

Dickinson Independent School District

District Improvement Plan

2025-2026



Mission Statement

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

Vision

WHAT WE ASPIRE TO BE

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

Value Statement

**CONFIDENT LEARNERS
TODAY**

**CHANGE MAKERS
TOMORROW**

**GATORS
FOREVER!**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Dickinson Independent School District (DISD) serves the communities of Dickinson, Bacliff, and San Leon, Texas, located in northern Galveston County. DISD educates about 12,405 students across 18 campuses, with 13 designated as Title I, Part A campuses. These Title I campuses include Dickinson High School, Dickinson Junior High, Kranz Junior High, McAdams Junior High, Barber Middle School, Dunbar Middle School, Bay Colony Elementary, Calder Road Elementary, Hughes Road Elementary, K. E. Little Elementary, Lobit Elementary, San Leon Elementary, and Silbernagel Elementary.

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

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

District Demographics:

According to the PEIMS Yearly Report

Dickinson ISD	2024-2025
Total Enrollment	12,554
Enrollment by Ethnicity:	
Am. Indian/Alaskan	56
Asian	235
Black/African American	1880
Hispanic/Latino	6683
White	3292
Hawaiian/Pacific Islander	15
Two or More Races	393
Student Programs:	
Emergent Bilingual	2501
Dyslexia	821
Gifted and Talented	910
Special Education	2241

Dickinson ISD	2024-2025
Section 504	763
Student Indicators:	
At-Risk	7460
Economic Disadvantage	7819
Homeless	163

Demographics Strengths

Our district is proud to have a diverse student population and community, which enriches the educational experience for all students. This diversity fosters an inclusive environment where students from various backgrounds can learn from one another, promoting cultural awareness and mutual respect. It also prepares our students to thrive in a global society by exposing them to different perspectives and ideas.

- We have a clearly defined process for staffing new schools, ensuring that we attract and retain highly qualified educators who are committed to our students' success. This process allows us to maintain a high standard of teaching and learning across all our schools, providing consistency and stability for our students and their families.
- The pre-established boundary lines for zoning purposes are instrumental in maintaining an organized and efficient school system. These boundaries help us manage student enrollment effectively, ensuring that resources are allocated appropriately and that each school can provide the best possible educational experience for its students.
- We have observed a drop in the mobility rate, which is a positive indicator of stability within our student population. This stability allows students to form lasting relationships with their peers and teachers, contributing to a more cohesive and supportive learning environment. It also enables educators to implement long-term instructional strategies that benefit student achievement.
- The Dickinson Continuation Center and ACCEL Academy play a crucial role in helping to lower the dropout rate. These programs offer alternative pathways for students who may struggle in traditional settings, providing them with the support and resources they need to complete their education. By addressing the diverse needs of our students, we are committed to ensuring that every student has the opportunity to succeed and reach their full potential.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The school district is experiencing a high rate of student absenteeism, with a significant portion of absences attributed to non-illness-related reasons. Despite outreach efforts, many parents do not fully understand how chronic absenteeism negatively affects their child's academic performance, social development, and long-term educational outcomes.

Root Cause: A root cause of this absenteeism is a lack of awareness among parents about the cumulative impact of missed school days. Many families do not receive consistent, culturally responsive communication about how even a few absences each month can lead to learning gaps and reduced engagement. In some cases, schools may also lack accessible tools or strategies to effectively educate and involve parents.

Problem Statement 2: Students with disabilities receive disciplinary removals (ISS/OSS) at a higher percentage than general education students. African American students with disabilities are 2x times more likely to be removed than other students. There is not standard, consistent disciplinary guidance.

Root Cause: Lack of standardized, equitable, and culturally responsive disciplinary practices leads to inconsistent application of discipline policies, which disproportionately impacts students with disabilities--particularly African American students with disabilities.

Student Achievement

Student Achievement Summary

Our district has demonstrated commendable accountability in several areas, particularly in Reading Language Arts (RLA) and Mathematics. In the RLA STAAR assessments, our students have performed above the state Meets level in English I, English II, as well as in the 3rd, 6th, 7th, and 8th grades. This indicates a strong foundation in reading and language skills across these grade levels, reflecting the dedication of our educators and the hard work of our students. However, we recognize the need for improvement in the 4th and 5th grades, where the RLA STAAR results fell below the state Meets level. This highlights an area where we must focus our efforts to ensure all students achieve their full potential.

In Mathematics, our students have excelled in the Algebra End-of-Course (EOC) exam, as well as in the 3rd, 4th, 5th, and 8th grades, surpassing the state Meets level. This success is a testament to the effective teaching strategies and curriculum alignment in these grades. Nonetheless, we have identified a gap in the 6th and 7th grades, where the Math STAAR results did not meet the state level. Addressing this will be a priority, as we aim to provide targeted support and resources to enhance mathematical understanding and performance in these grades.

Our Science department has also shown strength, with students in Biology and 8th-grade science performing above the state Meets level. This achievement underscores the quality of our science instruction and the engagement of our students in scientific inquiry. Conversely, the 5th-grade Science results indicate a need for improvement, as they are below the state Meets level. We are committed to investigating the underlying causes and implementing strategies to elevate science proficiency at this critical stage.

In Social Studies, while we do not have data indicating performance above the state Meets level, we have identified areas for growth. Specifically, the US History and 8th-grade Social Studies results are below the state Meets level. This presents an opportunity for us to enhance our social studies curriculum and instructional practices, ensuring that students gain a deeper understanding of historical and social concepts.

Comparative Subgroup Performance

- The Accountability report provides subgroup breakdowns (e.g., Hispanic, White, African American, Economically Disadvantaged, Emergent Bilingual, Special Education).
- Hispanic and Economically Disadvantaged students—the largest subgroups—score below overall district averages and below state targets, particularly in growth and academic achievement indicators.
- Emergent Bilingual students show significant challenges, with lower Meets/Masters percentages compared to other subgroups, which directly impacts Domain 3 (Closing the Gaps).
- Special Education students are performing well below expectations, with very low percentages at Meets/Masters.
- White students perform above the district average and closer to state targets, but they make up a smaller percentage of the overall population.

Subgroup performance reveals significant disparities, with historically underserved groups (Hispanic, Economically Disadvantaged, EB, and SpEd) performing well below target, driving down the district's accountability outcomes in Domain 3 (Closing the Gaps).

Overall, Dickinson ISD students are not yet performing at the level of neighboring districts or state averages, with gaps most evident in math and end-of-course subjects. While we celebrate our successes, we remain focused on addressing the areas where improvement is needed. Our commitment to accountability drives us to continuously evaluate and refine our educational practices, ensuring that all students receive a high-quality education that prepares them for future success.

Student Achievement Strengths

In DISD, 11 out of our 14 campuses have received all available points on the Texas English Language Proficiency Assessment System (TELPAS). This accomplishment is a

testament to the dedication and hard work of our educators who have implemented effective strategies to support English language learners. Their commitment to fostering an inclusive and supportive learning environment has enabled our students to excel in their language proficiency assessments.

Students in our district performed above the state average on the 2025 STAAR assessments in multiple key areas. In Reading Language Arts, students in Grades 3, 6, 7, and 8, as well as those taking English I and English II, exceeded the state average for meeting or mastering grade-level standards. In Mathematics, our students outperformed the state in Grades 3, 4, 5, and 8, as well as in Algebra I. These results reflect the district's commitment to high-quality instruction, effective curriculum implementation, and the hard work of both students and educators across all campuses.

While the increasing number of AP exams taken by DISD students is a positive indicator of growing academic ambition and access to rigorous coursework, we recognize that there is still work to be done in improving performance. At this time, many students are not yet achieving the required scores—typically a 3 or higher—to earn college credit. This highlights the need for continued support in AP instruction, test preparation, and student readiness to ensure that access to advanced coursework translates into tangible postsecondary benefits.

From 2024 to 2025, Distinctions increased by 20% overall (from 3 to 15), including a 400% rise in elementary distinctions (1 to 5 per indicator), and a 100% improvement in the 4-year graduation rate.

