Dickinson Independent School District

Dickinson High School

2025-2026 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 3810 students in grades 9 to 12. This campus is a Title I Schoolwide Campus.

The student population is 18% African-American, 24% White, 2 % Asian, 53% Hispanic,3% Two or More Races with 2233 or 59% of our students identified as Economically Disadvantaged. Dickinson HS serves 574 (15%) English Language Learners; 574 (15%) students who receive Special Education services; 246(6.4%) are identified as Gifted/Talented students. 260 or 6.80% of our students are identified as Dyslexic and 351 of our Dickinson HS students receive accommodations as 504 students.

The staff population assigned to the high school totals 384. is 18% African-American, 62%White, 18% Hispanic, 114 or 30% male and 264 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 attendance at Dickinson High School remains inconsistent, with patterns of chronic absenteeism impacting instructional continuity, student achievement, and campus accountability measures.
Root Cause: Infrequent analysis of attendance trends by grade level, student groups, or instructional periods limits the ability to identify root attendance issues and target high-need students effectively.

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

At Dickinson High School, we pride ourselves on offering a diverse array of academic and extracurricular programs that cater to the varied interests and needs of our student body. Our commitment to inclusivity is reflected in the opportunities we provide for additional support and tutoring during the school day, ensuring that every student has the resources they need to succeed.

Our teachers are dedicated to employing effective instructional strategies through the Professional Learning Community (PLC) process. This approach allows us to tailor our teaching methods to address the unique needs of our students, including those who are English as a Second Language (ESL) learners, require special education services, or come from economically disadvantaged backgrounds. By doing so, we strive to create an equitable learning environment for all.

The implementation of our Response to Intervention (RtI) plan is a testament to our commitment to student growth and achievement. By utilizing Common Formative Assessments, we can identify students who have not met state standards on the STAAR/EOC and provide them with timely and focused interventions. Our goal is to ensure that every student experiences at least one year's growth, regardless of their starting point.

Our Positive Behavior Incentive System (PBIS) is integral to fostering a safe and productive learning environment at DHS. By encouraging students to achieve their Gator BEST, we promote positive behavior and create a school culture that supports academic and personal success for all members of our community.

Student Achievement Strengths

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): A significant number of seniors at Dickinson High School are approaching graduation without a clearly defined postsecondary plan.
Root Cause: Lack of consistent campus-wide senior year system to monitor progress toward postsecondary planning milestones (e.g., applications, FAFSA, enlistment, job readiness).

Problem Statement 2 (Prioritized): Advanced academics students at Dickinson High School are not receiving adequate, targeted support to meet their academic planning and postsecondary preparation needs. This gap limits their ability to fully access rigorous opportunities, manage academic stress, and effectively plan for competitive college admissions or advanced career pathways.
Root Cause: No specific staff member is tasked with providing focused support, guidance, and academic planning exclusively for students in advanced coursework.

Problem Statement 3: 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

We prioritize celebrations and teacher-led professional development as a means to recognize achievements and foster a culture of continuous learning among our staff. These initiatives empower teachers to share their expertise and contribute to the professional growth of their colleagues.

Our Academic Blitzes, particularly in English AP, Honors, and TSI, are intensive sessions designed to boost student performance in these critical areas. These blitzes provide students with the additional support and resources needed to excel in their academic pursuits.

The process of vertical alignment has been initiated to ensure consistency and coherence across grade levels. This alignment is essential for creating a seamless educational experience for our students as they progress through their academic journey.

Finally, Professional Learning Community (PLC) practices are deeply embedded in our instructional culture. These practices promote collaboration among educators, allowing them to share strategies, analyze student data, and continuously improve their teaching methods for the benefit of all students.

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.
- DHS student participation in extracurricular activities continues to grow each year. Enrollment and active participation continues to grow in band, theatre, choir, robotics, 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.

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.

Problem Statement 2: 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): Parental involvement in the college and career planning process at Dickinson High School is limited, resulting in missed opportunities for students to receive informed support and encouragement at home. This disconnect contributes to gaps in postsecondary readiness and reduces the overall effectiveness of campus efforts to prepare students for life after graduation.
Root Cause: Engagement strategies are not differentiated to meet the needs of families who may be unfamiliar with the postsecondary planning process. Few intentional, recurring events or programs are designed to engage families in meaningful ways throughout all four years of high school--not just senior year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Over the past three years, our school has seen a notable improvement in teacher retention rates, increasing from 73% to 80%. This positive trend reflects our commitment to creating a supportive and engaging work environment for our educators, which in turn enhances the stability and continuity of our teaching staff.

