinson High School will provide parents and community members with student achievement, attendance, and discipline data during monthly Parent Engagement Newsletter, Facebook, and the DHS website. Strategy's Expected Result/Impact: Improve parent communication Increase parent involvement & engagement Improve school culture/climate Staff Responsible for Monitoring: Campus principal Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Work with Dickinson Junior High, McAdams and Kranz JHS to promote student transition activities for incoming ninth grade students and parents. Strategy's Expected Result/Impact: Improve transition experience for incoming ninth graders Improve parent communication Build trust/confidence with parents new to DHS Staff Responsible for Monitoring: Campus admin Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Dickinson High School personnel will make family and community partnerships a priority.

Performance Objective 2: The DHS campus website will be regularly maintained with weekly updates throughout the school year, ensuring that parents have timely and easy access to important information and resources related to school activities and their child's education.

Evaluation Data Sources: Yearbook advisor daily expectation, website audit

Strategy 1 Details	Reviews			
Strategy 1: Designate personnel to manage the campus website and the DHS Facebook page. Strategy's Expected Result/Impact: Improve quality of the DHS web page and DHS Facebook page Increase parent/community involvement Increase Twitter traffic for communication purposes Improve school culture/climate Staff Responsible for Monitoring: Campus principal DISD Director of Communications Journalism/broadcast teachers College Career Center staff Funding Sources: - No Funding Required	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: Dickinson High School personnel will make family and community partnerships a priority.

Performance Objective 3: Increase parent awareness and usage Skyward systems for accessing student data (grades, transcripts, schedules, attendance, etc.) by providing detailed information during the September and January Parent University (Open House) nights and through monthly Newsletters with a goal of 80% of parents utilizing these tools by the end of the school year.

Evaluation Data Sources: Host training for parents, monthly newsletter, skyward data

Strategy 1 Details	Reviews			
Strategy 1: Provide parent access portals on campus. Provide parents with access to information in their home language. Progress Reports and 9 Week Report cards are regularly made available to parents in Skyward. Strategy's Expected Result/Impact: Increase parent access to student performance data Improve communication Improve school culture/climate Staff Responsible for Monitoring: Campus principal DHS librarians Director of Technology Funding Sources: - No Funding Required	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 4: Dickinson High School will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: Implement a strong Mentor Program with Instructional Coaches, including professional development, classroom observations, and regular meetings. Ensure 100% participation from new teachers and mentors, with monthly district and campus meetings, and demonstrate improved teacher effectiveness and satisfaction through feedback surveys.





Evaluation Data Sources: Individual coaching plan by mentors and IC, monthly lunch and learn PD, District FYT program, monthly new teacher support meetings, T-TESS

Strategy 1 Details	Reviews			
Strategy 1: Utilize interviewing questions to ensure all standards for evaluation are measured through the interview process. Strategy's Expected Result/Impact: Standardization of hiring process Hire highly-qualified applicants Staff Responsible for Monitoring: Campus administrators Department chairpersons Interview teams TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: TASB Interview Question Models, Interview Question Banks, TASB Interview Evaluation Models - No Funding Required	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 4: Dickinson High School will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 2: Provide teachers and staff with regular input opportunities through representation on key committees (Campus Improvement, District Improvement, PLC Guiding Coalition, and PBIS) and foster leadership roles across the campus (administrator, department chair, team leads). Aim for at least 90% of teachers and staff to be actively involved, promoting a collaborative and inclusive decision-making environment.

Evaluation Data Sources: Monthly committee meetings, extra-curricular program data, break-out sessions, Teachers in the Bleachers

Strategy 1 Details	Reviews			
Strategy 1: Assign a master teacher as a mentor to each teacher who is new to teaching and experienced colleague to each teacher who is new to the district/campus, provide structured feedback, & facilitate monthly meetings for new teachers during Lunch & Learns with Dean of Instruction. Strategy's Expected Result/Impact: Improve campus support for new teachers Improve new teacher performance Improve teacher retention rate Improve school culture Staff Responsible for Monitoring: Campus administration Dean of Instruction Funding Sources: Articulated Mentor/Buddy Responsibilities - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide recognition at faculty meetings showcasing/highlighting classroom successes, student achievements, teacher achievements, etc. This will include instructional coach weekly shout outs, Collective Commitment Recognition, and Social Media recognitions. Strategy's Expected Result/Impact: Increase teacher recognition Improve teacher retention rate Improve school culture Staff Responsible for Monitoring: Campus principal Instructional Coaches Dean of Instruction Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Implement a monthly after-school professional development program with self-selected breakout sessions based on teacher survey data. Aim for 85% teacher participation, with success measured by 90% satisfaction and improved teaching effectiveness as reported in follow-up surveys and observations.