Dickinson ISD is committed to meeting the needs of all students through a comprehensive system of interventions and data tracking that supports both general education and at-risk populations. Using a tiered MTSS/RTI framework, the district strengthens Tier I instruction while providing small-group and individualized interventions, extended learning opportunities, and targeted supports for students not meeting grade-level expectations. In compliance with HB 1416, students who did not pass STAAR receive accelerated instruction plans with high-dosage tutoring and documented progress monitoring. Data from STAAR, MAP, and local assessments are reviewed in regular PLC cycles, with performance tracked by student and subgroup to ensure instruction is adjusted in real time. Special attention is given to HB 1416-identified students, Emergent Bilinguals, Special Education, and Economically Disadvantaged subgroups, whose performance directly impacts state accountability outcomes. Through this integrated approach, Dickinson ISD ensures equitable opportunities for growth, closing gaps, and driving overall student achievement.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Despite increasing participation in Advanced Placement (AP) courses and college readiness assessments such as the ACT and SAT, many DISD students are not achieving the benchmark scores needed to earn college credit or demonstrate postsecondary readiness.

Root Cause: Students lack access to structured and sustained AP, ACT, and SAT test prep programs, impacting their ability to perform at college-ready levels. There are insufficient resources such as practice exams, tutoring, and skill-building sessions available district-wide.

Problem Statement 2 (Prioritized): While curriculum efforts are in place, there is a lack of consistency and alignment across grade levels, which may hinder student academic growth

Root Cause: Curriculum across grade levels and campuses lacks vertical alignment, which creates gaps in knowledge and skill progression. Assessment practices may not be fully aligned with curriculum goals, leading to instructional misalignment.

Problem Statement 3: Students with dyslexia require more targeted support, and current training and resources for intervention remain limited.

Root Cause: General education and some special education teachers lack sufficient training in identifying and supporting students with dyslexia.

District Culture and Climate

District Culture and Climate Summary

At Dickinson ISD, we are committed to fostering a district climate and culture that nurtures self-confident, collaborative, and goal-driven learners. Our initiatives are designed to empower students with the skills and mindset necessary to thrive in an ever-evolving world. By prioritizing these attributes, we aim to prepare our students not only for academic success but also for meaningful contributions to society.

To support the social and emotional well-being of our students, we have implemented multiple programs such as the Gator Wellness Clinic, UTMB T-chat, and Communities In Schools (CIS) available on all campuses. Additionally, we have partnered with Family Service Center Counselors to provide comprehensive support. These resources are integral in helping students manage their emotions, build resilience, and develop healthy relationships, which are essential components of their overall development.

Ensuring the safety of our students and staff is paramount, and we achieve this by adhering to consistent safety protocols across the district. These measures are in place to create a secure learning environment where students can focus on their education without concerns for their safety. Our commitment to safety is unwavering, and we continuously evaluate and update our protocols to meet the highest standards.

We also emphasize the importance of positive behavior interventions to encourage and reinforce desirable behaviors among students. By promoting a positive school culture, we aim to create an environment where students feel valued and motivated to engage in their learning journey. These interventions are designed to support students in making responsible choices and developing a strong sense of community.

Furthermore, we offer a variety of courses to cater to the diverse interests and aspirations of our students. By providing a broad spectrum of academic and extracurricular options, we ensure that each student has the opportunity to explore their passions and develop their talents. This variety not only enhances the educational experience but also prepares students for future academic and career endeavors.

District Culture and Climate Strengths

- Our district has made significant strides in implementing SEL and mental health-related programs, such as Gator Wellness, Character Strong, Committees for Children, Project Protect our Children, Crime Stoppers, and BACODA. These initiatives are designed to foster a supportive environment that prioritizes the emotional and psychological well-being of our students. By integrating these programs into our curriculum, we aim to equip students with the necessary skills to manage their emotions, build healthy relationships, and make responsible decisions.
- We have established strong partnerships with mental health providers, including TCHATT, Family Service Center, CIS, Bay Area Council on Drugs and Alcohol, Gulf Coast Center, and DePelchin Children's Center. These collaborations enable us to offer comprehensive mental health services and resources to our students and their families, ensuring that they receive the support they need to thrive both academically and personally.
- Each campus is equipped with a behavior specialist who plays a crucial role in addressing and supporting students' behavioral needs. This ensures that students receive personalized attention and interventions that promote positive behavior and academic success. Additionally, our district-wide safety standard underscores our commitment to creating a secure and nurturing learning environment for all students and staff.
- The addition of CIS to all traditional campuses has further strengthened our support network, providing students with access to essential services and resources that enhance their educational experience. Furthermore, the Dickinson Continuation Center is instrumental in preventing drop-outs by offering alternative pathways and support for students who may be at risk of leaving school prematurely.
- We are proud to have certified nurses on all campuses, ensuring that students have access to professional medical care and health education. This commitment to student health is complemented by the wide variety of courses we offer, catering to diverse interests and academic goals, and providing students with the opportunity to explore different fields of study.
- Our school also boasts a robust selection of extracurricular activities, allowing students to engage in interests beyond the classroom. These activities not only enrich the

educational experience but also help students develop essential life skills, such as teamwork, leadership, and time management. Through these strengths, we are dedicated to nurturing well-rounded individuals who are prepared for future success.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Parents and guardians lack access to clear, coordinated, and culturally relevant resources to support their child's academic progress, social-emotional development, and connection to essential community services. This gap limits their ability to effectively partner with schools in supporting student success and well-being.

Root Cause: While schools and districts offer valuable resources, there is a need to create a more centralized and accessible system that empowers parents with the tools, guidance, and training they need to support their child's academic and social-emotional growth.

Problem Statement 2: District staff need timely, flexible access to high-quality training on the physical, behavioral, social, emotional, and mental health needs of today's students.

Root Cause: The district currently lacks a comprehensive, multi-modal professional development system that ensures consistent, accessible training for all staff. This results in limited participation and inconsistent knowledge among staff, particularly due to varying schedules, roles, and access to in-person opportunities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Dickinson ISD is the largest employer in Dickinson, with approximately 1,917 employees. All employees are encouraged to further their education through staff development programs, workshops, and continuing education opportunities. Dickinson ISD aims to recruit, develop, and retain highly qualified teachers and support personnel to make a positive impact on DISD students. The human resources department collaborates with district leadership to ensure effective hiring while adhering to budget constraints.

2024-2025 Staff Demographics

Staff Position Summary:

Administrative Support	317	16.54%
Teacher	880	45.91%
Educational Aide	224	12.73%
Auxiliary	476	24.83%

Staff Ethnicity Summary:

American Indian – Alaskan Native	0.5%
Asian	0.8%
Black - African American	16.0%
Hispanic – Latino	30.2%
Native Hawaiian – Pacific Islander	0.2%
White	51.8%
Two or More	0.4%

Staff Gender Summary:

Female	84.1%
Male	18.6%

Recruitment efforts include attending job fairs and collaborating with universities to prepare student teachers. Retention strategies include competitive salaries, supportive administration, quality mentoring, and a professional learning community environment. The district offers leadership academies for aspiring teacher leaders, assistant principals, and principals; mentoring for new or struggling principals; extensive compensation benefits; and unique advantages such as the district daycare, Gator Academy. The district has successfully implemented the Teacher Incentive Allotment (TIA) program with broad participation across all school levels and campuses, with particularly strong representation from elementary schools.

TIA Payout Distribution Analysis:

- **25.0%** of teachers receive under \$5,000
- **40.8%** receive \$5,000-\$10,000 (largest group)
- **18.4%** receive \$10,000-\$15,000
- **15.8%** receive \$15,000+ (top performers)

TIA School Level Analysis

- **Elementary Schools:** 35 teachers (46.1%) with \$9,263 average payout
- **Middle Schools:** 31 teachers (40.8%) with \$8,947 average payout
- **High School:** 8 teachers (10.5%) with \$8,307 average payout
- **Other (Alternative/Special Programs):** 2 teachers with \$11,541 average payout

Average Teacher Salary by Years of Experience:

Beginning Teacher	\$59,161.23
1-5 Years of Experience	\$61,087.52
6-10 Years of Experience	\$63,617.81
11-20 Years of Experience	\$66,914.00
Over 20 Years of Experience	\$75,726.55

Teachers in Dickinson ISD earn an average salary of \$64,602, with varying compensation by experience level. The district's teaching staff averages 11.1 years of professional experience and 11.3 years of tenure at Dickinson ISD specifically, indicating strong retention. The most experienced teacher, with 45 years in education, earns \$83,812. Beginning teachers represent only 2.8% of the staff, reflecting a mature, skilled workforce. Regarding qualifications, 97% of teachers meet state certification requirements for the 2024-2025 school year. Based on the 2023-2024 TAPR, 71.7% hold bachelor's degrees, 24.9% hold master's degrees, and 0.8% hold doctorates. However, the district faces significant staffing challenges due to a decline in qualified applicants from traditional university teaching programs. Over the past three years, 49% of new hires are non-certified or are enrolled in an alternative certification program, highlighting the need for innovative recruitment strategies. To address these challenges and support teaching effectiveness, the district focuses on supporting principals in helping teachers plan effective instruction through comprehensive training, support materials, and coaching initiatives.