Furthermore, I am proud to highlight that over 46% of our staff possess more than 11 years of teaching experience. This wealth of experience enriches our educational programs and provides our students with seasoned educators who bring a depth of knowledge and expertise to the classroom.

Our approach to hiring, where each department and administrator is responsible for selecting their own teachers, fosters a sense of buy-in and ownership. This decentralized hiring process ensures that new staff members are not only a good fit for the school culture but also align with the specific goals and needs of each department, ultimately contributing to a cohesive and motivated teaching team.

Staff Quality, Recruitment, and Retention Strengths

The DHS new teacher mentor program effectively supports first-year teachers by pairing them with experienced mentor teachers, ensuring they receive the guidance and assistance necessary to thrive in their new roles.

Our school benefits from a structured, tiered leadership team that includes a department chairperson and content-specific teacher leaders, fostering a collaborative and organized approach to educational leadership.

We prioritize quality, focused staff development opportunities, ensuring that all teachers have access to professional growth and learning experiences that enhance their instructional skills.

District curriculum specialists in mathematics, science, social studies, and English language arts offer ongoing, timely support through model lessons, staff development, and the creation of high-quality curriculum materials and resources, enriching our educational offerings.

Administrators are committed to conducting regular walk-throughs, providing teachers with timely and constructive feedback to support their professional development and instructional effectiveness.

Our master schedule is designed to include common planning time for all core subject teachers, promoting collaboration and consistency in instructional practices across the curriculum.

When hiring new teachers, department leaders and team members actively participate in interview committees, ensuring that we select candidates who align with our school's values and educational goals.

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): 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 3: 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.

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 administators 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

Dickinson High School maintains a user-friendly, standards-based online curriculum with clearly defined student expectations and embedded performance tasks. Curriculum alignment and pacing are reviewed throughout the year. Core content PLCs—especially in English I & II, Algebra I, Biology, and U.S. History—meet weekly to analyze data, create assessments, and plan instruction.

Department chairs and team leaders guide instructional efforts, mentor staff, and communicate needs with campus leadership. The Instructional Leadership Team, consisting of department heads and key support staff, meets weekly to address instructional concerns, resource allocation, and school-wide data.

Support structures include common planning periods, bi-monthly RtI meetings, and regular classroom walkthroughs. The master schedule accommodates targeted intervention classes, EB support, and college readiness programming such as PSAT/SAT prep.

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: Non-EOC instructional teams at Dickinson High School lack the consistent training, guidance, and coaching needed to fully implement the Professional Learning Community (PLC) process with fidelity. As a result, there are inconsistencies in curriculum alignment, common assessment development, data-driven planning, and targeted instructional strategies across these content areas.
Root Cause: Professional development and support structures have historically prioritized EOC-tested subjects, leaving Non-EOC teams with fewer opportunities to build PLC capacity and shared instructional practices.

Family and Community Engagement

Family and Community Engagement Summary

Dickinson High School offers a variety of student and family support services, including access to district social workers, Communities in Schools (CIS), and interpreters for non-English-speaking families. The school actively supports athletics, fine arts, booster clubs, and the PTO. Annual college and career events are held, and parent communication is regularly maintained through Skyward and phone/email alerts, especially for senior-related updates.

While strong community and church partnerships exist—such as prayer breakfasts, Youth for Christ, and local minister involvement—identified needs include expanding the Parent Resource Center and offering more parent workshops to better support students' academic and well-being needs.

Students engage in community service through band, cheer, drill team, and ROTC participation in local events like the Festival of Lights and Stuff the Bus. The district also maintains comprehensive communication tools, including campus websites, translated documents, and Skyward Family Access. Parent engagement plans and compacts are available in multiple formats and languages, with regular distribution throughout the year.

Family and Community Engagement Strengths

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    Dickinson High School enjoys strong community and family support, particularly in athletics and fine arts, with active booster clubs and high participation in events like Meet the Gators, Homecoming, and Graduation. The school hosts a wide range of annual academic and college/career-focused events, including College Days, Career Fair, AVID, UIL competitions, and Parent University, to support student success.

    DHS partners with local organizations such as MI Lewis, Rotary, and Communities in Schools to provide student services and promote engagement. Communication with families is maintained through emails, call-outs, the DHS website, and Facebook, with interpreters available as needed.