Evaluation Data Sources: Monthly self-selected PD participation

Strategy 1 Details	Reviews			
Strategy 1: Encourage participation and provide funding for teachers and staff to attend rigorous, relevant and timely Professional Development opportunities through careful communication and ensure all understand the process for registration. Provide professional development opportunities for all teachers and support staff in research-based strategies for effectively working with ALL students including but not limited to those who are identified as Special Ed 504 At-Risk Gifted Emergent Bilingual Strategy's Expected Result/Impact: Improve instruction Improve teacher self-efficacy Improve school culture Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 255-Title IIA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Embed professional development opportunities into faculty and department meeting time to promote the goals of the campus utilizing Schoology. Strategy's Expected Result/Impact: Improve instruction Improve teacher self-efficacy Improve school culture Staff Responsible for Monitoring: Principal Dean of Instruction Campus Administrators Curriculum Specialists AVID Site Team PLC Guiding Coalition TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Printed Materials/Handouts, Electronic Resources, Planning time for PD Teams - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide on-going professional learning opportunities for paraprofessional staff. Strategy's Expected Result/Impact: Improve clerical efficiency Improve school culture Improve service to parents, students, and teachers Staff Responsible for Monitoring: Campus administrators TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 255-Title IIA	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 5: Dickinson High School will provide operational services to support the success of student learning.

Performance Objective 1: Integrate technology into every course to support personalized and differentiated learning.

Evaluation Data Sources: Computer carts in every classroom by the end of the first semester, new teacher laptops, and campus survey

Strategy 1 Details	Reviews			
Strategy 1: Monitor and maintain system for submitting facility and technology work orders for clarity and efficiency of the process. Strategy's Expected Result/Impact: Timely submission/completion of work orders Improve communication Reduce duplicate work orders Staff Responsible for Monitoring: Campus administrators O & F Department DISD Tech dept Teachers/staff Funding Sources: Work order forms - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure each classroom has a classroom set of chrome books or laptops Strategy's Expected Result/Impact: Increased technology access in all courses. Increase online learning opportunities and online resource assess in classrooms Staff Responsible for Monitoring: Campus Administration Technology support	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 5: Dickinson High School will provide operational services to support the success of student learning.

Performance Objective 2: Ensure 100% transparency in the development and management of the DHS budget by providing all DHS stakeholders with regular updates through department head meetings.

Evaluation Data Sources: Department head review, CIP budget analysis, and teacher survey

Strategy 1 Details	Reviews			
Strategy 1: Utilize Campus Improvement Committee input to direct budget appropriations and spending; make budget reports a regular agenda item. Strategy's Expected Result/Impact: Efficient utilization of allocated resources Improve communication Improve transparency Improve classroom instruction Improve/expand teacher training opportunities Staff Responsible for Monitoring: Campus principal Assistant principals CIC Members Bookkeeper Funding Sources: Budget data, CIC meeting minutes - No Funding Required	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 5: Dickinson High School will provide operational services to support the success of student learning.

Performance Objective 3: Through the collaborative efforts of campus personnel, custodial staff, and district operations and facilities teams, ensure that the condition of the Dickinson High School campus is consistently maintained at a high standard. This objective will involve regular inspections and maintenance routines to address any issues promptly, coordination of cleaning schedules, and proactive facility management. Additionally, feedback from students, staff, and community members on campus conditions will be collected and reviewed quarterly to identify and address any areas for improvement.

High Priority

Evaluation Data Sources: Regular inspections and maintenance routines to address any issues promptly, coordination of cleaning schedules, and proactive facility management. Additionally, feedback from students, staff, and community members on campus conditions will be collected and reviewed quarterly to identify and address any areas for improvement.