Dickinson ISD achieved a teacher attendance rate of 94.5% for the 2024-2025 school year (August 14, 2024 - May 12, 2025). This strong performance notably parallels our student attendance rates, which have consistently maintained between 94% and 95% throughout the year, suggesting that high teacher presence may contribute to positive student attendance patterns.

Staff Retention Rate (5-Year Overview):

District / Campus	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
Dickinson ISD	81.6%	80.1%	--	64.0%	--
Dickinson High School	82.6%	79.8%	73.5%	76.6%	80.5%
Dickinson Continuation Center	100.0%	70.0%	80.0%	100.0%	66.7%
Coastal Alternative Program (CAP)	40.0%	75.0%	75.0%	75.0%	80.0%
McAdams Junior High School	77.6%	79.2%	69.5%	57.7%	74.3%
Kranz Junior High School	68.8%	79.3%	68.7%	65.0%	82.4%
Dickinson Junior High School	--	--	--	--	72.5%
Dunbar Middle School	86.5%	67.3%	64.3%	51.2%	60.5%
Barber Middle School	94.0%	84.8%	80.0%	59.5%	66.7%
Lobit Middle School	64.3%	76.2%	64.4%	59.5%	86.7%
K E Little Elementary School	87.5%	71.1%	63.8%	64.9%	64.9%
Lobit Elementary School	78.3%	85.4%	71.2%	82.6%	80.0%
Silbernagel Elementary School	82.2%	79.5%	64.6%	73.7%	65.9%
Hughes Road Elementary School	88.9%	86.4%	80.0%	79.5%	78.9%
Bay Colony Elementary School	83.7%	89.8%	84.3%	90.5%	83.3%
San Leon Elementary School	89.6%	79.6%	88.2%	62.5%	62.2%
Calder Road Elementary School	85.1%	78.0%	74.0%	70.0%	83.8%

Based on the staff retention data analysis for Dickinson ISD, a concerning pattern emerges from the 2020-2025 period. The district experienced a significant retention crisis, with district-wide rates plummeting from 81.6% in 2020-21 to 64.0% in 2023-24—a devastating 17.6 percentage point decline over three years. Campus-level data shows a similar downward trajectory, with average retention falling from 82.9% to 73.1% during the same period. Currently, retention rates vary dramatically across the district's campuses and programs, ranging from a high of 86.7% to a low of 60.5%. Alternative education programs consistently underperform, with several showing retention rates around 66.7%. The most alarming individual campus decline includes San Leon Elementary, which fell by 27.4 points. Conversely, some schools demonstrated resilience, with Lobit Middle School gaining 22.4 points. With district-level retention at just 64% as of the most recent data, Dickinson ISD faces an urgent staffing stability crisis that demands immediate intervention, particularly at underperforming campuses and alternative programs where working conditions appear most challenging.

Staff Quality, Recruitment, and Retention Strengths

Dickinson ISD is committed to ensuring that all personnel possess the knowledge, skills, and expertise necessary to excel in their roles while consistently meeting high standards and enhancing student achievement. Recognizing that ongoing training and development are crucial for maintaining high-quality educational services, the district fosters a culture of lifelong learning and empowers employees to take ownership of their professional growth.

- The district's approach to professional development is data-driven and systematic. By analyzing end-of-year survey data and TTESS (Texas Teacher Evaluation and Support System) results, district leaders identify specific areas needing development and make collective decisions about training priorities. This process involves gathering input from campuses before creating district-wide professional development plans.
- The delivery model follows a cascading structure: the district provides monthly training to principals, assistant principals, and instructional coaches, who then adapt the content to meet their specific campus needs before presenting it to their staff. This ongoing cycle ensures consistent implementation while allowing for local customization.

For the 2024-2025 school year, the primary instructional focus areas included STAAR-aligned instruction with daily integration of STAAR-style questions, real-time monitoring and intervention of student learning, effective checking for understanding techniques, and Data + Action strategies for collecting student performance data and planning targeted interventions. Looking ahead to 2025-2026, the focus will shift to grade-level, standards-aligned instruction; high student engagement strategies; ongoing collection of student learning evidence; and the implementation of daily writing across all classes.

- The effectiveness of these professional development efforts is monitored through campus administrator observations and district walk-throughs. Student performance data from CBAs (Classroom-Based Assessments) and PSBM (Problem-Solving and Business Math) show an upward trend, with official STAAR scores expected in June. The district maintains its commitment to continuous improvement through the ongoing cycle of learning, implementing, collecting evidence, and refining practices.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): High teacher turnover disproportionately affects student learning, especially in schools that serve economically disadvantaged students.

Root Cause: Dickinson ISD has experienced a sharp decline in staff retention, dropping from 81.6% in 2020-21 to just 64.0% in 2023-24. This staffing crisis threatens educational continuity and student success, with some campuses falling as low as 60.5% and alternative programs averaging just 66.7% retention.

Problem Statement 2: Heavy reliance on alternatively certified teachers, while addressing immediate staffing needs, may compromise instructional quality and effectiveness for students who need the most support.

Root Cause: Over the past three years, 49% of new hires have been non-certified or enrolled in alternative certification programs, indicating a substantial quality gap in the teaching workforce.

Problem Statement 3: Retention rates vary dramatically across district campuses, ranging from 86.7% to 60.5%, with some schools experiencing devastating declines (such as San Leon Elementary's 27.4 percentage point drop).

Root Cause: Disparities in staffing stability between schools often correlate with student demographics and socioeconomic status. This variation suggests systemic inequities in working conditions, support, and resources across schools, particularly impacting alternative education programs that serve the most at-risk student populations.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In the 2024-2025 academic year, we are proud to highlight several key achievements that have positively impacted our educational environment. The implementation of High-Quality Instructional Materials (HQIM) for math has significantly enhanced our curriculum, providing students with robust resources that foster a deeper understanding of mathematical concepts. Our cohesive master schedules have streamlined the school day, allowing for more efficient use of time and resources, which benefits both students and teachers. We are also celebrating the milestone of our first cohort of Dual Language students receiving Languages Other Than English (LOTE) credit, marking a significant achievement in our language programs. Additionally, all Reading Language Arts (RLA) teachers have completed reading academy training, equipping them with advanced skills to support literacy development. Furthermore, our streamlined end-of-unit assessments have improved the way we measure student progress, ensuring that evaluations are both effective and efficient.

Despite these successes, there are areas where we need to focus our efforts to continue improving our educational offerings.

- Support for cross-curricular writing. It is essential for students to develop strong writing skills across all subjects.
- We must continue the implementation of HQIM for math across elementary, middle, and junior high levels to ensure consistency and quality in math education.
- Contracted support, materials, and substitutes for teachers in the area of mathematics.
- Supplemental staff to support personnel to mentor teachers on the use of researched-based instructional strategies in the classroom in order to meet needs of at-risk students.
- An online program to help emergent bilingual students acquire English language skills, including a supplemental program integrated into English Language Development (ELD) time for dual language students in elementary school.
- Opportunities for staff to attend trainings and/or provide contracted services/materials to address students who did not meet federal and/or state required standard in identified subject areas.
- Grade band support for core subjects to help tailor instruction to meet the diverse needs of our students.
- It is also crucial to allocate dedicated time for social studies (humanities) in elementary school to foster a well-rounded education.
- Supplemental resources for specialty history courses will enrich our curriculum and provide students with a broader perspective.
- We recognize the need for dyslexia support for dual language students to ensure all learners have access to the resources they need.
- Training for instructional support and differentiation is vital to equip our teachers with the skills to address diverse learning needs. The training should include developing and implementing modifications and supplemental aids in the classroom.
- Professional development in the implementation of purchased resources.
- Credit recovery online course access for at-risk students.
- AVID program/activities for students in high school.
- A focus on phonics and literacy at the elementary level will lay a strong foundation for future academic success.
- We must also ensure that honor courses have the appropriate materials to challenge and engage advanced learners.
- Instructional support is needed to effectively manage double-blocked RLA and math classes, providing students with the necessary time and resources to excel.
- Supplemental staff to support personnel to mentor teachers on the use of researched-based instructional strategies in the classroom in order to meet needs of at-risk students.
- Programs and support that address meeting needs of ELL and Special Education students in required core content areas according to PBM analysis.
- Supplemental curriculum support for STEAM classes in grades 6-8.
- Finally, access to digital platforms and supplemental support for core subjects will enhance our instructional capabilities and provide students with additional learning opportunities.