    Multiple parent meetings are held throughout the year, including Title I, 8th-grade transition, and senior parent informational sessions. DHS regularly recognizes students through community platforms like the Dickinson Rotary Club. The Higher Up program, now in its seventh year, further strengthens community connections for AVID seniors.

Problem Statements Identifying Family 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 Organization

School Organization Summary

At DHS, our staff is equipped with a range of systems designed to enhance student achievement. These include dedicated common planning time, comprehensive professional development opportunities, robust teacher mentoring programs, and well-structured department leadership frameworks. These resources are integral in fostering an environment where educators can collaborate and grow, ultimately benefiting our students' learning experiences.

We actively seek and incorporate feedback from teachers, students, and the broader community to bolster student success. This collaborative approach ensures that our strategies are aligned with the needs and expectations of all stakeholders, creating a supportive and inclusive educational environment.

Our focus remains on cultivating a post-high school learning culture that adequately prepares students for various future pathways. Whether they choose to pursue an associate or baccalaureate degree, engage in a skilled technical or certification program, or enter the military, our goal is to equip them with the necessary skills and knowledge for success in their chosen fields.

Furthermore, feedback from our stakeholders has highlighted the importance of establishing clear written policies and procedures. Consistent and transparent communication is essential, and we are committed to improving these areas to ensure that all members of our school community are informed and engaged.

School Organization Strengths

Dickinson High School benefits a strong master schedule that includes common PLC time and embedded tutorials.

New teachers are supported through a mentor. Struggling students receive additional help through teacher tutorials during the school day. Leadership structures include a weekly Instructional Leadership Team meeting, PBIS Committee, and a Campus Improvement Committee that provides guidance on key decisions.

Core departments have chairs and team leaders for each subject area, ensuring layered instructional support. Special education scheduling is intentionally structured to maximize support from certified staff. The PLC Guiding Coalition and Instructional coaches meet regularly to improve instructional strategies and professional learning campus-wide. The Instructional Leadership Team also serves as the campus Safety Committee to streamline communication and address concerns efficiently.

Problem Statements Identifying School 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.

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.

Technology Strengths

Dickinson High School is well-equipped with instructional technology, including projectors, document cameras, and teacher workstations in nearly every classroom.

Teachers use Eduphoria for lesson planning and Schoology. The campus subscribes to various online learning platforms including Edgenuity, Read180, Quizziz, Curipod, and Edupuzzle to support all learners, including SPED, ELL, and dyslexic students.

The library offers ebooks, audiobooks, and tech instruction for both students and staff. Communication is supported through Remind 101 and Schoology, while safety and monitoring are reinforced through tools like Social Sentinel, Gaggle, and P3. Wireless infrastructure continues to be upgraded to support expanding digital needs.

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: A significant number of seniors at Dickinson High School are approaching graduation without a clearly defined postsecondary plan.

Root Cause 2: Lack of consistent campus-wide senior year system to monitor progress toward postsecondary planning milestones (e.g., applications, FAFSA, enlistment, job readiness).

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.

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: Parental involvement in the college and career planning process at Dickinson High School is limited, resulting in missed opportunities for students to receive informed support and encouragement at home. This disconnect contributes to gaps in postsecondary readiness and reduces the overall effectiveness of campus efforts to prepare students for life after graduation.

Root Cause 5: Engagement strategies are not differentiated to meet the needs of families who may be unfamiliar with the postsecondary planning process. Few intentional, recurring events or programs are designed to engage families in meaningful ways throughout all four years of high school--not just senior year.

Problem Statement 5 Areas: School Culture and Climate

Problem Statement 6: Ongoing need to increase quality and availability of support programs from district and campus for new teachers.

Root Cause 6: Retention of new teachers is a national issue and DISD is examining additional induction teacher supports but the struggle continues.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: There continues to be a need to train faculty and staff in the PLC model .

Root Cause 7: 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 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Lack of parent engagement in the education of our students.

Root Cause 8: Campus must take a more active role in engaging parents.

Problem Statement 8 Areas: Family and Community Engagement

Problem Statement 9: Increase communication and access with all stakeholders via CIC, leadership teams, extended learning opportunities, etc.

Root Cause 9: 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 9 Areas: School Organization

Problem Statement 10: The PLC model has not been implemented with fidelity.

Root Cause 10: Teachers and staff are unaware of the purpose and power of the PLC when implemented with fidelity.