Strategy 1 Details	Reviews			
Strategy 1: Regularly monitoring the maintenance of Dickinson High School facilities to ensure the campus is well maintained and safe for students and staff. Request feedback from students and staff on campus conditions Strategy's Expected Result/Impact: Increase facility maintenance Conduct regular walkthroughs to ensure building is properly maintained. Enter work orders as needed Staff Responsible for Monitoring: Campus Administration Lead Custodian	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</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>				

State Compensatory

Budget for Dickinson High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 61.26

Brief Description of SCE Services and/or Programs

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Personnel for Dickinson High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allen, J	Social Worker	0.08
Allison, K.	Instructional Support	0.33
Arrendondo, N	Paraprofessional	0.17
Baldwin, K	Instructional Support	0.17
Bissonnet-Cutaia, V.	Instructional Support	0.17
Blakely, J.	Instructional Support	0.17
Borsellino, T.	Instructional Support	0.5
Bruysschaard, J.	Instructional Support	0.17
Cloyd, S.	Instructional Support	0.75
Coleman, H.	Instructional Support	0.17
Dowell, N.	Instructional Support	0.33
Eader, S.	Instructional Support	0.17
Edwards, J.	Instructional Support	0.66
Ellis, R.	Instructional Support	0.17
Etchberger, K.	Instructional Support	0.17
Farias, E.	Instructional Support	0.5
Franklin, P.	Instructional Support	0.17
Grabbe, K.	Instructional Support	0.25

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Guidry, T.	Instructional Support	0.33
Hester, T.	Instructional Support	0.33
Jasso, R.	Instructional Support	0.5
Jenkins, J	Paraprofessional	0.17
Jones, H.	Instructional Support	0.33
Lind-Olson, J.	Instructional Support	0.17
Lindsey, C.	Instructional Support	0.16
Macheska, R.	Instructional Support	0.17
Milutin, M.	Instructional Support	0.17
Mustiful, A.	Instructional Support	0.17
Neumann, L.	Instructional Support	0.33
O'Neal, R.	Instructional Support	0.17
Revuelta, R.	Instructional Support	0.33
Rozas, R.	Instructional Support	0.83
Snelson, C.	Instructional Support	0.16
Spaniel, D.	Instructional Support	0.5
Stewart, B.	Instructional Support	0.17
Stubbs-Trevino, R.	Instructional Support	0.17
Tucker, T.	Instructional Support	50
Wasden, S.	Instructional Support	0.5
Watkins, C.	Instructional Support	0.17
Westerlage, H.	Instructional Support	0.33

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anderson, C.	Reading Interventionist Teacher		1.0
Carse, J.	AVID Teacher		1.0
Eanes, R	English EOC Intervention		1
Ford, R.	Instructional Support Paraprofessional		1.0
Gaines, S.	Instructional Support Paraprofessional		1.0
Kaemmer, P.	English EOC Intervention		1.0
Wheat, J	English EOC Intervention		1

Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		211-8-13-001-30-24-6200-DW	\$0.00
1	1	2	Intervention Materials, High Quality Learning Resources		\$0.00
1	1	3			\$0.00
2	3	2			\$500.00
Sub-Total					\$500.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$0.00
4	3	3			\$0.00
Sub-Total					\$0.00
199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	8			\$0.00
1	2	1	Professional development for PAP/AP teachers, Collaborative planning time for PAP/AP teachers		\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4	Resources for new courses i.e. textbooks		\$0.00
1	2	7			\$0.00
1	3	1			\$0.00

Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
2	3	3			\$0.00
3	1	2			\$0.00
4	2	1	Articulated Mentor/Buddy Responsibilities		\$0.00
4	3	2	Printed Materials/Handouts, Electronic Resources, Planning time for PD Teams		\$0.00
Sub-Total					\$0.00
IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
Sub-Total					\$0.00
No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	7			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	2	1			\$0.00
3	3	1			\$0.00
4	1	1	TASB Interview Question Models, Interview Question Banks, TASB Interview Evaluation Models		\$0.00
4	2	2			\$0.00
5	1	1	Work order forms		\$0.00
5	2	1	Budget data, CIC meeting minutes		\$0.00

No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00

Addendums

These members of the Dickinson High School
Campus Improvement Committee/Budget Committee acknowledge by their signature that they participated
in the preparation of the 2022-2023 campus/program budget as submitted.