Curriculum, Instruction, and Assessment Strengths

- The implementation of High-Quality Instructional Materials (HQIM) for math has significantly enhanced our teaching practices and student learning outcomes. By utilizing these resources, we ensure that our math instruction is rigorous, engaging, and aligned with educational standards, providing our students with the best possible foundation in mathematics.
- Our master schedule is strategically designed to offer common planning and intervention times during the school day. This structure allows our educators to collaborate effectively, share best practices, and address student needs promptly. It also ensures that students receive timely interventions, supporting their academic growth and success.
- We have carefully constructed our master schedule to support a least restrictive environment for our special education students. By leveling classes based on student needs, we provide tailored educational experiences that promote inclusivity and ensure that all students have access to the resources and support they require to thrive.
- Our Dual Language teachers are committed to adhering to the framework for biliteracy, which is crucial in fostering bilingualism and biliteracy among our students. This dedication ensures that our dual language program is effective and that students are developing strong language skills in both languages, preparing them for a globalized world.
- The alignment of district assessments with our curriculum is a key strength that allows us to measure student progress accurately and consistently. This alignment ensures that our assessments are meaningful and reflective of the curriculum, providing valuable data to inform instruction and support student achievement.
- Finally, our curriculum calendar is meticulously organized to guide instruction throughout the academic year. It ensures that our teaching is paced appropriately and that all necessary content is covered, allowing for a comprehensive and cohesive educational experience for our students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): The implementation of HQIM in math is not yet consistent across elementary, middle, and junior high levels, impacting the quality and alignment of instruction.

Root Cause: Materials and training were not provided to every campus.

Problem Statement 2: Not all campuses provide equitable planning time for science and social studies at the elementary level.

Root Cause: Campuses do not feel an urgency to teach materials due to not being a STAAR tested subject.

Problem Statement 3: Students across grade levels are not consistently developing strong writing skills.

Root Cause: There is a lack of a structured, district-wide approach to integrating writing instruction across all content areas. Many non-ELA teachers have limited training in writing pedagogy and do not consistently incorporate writing assignments that promote discipline-specific thinking.

Problem Statement 4 (Prioritized): Students are leaving elementary school without foundational reading skills and often read multiple grade levels below age.

Root Cause: There is inconsistent implementation of early literacy instruction, including phonics-based approaches, across elementary grade levels. Many teachers lack targeted training in foundational reading skills and evidence-based literacy practices.

Family and Community Engagement

Family and Community Engagement Summary

The Dickinson Independent School District offers families a diverse, fast-growing community with a small-town atmosphere that is within easy access of big-town amenities with its location halfway between Houston and Galveston. Students and staff experience a district rooted in tradition, but at the same time, excelling in 21st century learning opportunities covering academics, career and technical education, athletics, fine arts, and much more. Dickinson ISD takes pride in involving our parents, families and community in our students' educational journeys.

Dickinson ISD, which is currently home to 12,550 students and 2,000 employees, is known as "Gator Nation." Big Al is the mascot at all district campuses, which proudly wear the colors of blue and white. The district includes 14 campuses, including seven elementary campuses (grades pre-kindergarten through third grade), two middle schools (grades 4-5), three junior highs (grades 6-8), one high school (grades 9-12), and one non-traditional high school campus. Dickinson ISD's 61 square miles cover much more than the City of Dickinson, which amounts to about 20 percent of the district's total area. In fact, the majority of the district's boundaries, approximately one-third, are in the City of Texas City. The remaining boundaries extend into portions of League City, the communities of Bacliff and San Leon and other unincorporated parts of Galveston County.

The 2024-2025 Family Engagement results showed focus areas for the 2025-2026 school year.

- training for parents on how to support academic needs of their students
- social and emotional learning supports
- communication about available community resources
- more opportunities for volunteering

Family and Community Engagement Strengths

- The proactive use of social media by the DISD Public Information Office has been instrumental in keeping our community informed and engaged. By leveraging these platforms, we ensure that important updates, achievements, and events are communicated effectively to a broad audience, enhancing transparency and community involvement.
- We have also increased the coverage of stories and photos on the district website, which serves as a central hub for information. This initiative allows us to highlight the successes and activities within our schools, showcasing the vibrant and dynamic environment we cultivate for our students.
- The expansion of the Parent-Teacher Organization (PTO) at our campuses has been a significant development. This growth has enabled greater collaboration between parents and educators, fostering a supportive network that enhances the educational experience for our students.
- Parent volunteers play a crucial role in our school community. Their involvement in various activities and events not only supports our staff but also enriches the learning environment for our students, demonstrating the power of community engagement in education.
- We are fortunate to have strong partnerships with staff, community members, and businesses at both the district and campus levels. These partnerships provide valuable resources and opportunities for our students, helping to bridge the gap between education and the wider community.
- The Dickinson Education Foundation continues to be a vital supporter of our schools, providing funding and resources that enhance educational opportunities and support innovative programs that benefit our students and staff.
- Campus events for parents are an integral part of our engagement strategy. These events offer parents the chance to become more involved in their children's education, fostering a collaborative environment that supports student success.
- Communities in Schools is present at all traditional campuses, providing essential support services that help students overcome barriers to success. This program is a testament to our commitment to ensuring that every student has the opportunity to thrive.

- Service organizations within our community play a pivotal role in supporting our schools. Their contributions, whether through volunteer work or resources, help create a nurturing and supportive environment for our students.
- We are committed to inclusivity and accessibility, which is why documentation and communication are available in Spanish. This ensures that all members of our community have access to important information and can participate fully in school activities.
- Our partnership with the College of the Mainland is an exciting opportunity for our students, providing pathways to higher education and career readiness. This collaboration enhances the educational experience by offering students access to college-level courses and resources
- Students and their families are invited to community events such as Meet the Gator, the Daddy/Daughter dance, the Homecoming parade, pep rallies, athletic events, STEAM expo, and many more. These events are designed to foster a sense of community and school spirit, providing opportunities for students, parents, and staff to come together and celebrate our shared values and achievements.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): Many parents in the district lack the knowledge, tools, and confidence to effectively support their children's academic needs at home, which can hinder student achievement and engagement in learning.

Root Cause: The district has limited training opportunities and resources designed to equip parents with strategies for academic support, such as understanding curriculum expectations, navigating digital learning tools, and fostering effective study habits. Language barriers, low literacy levels, or unclear school communication can prevent parents from understanding expectations or how to help effectively.

Problem Statement 2: Many parents, particularly those from underserved or marginalized communities, are unaware of the community resources available to support their families. This lack of awareness limits access to essential services such as healthcare, food assistance, childcare, educational programs, mental health support, and housing resources.

Root Cause: Resources are often scattered across different platforms, making it difficult for parents to find reliable, up-to-date information. Some families lack regular internet access or devices, making digital communication ineffective.

District Organization

District Organization Summary

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

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

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

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

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

Needs:

As a district, it is imperative that we enhance our methods of gathering information and conducting surveys to better understand the perceptions of our students, parents, and the broader community regarding our schools. This will enable us to identify areas of strength and opportunities for growth, ensuring that we are meeting the needs and expectations of all stakeholders effectively.

Investing in professional development for our teachers is crucial, focusing on deepening their content knowledge, refining classroom management skills, and aligning with the Dickinson ISD pillars. By doing so, we empower our educators to deliver high-quality instruction and foster a positive learning environment that supports student success.

Calibration for the Texas Teacher Evaluation and Support System (TTESS) is essential to maintain consistency and fairness in teacher evaluations. This process will help us ensure that all educators are assessed accurately and receive the feedback necessary to enhance their professional practice.

Building strong community partnerships is vital for the success of our schools. By collaborating with local businesses, organizations, and stakeholders, we can create enriching opportunities for our students and support the overall development of our educational programs.