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: Advanced academics students at Dickinson High School are not receiving adequate, targeted support to meet their academic planning and postsecondary preparation needs. This gap limits their ability to fully access rigorous opportunities, manage academic stress, and effectively plan for competitive college admissions or advanced career pathways.

Root Cause 11: No specific staff member is tasked with providing focused support, guidance, and academic planning exclusively for students in advanced coursework.

Problem Statement 11 Areas: Student Achievement

Problem Statement 12: 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 12: 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 12 Areas: School Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: DHS will provide effective teaching and learning experiences for all students that will result 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			
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.	**Formative**			**Summative**
	Nov	Jan	Mar	June
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. **Staff Responsible for Monitoring:** Principal Dean of Instruction Supervising Dept. Administrator Instructional Coaches Department Leaders Team Leaders Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Funding Sources:** - 211-Title IA - 211-8-13-001-30-24-6200-DW				

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		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

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					

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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

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					

Strategy 4 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** Principal Dean of Instruction Supervising Dept. Administrator Special Education Dept. Leader Special Education Teachers Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - IDEA B, - Local Funding				

Strategy 5 Details	Reviews			
	Formative			**Summative**
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.	**Nov**	**Jan**	**Mar**	**June**

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.

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

Staff Responsible for Monitoring: Principal
Dean of Instruction
Supervising Dept. Administrator
Lead Counselor
Math/Language Arts Curriculum Specialist
Math/ ELA Instructional Coaches
Classroom Teachers

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
Funding Sources: - Local Funding

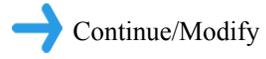| Strategy 6 Details	Reviews			
Strategy 6: Actively populate, utilize and interact with Data Templates to analyze previous student performance and to monitor student progress toward improved performance in the following areas: Algebra I, Biology, English I, English II, US History.	**Formative**			**Summative**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

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.	Formative			Summative
	Nov	Jan	Mar	June
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				

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:	Formative			Summative
	Nov	Jan	Mar	June
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				

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: DHS will provide effective teaching and learning experiences for all students that will result 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Align instruction for all PreAP/AP courses in grades 6-12.	**Nov**	**Jan**	**Mar**	**June**
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				
Strategy 2 Details	Reviews			
Strategy 2: Require all AP courses to utilize AP classrooms to improve student performance on AP exams.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve AP Exam performance Improve masters grade level performance on STAAR EOC Improve college readiness	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum specialists Campus administrators AP teachers **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funding				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

Strategy 4 Details	Reviews			
Strategy 4: Offer additional PreAP/AP, Dual Credit and "Ramp UP" course offerings.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

Strategy 5 Details	Reviews			
Strategy 5: Analyze College Board student performance reports to identify and correct weaknesses in our AP instructional program.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

Strategy 6 Details	Reviews			
Strategy 6: Analyze student performance reports with to familiarize students with AP level questions and testing practices.	Formative			Summative
Strategy's Expected Result/Impact: Improve AP exam performance	Nov	Jan	Mar	June
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				

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:	Formative			Summative
	Nov	Jan	Mar	June

College Board AP Conferences
AVID Conference
NMSI/LTF Institutes
RICE University AP Institues
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				

Strategy 8 Details	Reviews			
Strategy 8: Utilize the SAT prep course and Khan Academy to provide SAT prep course.	Formative			Summative
Strategy's Expected Result/Impact: Improvement in SAT scores	Nov	Jan	Mar	June
Staff Responsible for Monitoring: SAT course teacher Dean of Instruction **TEA Priorities:** Connect high school to career and college				

No Progress   Accomplished   Continue/Modify   ✕ Discontinue

Goal 1: DHS will provide effective teaching and learning experiences for all students that will result 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				
○ No Progress ○ Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: DHS will provide effective teaching and learning experiences for all students that will result 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.	**Formative**			**Summative**
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	**Nov**	**Jan**	**Mar**	**June**

⬤ No Progress　　⬤ Accomplished　　➡ Continue/Modify　　✖ Discontinue

Goal 1: DHS will provide effective teaching and learning experiences for all students that will result 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: DHS will provide effective teaching and learning experiences for all students that will result 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.	**Formative**			**Summative**
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	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews		
Strategy 2: Provide training on CCMR for all administrators and counselors on the campus.	**Formative**			**Summative**
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	**Nov**	**Jan**	**Mar**	**June**

Goal 1: DHS will provide effective teaching and learning experiences for all students that will result 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