Name	Department-Grade Level/Parent
1. <u>Stephan Cloyd</u> <u>Stephan Cloyd</u>	<u>ESL Department</u>
2. <u>Tammy Woolkers Billingsley</u> <u>Tammy Woolkers Billingsley</u>	<u>11th Grade Secretary</u> <u>Paraprofessional Support</u>
3. <u>Laura Santana</u> <u>Laura Santana</u>	<u>Lote Department</u>
4. <u>Alessi Mustafai</u> <u>Alessi Mustafai</u>	<u>Social Studies - 11th</u>
5. <u>Michelle Shoulders</u> <u>Michelle Shoulders</u>	<u>Admin - Dean of Instruction</u>
6. <u>Taylor Tucker</u> <u>Taylor Tucker</u>	<u>9th grade Math Teacher</u>
7. <u>Amecia Higgs</u> <u>Amecia Higgs</u>	<u>Math - 11th</u>
8. <u>Nancy Lounds</u> <u>Nancy Lounds</u>	<u>Gator HOPE Clinic</u>
9. <u>Sam Wasden</u> <u>Sam Wasden</u>	<u>Social Studies</u>
10. <u>Robert Wang</u>	<u>Fine arts</u>
11. <u>Charles Mon</u>	<u>ELA</u>
12. <u>Haley Jackson</u>	<u>Counseling</u>
13. <u>DEANNA WILLIAMS</u> <u>Deanna Williams</u>	<u>LIBRARY</u>
14. _____	_____
15. _____	_____

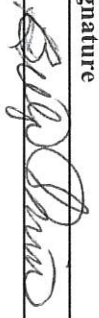
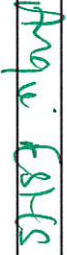












Bryce Smith
Budget Manager

2021-2022 Campus Site-Based Committee

Meeting Date: April 5, 2022

3:00 P.M.

Dickinson High School

Committee Role	Name	Position	Signature
Administrator	Dr. Billye Smith	Principal	
Paraprofessional	Gayla Lind-Olson	Committee Secretary	
Counselor	Dr. Angie Estes	Lead Counselor	
Classroom Teacher	Brandy Crawford	Mathematics	
Classroom Teacher	Travis Oliphant	Social Studies	
Parent	Nancy Toreros	Parent	
Classroom Teacher	Ashley Anderson	English	
Classroom Teacher	Alessi Mustiful	Social Studies	
Administrator	Tara Shetter	Grade 9 Assistant Principal	
Testing Coordinator	Clara Snelson	Testing Coordinator	
Community Representative	Nancy Lounds	Gator Clinic Physicians Assistant	
Classroom Teacher	Ashley Carpenter	Fine Arts	
Classroom Teacher	Laura Santana	LOTE	
Administrator	Michelle Shoulders	Dean of Instruction	
Counselor	Haley Jackson	College and Career Counselor	
Non-classroom Professional	Deanna Williams	Librarian	
Classroom Teacher	Patricia Everist	Science	
Non-classroom Professional	Emi Millard	Instructional Coach	
District-level Professional	Charles Moore	Curriculum Specialist	
Non-classroom Professional	Stephen Cloyd	Campus LPAC Coordinator	
Classroom Teacher	Taylor Tucker	Mathematics	
Classroom Teacher	Amecia Higgs	Mathematics	

Committee Role	Name	Position	Signature
Classroom Teacher	Emma Parton	Mathematics	
Classroom Teacher	Gabby White	Special Education	
Classroom Teacher	Brooke Kahlich	Career and Technology	
Classroom Teacher	Victoria Young Young	Career and Technology	
Classroom Teacher	Robbie Wang	Fine Arts	
Classroom Teacher	Jennifer Carse	AVID	
District-level Professional	Mandy Snelson	Curriculum Specialist	
Classroom Teacher	Sam Wasden	Mathematics	
Paraprofessional	Tammy Woelkers-Billingsley	11th Grade AP Secretary	