The Teacher Incentive Allotment is a significant initiative that we must prioritize. By recognizing and rewarding exemplary teaching, we can attract and retain high-quality educators, ultimately leading to improved student outcomes and a stronger educational community.

District Organization Strengths

Our commitment to continuous improvement is evident through the Campus Improvement Committees (CIC) established on all campuses. These committees play a crucial role in identifying areas for growth and implementing strategies to enhance the educational experience for our students. By involving a diverse group of stakeholders, we ensure that our improvement plans are comprehensive and reflective of the needs of our entire school community.

The District Educational Improvement Council (DEIC) is inclusive of all stakeholders, ensuring that a wide range of perspectives are considered in our decision-making processes.

This inclusivity fosters a collaborative environment where parents, teachers, administrators, and community members work together to drive educational excellence.

Our monthly principal collaborative meetings are a testament to our dedication to leadership development and shared learning. These gatherings provide a platform for principals to exchange ideas, discuss challenges, and develop strategies that benefit our schools. This collaborative approach strengthens our leadership team and enhances our ability to support our students and staff effectively.

We have meticulously designed our master schedules to facilitate team planning and intervention. This strategic scheduling allows teachers to collaborate and develop targeted interventions that address the diverse needs of our students. By prioritizing team planning, we ensure that our instructional practices are cohesive and aligned with our educational goals.

Supporting our first-year teachers is a priority, and we have established the First Year Teacher Academy and given each new teacher a Mentor to guide them through their initial year. We have also established the Navigators training to support second year teachers. These programs provide new educators with the resources, support, and mentorship they need to thrive in their roles, ultimately contributing to their professional growth and success.

Effective communication is vital to our district's success, and we achieve this through various channels, including our websites, Gator Bytes, campus newsletters, and callouts. These tools ensure that our community is well-informed and engaged with the happenings within our schools, fostering a sense of connection and transparency.

At the secondary level, our counselors and assistant principals loop with their students, providing consistency and support throughout their educational journey. This approach allows for the development of strong, trusting relationships, enabling staff to better understand and meet the individual needs of each student.

Finally, we utilize the Texas Teacher Evaluation and Support System (TTESS) and the Texas Principal Evaluation and Support System (TPESS) across all campuses. These evaluation systems provide a framework for continuous professional development, ensuring that our educators and leaders are equipped with the skills and knowledge necessary to deliver high-quality education.

Problem Statements Identifying District Organization Needs

Problem Statement 1: Despite regular professional development (PD) sessions being conducted across the district, employee engagement and performance improvement remain stagnant.

Root Cause: There is little to no post-training support, coaching, or reinforcement, which hinders long-term behavior change and skill adoption.

Problem Statement 2: The implementation of the Texas Teacher Evaluation and Support System (T-TESS) is inconsistent across campuses within the district. This lack of uniformity has led to disparities in teacher evaluations, varying levels of feedback quality, and a diminished perception of fairness and effectiveness in the appraisal process.

Root Cause: There is no regular system in place for calibrating scoring or observation practices across campuses, resulting in subjective and inconsistent evaluations.

Problem Statement 3 (Prioritized): Currently, only teachers who instruct in tested subjects with available student growth data (e.g., STAAR-tested areas) are eligible for the Teacher Incentive Allotment (TIA). This creates an inequitable system where high-performing teachers in non-tested subjects--such as fine arts, physical education, CTE, and early elementary--are excluded from recognition and financial rewards, despite their sign

Root Cause: The current TIA framework heavily depends on standardized test results to demonstrate student growth, limiting eligibility to teachers in subjects with those tests. The district has not developed or implemented alternative growth measurement systems (e.g., student portfolios, performance rubrics, or district-based assessments) for non-tested subject areas.

Technology

Technology Summary

The integration of technology within our school has significantly enhanced student access to mobile devices, allowing for a more interactive and engaging learning experience. This access ensures that students can utilize digital resources and educational apps, which support their learning both inside and outside the classroom.

In addition to student devices, we are also working to update teacher devices to ensure that our educators have the necessary tools to deliver high-quality instruction. These updated devices enable teachers to efficiently manage their classrooms, access a wide range of educational resources, and facilitate a more dynamic teaching environment.

We have implemented a Learning Management System (LMS) that serves as a centralized platform for managing educational content, tracking student progress, and fostering communication between teachers, students, and parents. This system streamlines the educational process and supports personalized learning paths for each student.

Recognizing the importance of safeguarding our digital infrastructure, we have made network security a top priority. By implementing robust security measures, we ensure that our students and staff can access digital resources safely and securely, protecting sensitive information and maintaining the integrity of our educational environment.

Technology Needs:

As a district, we recognize the growing importance of integrating technology into our classrooms to enhance the learning experience. One of our key needs is the incorporation of more interactive boards. These tools can transform traditional teaching methods by allowing for dynamic presentations and interactive lessons that engage students more effectively.

Additionally, we see the necessity of providing Chromebooks for non-core subjects. By equipping students with these devices, we can ensure that they have access to digital resources and tools that support a wide range of subjects, fostering a more comprehensive and versatile educational experience.

Furthermore, we are committed to investing in professional development focused on Schoology and the creation of engaging digital lessons. By equipping our educators with the skills and knowledge to effectively utilize these platforms, we can enhance the quality of our digital instruction and ensure that our students are receiving a modern and relevant education.

Technology Strengths

Our district is proud to have a robust bandwidth and infrastructure that supports the diverse technological needs of our students and staff. This strong foundation ensures that all digital resources are accessible and that our educational programs run smoothly without interruption. The infrastructure is designed to accommodate the increasing demand for online learning tools and resources, providing a seamless experience for everyone involved.

Every student in our district has access to the district Learning Management System (LMS), which is a critical component of our educational framework. This access allows students to engage with their coursework, collaborate with peers, and communicate with teachers effectively. The LMS serves as a centralized platform for learning, ensuring that all students have the resources they need to succeed academically.

We are fortunate to have dedicated technology support personnel for every campus, ensuring that any technical issues are addressed promptly and efficiently. These professionals are

essential in maintaining the functionality of our technological resources and providing immediate assistance to both students and staff. Their presence ensures that learning is not disrupted by technical difficulties and that our educational environment remains productive.

Our school adheres to a comprehensive acceptable use policy that guides the responsible use of technology by students and staff. This policy is designed to promote a safe and respectful digital environment, outlining the expectations and responsibilities of all users. By fostering an understanding of appropriate technology use, we aim to cultivate a culture of digital citizenship within our school community.

Finally, we have implemented a robust cybersecurity plan to protect our digital assets and ensure the safety of our students' and staff's information. This plan includes measures to prevent unauthorized access, detect potential threats, and respond to security incidents effectively. By prioritizing cybersecurity, we are committed to safeguarding the integrity and confidentiality of our educational data.

Problem Statements Identifying Technology Needs

Problem Statement 1: Despite significant investments in educational technology, many schools struggle to effectively integrate digital tools into classroom instruction. This results in inconsistent student engagement, limited improvement in learning outcomes, and underutilization of available resources.

Root Cause: Teachers lack adequate professional development in using educational technology effectively. Technology tools are not always integrated with curriculum standards or learning objectives, causing them to be seen as add-ons rather than integral to instruction. Also, students from underserved communities may not have access to devices or internet at home, widening the digital divide.

Problem Statement 2: The school district is experiencing a shortage of Chromebooks in elective classrooms, limiting students' ability to engage in technology-based learning activities.

Root Cause: Chromebook allocation has primarily focused on core academic subjects (e.g., math, science, English), leading to a lack of devices for elective courses which are often seen as lower priority.

Problem Statement 3 (Prioritized): Although digital learning platforms like Schoology are available district-wide, many educators lack the training and support needed to effectively use them to deliver engaging and rigorous digital lessons. As a result, the quality and consistency of digital instruction vary across classrooms, limiting students' access to modern, interactive, and standards-aligned learning experiences.

Root Cause: Teachers have not received comprehensive or ongoing training in the effective use of Schoology and digital lesson design. Professional development has not consistently focused on instructional strategies that integrate digital tools to enhance student engagement and learning outcomes.

Priority Problem Statements

Problem Statement 1: The school district is experiencing a high rate of student absenteeism, with a significant portion of absences attributed to non-illness-related reasons. Despite outreach efforts, many parents do not fully understand how chronic absenteeism negatively affects their child's academic performance, social development, and long-term educational outcomes.