Strategy 2 Details	Reviews			
Strategy 2: Create and provide brochures for AP, Dual Credit, and On Ramps courses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness of available ways to earn college credit at DHS	**Nov**	**Jan**	**Mar**	**June**
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				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 1: DHS will provide effective teaching and learning experiences for all students that will result 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

⭕ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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%.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve emotional well being Improve school attendance **Staff Responsible for Monitoring:** Asst principals Dean of Instruction Counselors				

Strategy 2 Details	Reviews			
Strategy 2: Monitor/analyze attendance and tardy data on a daily basis to identify at-risk behaviors and developing patterns.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduce tardies Reduce absences Increase learning time **Staff Responsible for Monitoring:** Grade level assistant principals Teachers	Nov	Jan	Mar	June

No Progress   Accomplished   Continue/Modify   Discontinue

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduced DAEP placements	**Nov**	**Jan**	**Mar**	**June**

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				

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Documented required trainings provided for faculty/staff of DHS	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administrators Counselors **Funding Sources:** - Local Funding				

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	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve student engagement	**Nov**	**Jan**	**Mar**	**June**
Provide leadership training and experience Increase student participation in community service projects **Staff Responsible for Monitoring:** Campus administrators				

Strategy 4 Details	Reviews			
Strategy 4: Extend our PBIS initiative on campus by increasing signage, verbal expectations and student incentives through Gator Bucks	Formative			Summative
	Nov	Jan	Mar	June
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				

No Progress   Accomplished   Continue/Modify   Discontinue

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

Strategy 2 Details	Reviews			
Strategy 2: Promote a college-going atmosphere on campus through AVID program and school wide implementation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: AVID program evaluation	**Nov**	**Jan**	**Mar**	**June**
AVID program certification Campus climate survey (teachers/students) **Staff Responsible for Monitoring:** Campus administration AVID Administration/Coordinator **Funding Sources:** - 211-Title IA - $500				

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.	Formative			Summative
	Nov	Jan	Mar	June
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				

No Progress   Accomplished   Continue/Modify   Discontinue

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in Parent Engagement Communication
    Staff Responsible for Monitoring: Principal
 	
    Funding Sources: - Local Funding				

Strategy 3 Details		Reviews			
Strategy 3: Recruit parent and community members to be serve on the Campus Improvement Committee.		**Formative**			**Summative**
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		**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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
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					

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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
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					

No Progress   Accomplished   Continue/Modify   Discontinue

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.	**Formative**			**Summative**
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	**Nov**	**Jan**	**Mar**	**June**

    ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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.			**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**

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					

No Progress   Accomplished   Continue/Modify   Discontinue

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Standardization of hiring process Hire highly-qualified applicants	**Nov**	**Jan**	**Mar**	**June**
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				
○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
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					

Strategy 3 Details		Reviews			
Strategy 3: Provide on-going professional learning opportunities for paraprofessional staff.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve clerical efficiency		**Nov**	**Jan**	**Mar**	**June**
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					

○ No Progress   ◯ Accomplished   ➜ Continue/Modify   ✕ Discontinue

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.	**Formative**			**Summative**

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
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Ensure each classroom has a classroom set of chrome books or laptops	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased technology access in all courses. Increase online learning opportunities and online resource assess in classrooms	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administration Technology support				

⭕ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

No Progress   Accomplished   Continue/Modify   Discontinue

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	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				
No Progress Accomplished Continue/Modify Discontinue				

Plan Notes

2025-2026 State Compensatory Education Program

Dickinson High School

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

1. was not advanced from one grade level to the next for one or more school years; [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student's parent under TEC 29.081 (d-1).]

2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

3. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

4. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

5. is pregnant or is a parent;

6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;

7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;

8. is currently on parole, probation, deferred prosecution, or other conditional release;

9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

10. is a student of limited English proficiency, as defined by TEC §29.052;

11. is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

12. is homeless, as defined by 42 U.S.C. Section 11434 (a), and its subsequent amendments;

13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or

14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

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

Dickinson High School received $896,272 in State Compensatory funding during 2019-20 which will be used to:

- Provide supplemental Instructional Coaches, Instructional Interventionists, and Instructional Support Paraprofessionals and substitute pay and teacher extra duty for tutorials to support identified students in core subjects on campus
- Provide Communities in School Program on campus to support district dropout prevention program
- Provide supplemental funds for accelerated instruction (Summer Programs), transportation and instructional materials/programs for struggling students not meeting state standards
- Provide College Tutors for AVID
- Provide Travel for College Field Trips & Extended Learning Opportunities
- Contracted Services

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