Root Cause 1: A root cause of this absenteeism is a lack of awareness among parents about the cumulative impact of missed school days. Many families do not receive consistent, culturally responsive communication about how even a few absences each month can lead to learning gaps and reduced engagement. In some cases, schools may also lack accessible tools or strategies to effectively educate and involve parents.

Problem Statement 1 Areas: Demographics

Problem Statement 2: While curriculum efforts are in place, there is a lack of consistency and alignment across grade levels, which may hinder student academic growth

Root Cause 2: Curriculum across grade levels and campuses lacks vertical alignment, which creates gaps in knowledge and skill progression. Assessment practices may not be fully aligned with curriculum goals, leading to instructional misalignment.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Parents and guardians lack access to clear, coordinated, and culturally relevant resources to support their child's academic progress, social-emotional development, and connection to essential community services. This gap limits their ability to effectively partner with schools in supporting student success and well-being.

Root Cause 3: While schools and districts offer valuable resources, there is a need to create a more centralized and accessible system that empowers parents with the tools, guidance, and training they need to support their child's academic and social-emotional growth.

Problem Statement 3 Areas: District Culture and Climate

Problem Statement 4: High teacher turnover disproportionately affects student learning, especially in schools that serve economically disadvantaged students.

Root Cause 4: Dickinson ISD has experienced a sharp decline in staff retention, dropping from 81.6% in 2020-21 to just 64.0% in 2023-24. This staffing crisis threatens educational continuity and student success, with some campuses falling as low as 60.5% and alternative programs averaging just 66.7% retention.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: The implementation of HQIM in math is not yet consistent across elementary, middle, and junior high levels, impacting the quality and alignment of instruction.

Root Cause 5: Materials and training were not provided to every campus.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Students are leaving elementary school without foundational reading skills and often read multiple grade levels below age.

Root Cause 6: There is inconsistent implementation of early literacy instruction, including phonics-based approaches, across elementary grade levels. Many teachers lack targeted training in foundational reading skills and evidence-based literacy practices.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: Currently, only teachers who instruct in tested subjects with available student growth data (e.g., STAAR-tested areas) are eligible for the Teacher Incentive Allotment (TIA). This creates an inequitable system where high-performing teachers in non-tested subjects--such as fine arts, physical education, CTE, and early elementary--are excluded from recognition and financial rewards, despite their sign

Root Cause 7: The current TIA framework heavily depends on standardized test results to demonstrate student growth, limiting eligibility to teachers in subjects with those tests. The district has not developed or implemented alternative growth measurement systems (e.g., student portfolios, performance rubrics, or district-based assessments) for non-tested subject areas.

Problem Statement 7 Areas: District Organization

Problem Statement 8: Although digital learning platforms like Schoology are available district-wide, many educators lack the training and support needed to effectively use them to deliver engaging and rigorous digital lessons. As a result, the quality and consistency of digital instruction vary across classrooms, limiting students' access to modern, interactive, and standards-aligned learning experiences.

Root Cause 8: Teachers have not received comprehensive or ongoing training in the effective use of Schoology and digital lesson design. Professional development has not consistently focused on instructional strategies that integrate digital tools to enhance student engagement and learning outcomes.

Problem Statement 8 Areas: Technology

Problem Statement 9: Many parents in the district lack the knowledge, tools, and confidence to effectively support their children's academic needs at home, which can hinder student achievement and engagement in learning.

Root Cause 9: The district has limited training opportunities and resources designed to equip parents with strategies for academic support, such as understanding curriculum expectations, navigating digital learning tools, and fostering effective study habits. Language barriers, low literacy levels, or unclear school communication can prevent parents from understanding expectations or how to help effectively.

Problem Statement 9 Areas: Family and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records 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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Homeless data

- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Use a variety of resources and professional learning to strengthen the PLC process and improve the instruction of content teams across all campuses.</p> <p>Strategy's Expected Result/Impact: Improved instruction and student achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching and Learning Executive Director of School Leadership</p> <p>Results Driven Accountability</p> <p>Funding Sources: - 255-Title IIA, - 211-Title IA, - IDEA B</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Coaches will participate in monthly Curriculum Leadership Team meetings with Curriculum Specialists to preview upcoming units and build their capacity to lead curriculum and instruction on campuses. They will focus on leading the planning and implementation of first time, high quality Tier 1 instruction, Tier 2 intervention, and ongoing assessments.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction, increase in student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - 199-SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide targeted phonics instruction in grades K-3 in all classrooms: El Camino, El Proximo, Foundations, Heggerty, etc.</p> <p>Strategy's Expected Result/Impact: Improve reading instruction and student achievement in reading</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching and Learning Coordinator of Literacy Curriculum Specialists Campus administrators</p> <p>Results Driven Accountability</p> <p>Funding Sources: - Local Funding, - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Math: Equip teachers to deliver high quality instructional materials through the Bluebonnet Learning Math curriculum. Campuses will be provided additional support by Region 4 consultants.</p> <p>Strategy's Expected Result/Impact: Improved Tier I instruction, improved students achievement in math</p> <p>Staff Responsible for Monitoring: Coordinator of Mathematics K-8 Math Curriculum Specialists</p> <p>Funding Sources: - 255-Title IIA, - State Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: RLA: K-2 teachers will be provided ongoing training on how to implement decodable texts in small group instruction.</p> <p>Strategy's Expected Result/Impact: Improved classroom Tier I instruction, improved student achievement</p> <p>Staff Responsible for Monitoring: Coordinator of Literacy ELAR/Social Studies Curriculum Specialists</p> <p>Funding Sources: - 255-Title IIA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Science: Curriculum specialists will help build our teachers' understanding of the recently adopted science TEKS. Curriculum specialists will provide opportunities for instructional coaches to meet and collaborate monthly to clarify science learning targets, plan for high quality Tier 1 and 2 science instruction, and develop aligned common assessments for tested science grade bands.</p> <p>Strategy's Expected Result/Impact: Improved classroom Tier I instruction, improved student achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching and Learning Science Curriculum Specialists</p> <p>Funding Sources: - 255-Title IIA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Social Studies: Increase the integration of primary sources in Social Studies lessons as reflected in lesson plans and student work samples</p> <p>Strategy's Expected Result/Impact: Integrating primary sources into Social Studies lessons strengthens students' critical thinking and historical analysis skills. Lesson plans will reflect more inquiry-based instruction, and student work will show improved use of evidence, deeper understanding of content, and the ability to analyze multiple perspectives.</p> <p>Staff Responsible for Monitoring: Campus Administrators; Social Studies Curriculum Specialists</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Special Programs: Improve IEP Quality and Alignment to Instruction by implementing a districtwide system to ensure compliant and instructionally relevant IEPs through targeted support in developing individualized PLAAFPs, measurable goals, and appropriate services.</p> <p>Strategy's Expected Result/Impact: Increased IEP compliance and instructional relevance, improved alignment between student needs and services, stronger integration of behavior and dyslexia-related supports.</p> <p>Staff Responsible for Monitoring: Special Education Director, Special Education Coordinators, Campus principals / Assistant principals</p> <p>Results Driven Accountability</p> <p>Funding Sources: - Local Funding, - IDEA B</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Special Programs: Special Programs Evaluation staff will ensure high-quality evaluations and eligibility integrity by ensuring timely, compliant, and high-quality evaluations using consistent case review procedures and data-informed eligibility decisions.</p> <p>Strategy's Expected Result/Impact: Consistent, accurate eligibility determinations; improved compliance with TEA timelines; better support for diverse student needs.</p> <p>Staff Responsible for Monitoring: Coordinator of Evaluation and Related Services</p> <p>Results Driven Accountability</p> <p>Funding Sources: - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Special Programs: Special Programs will expand inclusive services and reduce disciplinary removals by strengthening inclusive service delivery and behavior supports through the use of Guiding Questions, Behavior Coach model, and monitoring of PEIMS disciplinary removals.</p> <p>Strategy's Expected Result/Impact: Consistent, accurate eligibility determinations; improved compliance with TEA timelines; better support for diverse student needs.</p> <p>Staff Responsible for Monitoring: Special Ed Director, Special Education Coordinators, Campus Principals and Assistant Principals</p> <p>Results Driven Accountability</p> <p>Funding Sources: - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Special Programs: Special Programs will improve transition planning and postsecondary outcomes by supporting effective transition planning for students age 13+ through compliant IEP goals, student involvement, and coordination of services including CBVI and interagency partnerships.</p> <p>Strategy's Expected Result/Impact: Improved student readiness for postsecondary life, increased access to job readiness opportunities, and higher compliance in transition documentation.</p> <p>Staff Responsible for Monitoring: Special Ed Director, Special Education Coordinators, Campus principals / Assistant principals</p> <p>Results Driven Accountability - Equity Plan</p> <p>Funding Sources: - IDEA, - Local Funding, - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Evaluation Data Sources: assessment data, attendance records, student surveys

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

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide training and feedback on integrating writing into Science and Social Studies.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction and student achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching and Learning Curriculum Specialists</p> <p>Funding Sources: - 255-Title IIA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Make learning visible through self-regulated strategy development strategies such as KAT, WeWrite, DBQ.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction and student achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching and Learning Coordinator of Literacy Curriculum Specialists</p> <p>Funding Sources: - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Continuously monitor and evaluate program effectiveness to refine instructional practices that address the academic needs of Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Improved</p> <p>Staff Responsible for Monitoring: Coordinator of Emergent Bilingual Programs</p> <p>Funding Sources: - Local Funding, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and implement targeted programs to support the academic success of at-risk students, including initiatives such as the Summer Bridge Program, AVID classroom resources, and a range of evidence-based interventions like in-class support and specialized instructional courses tailored to students requiring additional academic assistance.</p> <p>Strategy's Expected Result/Impact: Improved student achievement</p> <p>Staff Responsible for Monitoring: Coordinator of State and Federal Programs Director of Advanced Academics</p> <p>Funding Sources: - 211-Title IA, - 199-SCE, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Meet the diverse learning needs of all Emergent Bilingual students by providing tailored supports, including instructional accommodations, designated supports, and sheltered instruction strategies.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Coordinator of Emergent Bilingual Programs</p> <p>Results Driven Accountability</p> <p>Funding Sources: - 263-Title IIIA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide ongoing training for campus leadership and teachers in data analysis to effectively measure and monitor student growth. The priority will be to sustain high performance by ensuring students who previously achieved 'Masters' level continue to do so, while also identifying and supporting students in need of targeted, differentiated instruction. Additionally, implement STEAM-aligned curricular support to both maintain advanced performance and elevate on-level students.</p> <p>Strategy's Expected Result/Impact: Increased student growth district-wide</p> <p>Staff Responsible for Monitoring: Director of Academic Excellence and Advanced Programs Executive Director of Teaching and Learning Director of Research and Accountability Campus Principals</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - Local Funding, - 287-Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide targeted tier 2 intervention driven by data derived from formative and cumulative assessment such as Amplify/Imagine Learning/Pacific Learning/Read 180/MAP/Summit K12</p> <p>Strategy's Expected Result/Impact: Improved student growth in reading</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching and Learning Coordinator of Literacy Curriculum Specialists Campus Leaders Teachers</p> <p>Funding Sources: - 211-Title IA, - Local Funding, - 263-Title IIIA, - State Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: Implement various safety measures throughout the district

High Priority

Evaluation Data Sources: Surveys, safety and discipline documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: To ensure the security and protection of students, staff, and property, the board employs school liaison officers (SLOs), and security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL).</p> <p>Strategy's Expected Result/Impact: Safe school environment</p> <p>Staff Responsible for Monitoring: Executive Director of Student Support Services</p> <p>Funding Sources: - Local Funding, - State Funds, - School Safety Formula Grant</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a safe way for students to report unsafe situations</p> <p>Strategy's Expected Result/Impact: Safe school environment</p> <p>Staff Responsible for Monitoring: Executive Director of Student Support Services</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement safety protocols from the Texas School Safety Center and TEA: required safety updates, weekly door sweeps, Avoid, Deny, Defend training, Stop the Bleed training, Safety and Security Committee meetings, staff and student required trainings, campus threat assessment teams, required drills, etc..</p> <p>Strategy's Expected Result/Impact: Improve school safety</p> <p>Staff Responsible for Monitoring: Executive Director of Student Support Services Campus Principals</p> <p>Funding Sources: - Local Funding, - School Safety Formula Grant</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Dating violence is prohibited in Dickinson ISD as per Board Policy FFH(LOCAL).</p>	Formative			Summative

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures

Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Notice to Parents

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

District Action

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.

Strategy's Expected Result/Impact: Reduce dating violence

Staff Responsible for Monitoring: Executive Director of Student Support Services

Nov	Jan	Mar	June

Funding Sources: - Local Funding

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students the opportunity to outside agency supports (e.g., UTMB TCHAT, Communities in Schools, Family Service Center).</p> <p>Strategy's Expected Result/Impact: Decrease student drop out, increase emotional stability</p> <p>Staff Responsible for Monitoring: Director of Mental Health and Counseling</p> <p>Funding Sources: - 287-Title IV, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide student lessons through programs such as Second Steps and Character Strong.</p> <p>Strategy's Expected Result/Impact: Director of Mental Health and Counseling</p> <p>Funding Sources: - 287-Title IV, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide prevention training and curriculum. Strategy's Expected Result/Impact: Increased awareness for staff and prevention strategies for students. Staff Responsible for Monitoring: Director of Mental Health and Counseling Funding Sources: - 287-Title IV, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote the streamlined Gator Wellness Center Referral Process through the use of a clerk.</p> <p>Staff Responsible for Monitoring: Director of Mental Health and Counseling</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Evaluation Data Sources: Registration forms

Strategy 1 Details	Reviews			
Strategy 1: Provide needed school supplies, clothing and snacks Strategy's Expected Result/Impact: Improved social, emotional and academic performance Staff Responsible for Monitoring: Coordinator of State and Federal Programs Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Improve communication between school and home

Evaluation Data Sources: Parent surveys

Strategy 1 Details	Reviews			
Strategy 1: Ensure parent communication is translated to Spanish Strategy's Expected Result/Impact: Improve parent communication Staff Responsible for Monitoring: Coordinator of State and Federal Programs Funding Sources: - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Expand partnerships with area colleges and universities

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

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

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

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

Evaluation Data Sources: Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training to parents in ways to support their children at home in reading, math homework, understanding STAAR testing and results</p> <p>Strategy's Expected Result/Impact: Improve parent and family engagement to support learning</p> <p>Staff Responsible for Monitoring: Coordinator of State and Federal Programs Campus Principals</p> <p>Funding Sources: - 211-Title IA, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses will provide various activities to facilitate effective transitions into kindergarten, middle schools, junior highs, high school and to post-secondary through open houses, summer bridge, dual credit for students and families.</p> <p>Strategy's Expected Result/Impact: Increase awareness for students and parents of various educational opportunities available for all students</p> <p>Staff Responsible for Monitoring: Coordinator of State and Federal Programs</p> <p>Funding Sources: - 199-SCE, - Local Funding, - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to promote a comprehensive recruitment plan with competitive benefits, salaries, and stipends based on qualifications required for assignment and market trend.</p> <p>Strategy's Expected Result/Impact: Increase overall district retention rate.</p> <p>Staff Responsible for Monitoring: Executive Director for Human Resources</p> <p>Funding Sources: - Local Funding, - 211-Title IA, - Special Programs</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to grow our own pipeline of employees through our Education & Training CTE Program of Study (POS) where students secure their Educational Aide I certification and earn dual credit hours through College of the Mainland.</p> <p>Strategy's Expected Result/Impact: Facilitate a pipeline of highly qualified candidates who are familiar with the needs of DISD students and may begin working as a paraprofessional upon high school graduation while continuing to work on their teaching degree and certification through our partners in education at the College of the Mainland and University of Houston Clear-Lake.</p> <p>Staff Responsible for Monitoring: Director of Career and Technical Education</p> <p>Funding Sources: - Local Funding, - Perkins</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

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

Strategy 4 Details	Reviews			
<p>Strategy 4: EditRemove Special Programs: Deliver Differentiated, Role-Specific Professional Development: Special Programs will provide ongoing, differentiated training to staff supporting students with disabilities to improve IEP implementation, inclusive instruction, behavior support, and dyslexia services.</p> <p>Strategy's Expected Result/Impact: Increased staff knowledge and confidence in supporting students with disabilities; improved fidelity in delivering accommodations, dyslexia services, and behavioral interventions.</p> <p>Staff Responsible for Monitoring: Special Education Director, Special Programs Coordinators</p> <p>Funding Sources: - Special Programs, - IDEA B, - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to implement the Teacher Incentive Allotment, monitor, evaluate, and refine processes, and continue to communicate program initiatives and outcomes to stakeholders.</p> <p>Strategy's Expected Result/Impact: Recruit, support, and retain highly effective teachers in all schools, with particular emphasis on high-needs and rural schools.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources Director of Teaching Excellence and Leadership Development</p> <p>Funding Sources: - Outside Agency, - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement DISD Wellness Program (SWAMP).</p> <p>Strategy's Expected Result/Impact: Support overall well-being of all staff.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

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

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$5,169,262.00

Total FTEs Funded by SCE: 65

Brief Description of SCE Services and/or Programs

Personnel, academic support programs, behavior and social-emotional supports, instructional materials and resources, parental involvement activities, and professional development.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aislinn Clinch	Instructional Coach	1
Aldarita Parker	Paraprofessional	1
Amy Breazeale	Instructional Coach	1
Andrea Guyton	Paraprofessional	1
Angela McGehee	Paraprofessional	1
Bianca Steward	Paraprofessional	1
Brianna Booker	Paraprofessional	1
Briston Garner	Paraprofessional	1
Brittanae Smith	Instructional Coach	1
Brittani Lindstrom	Instructional Coach	1
Brittany Steen	Prekindergarten	1
Brooke Rodriguez	Paraprofessional	1
Carmen Urbisagasegui	Paraprofessional	1
Catherine Dockery	ESOL	1
Chazzman Caldwell	Instructional Coach	1
Chelsey Birmingham	Instructional Coach	1
Cristina Mayer	Paraprofessional	1
Cynthia Jarmack	Paraprofessional	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
David Dozal	English	1
Donna Tolbert	Paraprofessional	1
Elizabeth Vargas	Instructional Coach	1
Erin Crider	Instructional Coach	1
Evelyn Zamora	Paraprofessional	1
Hayley Halford	Prekindergarten	1
Jaslen Garza	Paraprofessional	1
Jasmine Summers	Paraprofessional	1
Jillian Anderson	Instructional Coach	1
Kaitlyn Stennett	Paraprofessional	1
Kathleen Sowers	Paraprofessional	1
Kayla Hunter	Paraprofessional	1
Kayla Potter	Paraprofessional	1
Kaylie Guerra	Paraprofessional	1
Keisha Johnson	Paraprofessional	1
Kylee Windham	ESL Newcomer Teacher	1
Lashena Demus	Instructional Coach	1
Lekisha Jackson	Paraprofessional	1
Lidia Olvera	Paraprofessional	1
Lisa Durrschmidt	Paraprofessional	1
Lorena Howard	Paraprofessional	1
Maria Irigoyen	Paraprofessional	1
Melissa Rojas	Prekindergarten	1
Michelle Gonzales	Paraprofessional	1
Monica Vizcaya-Ayala	Paraprofessional	1
Nikki Scimeca	Instructional Coach	1
Norma Perez	Paraprofessional	1
Pamela Turner	Paraprofessional	1
Pherron Elie	Paraprofessional	1
Rakel Mendoza	Paraprofessional	1
Raya Richards	Paraprofessional	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rex Allen	Paraprofessional	1
Saleena Butler	Instructional Coach	1
Sandra Dean	Paraprofessional	1
Sarah Carr	Instructional Coach	1
Savannah Owen	Paraprofessional	1
Selene Salinas	Paraprofessional	1
Shukla Choudhury	Paraprofessional	1
Sofia Alvarez	Science Teacher (EB)	1
Stephanie Cerda	Paraprofessional	1
Stephanie Vandermark	Paraprofessional	1
Susan Froebel	Paraprofessional	1
Tajah Campbell	Paraprofessional	1
Valerie Lara	Reading	1
Yanisel Perez Majera	Paraprofessional	1
Yaritza Aranda Salazar	Paraprofessional	1
Zachary Sparks	ESL Newcomer Teacher	1

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

The LEA will monitor students' progress in meeting challenging state academic standards through a comprehensive, multi-faceted approach that emphasizes aligned instruction, collaboration, timely interventions, and data-driven decision-making.

We utilize High-Quality Instructional Materials (HQIM) in math, which ensure instruction is rigorous, engaging, and aligned to state standards. These materials provide a strong foundation for student learning and allow for consistent monitoring of mastery through embedded checks for understanding.

Our master schedule is strategically designed to support both common planning and intervention times during the school day. This structure enables teachers to collaborate regularly, analyze student data, and adjust instruction in real time. It also provides dedicated time for immediate academic interventions when students show signs of struggling.

To support all learners, especially those receiving special education services, classes are leveled based on student needs, and our schedule promotes access to a least restrictive environment. This ensures progress monitoring is equitable and tailored, with appropriate supports in place.

In our Dual Language program, teachers follow a structured framework for biliteracy. This promotes the development of academic language in both languages and includes progress monitoring aligned to state standards in both content and language acquisition.

Student progress is further monitored through district assessments that are aligned with our curriculum. These assessments provide consistent, meaningful data that reflect students' understanding of state standards and inform instructional planning.

Lastly, our curriculum calendar ensures all required content is taught within the school year. It helps teachers pace instruction effectively and track whether students are on target to meet state expectations, allowing for timely course corrections when needed.

1.2: Identifying students who may be at risk for academic failure;

Our district identifies students who may be at risk for academic failure through a combination of district assessments, ongoing progress monitoring, and data from supplemental programs such as IXL, Summit K12, and ST Math.

District assessments are administered at regular intervals throughout the year to measure student proficiency against state academic standards. These assessments help pinpoint students who are not meeting grade-level expectations in core subject areas.

In addition to formal assessments, we closely monitor student progress in supplemental instructional programs like IXL, Summit K12, and ST Math. These programs provide real-time data on student performance, skill gaps, and usage trends, allowing educators to identify students who are struggling or showing limited growth.

Once students are identified as being at risk, they are coded in Skyward, our student information system. This coding allows for centralized tracking and ensures that all educators working with the student are aware of their at-risk status.

To support at-risk students effectively, our district provides ongoing training, resources, and instructional materials to teachers. This includes guidance on differentiation strategies, intervention planning, and the effective use of supplemental tools to close academic gaps.

This comprehensive identification and support process ensures that no student falls through the cracks and that targeted interventions are put in place early to promote academic success.

1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

The district provides additional educational assistance to students who need help in meeting the challenging state academic standards through a multi-tiered system of support that includes embedded intervention time, enhanced instruction, and access to targeted resources.

At the junior high level, Math and Reading Language Arts (RLA) classes are double-blocked, giving students extended time each day to build foundational skills and address gaps in learning. In all grade levels, intervention time is built into the daily schedule, allowing teachers to provide targeted support during the school day without removing students from core instruction.

Instructional coaches and curriculum specialists play a vital role in ensuring that both the core and intervention curricula are aligned with the state standards. They provide hands-on support to teachers, model effective strategies, and help tailor instruction to meet the individual needs of students.

To further reinforce learning, the district provides access to supplemental educational programs that can be used both at school and at home, offering students multiple opportunities to practice and master academic skills in a personalized and flexible format.

This layered approach ensures that students receive the time, support, and resources they need to meet academic expectations and succeed in their educational journey.

1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

The district strengthens academic programs and improves school conditions for student learning by using data-driven strategies, targeted instructional supports, and a structured system of interventions.

To identify student needs, the district uses a combination of district assessments, progress monitoring tools, and supplemental programs. These resources provide real-time performance data, helping teachers and instructional leaders pinpoint skill gaps and adjust instruction accordingly.

In response to identified needs, the district implements tiered academic supports, including built-in intervention time during the school day and double-blocked Math and RLA periods at the junior high level. This structure gives students extended learning time and ensures that academic support is part of the regular instructional schedule, not a separate or isolated activity.

To promote effective teaching and alignment with state standards, instructional coaches and curriculum specialists provide direct support to educators. They ensure that both core instruction and intervention materials are standards-aligned and strategically designed to address learning gaps. Teachers also receive ongoing professional development, resources, and training to support differentiated instruction.

To expand learning beyond the classroom, the district provides supplemental programs that can be accessed at both school and home. These platforms reinforce classroom instruction and allow students to practice skills at their own pace, contributing to improved academic outcomes.

Through these coordinated efforts, the district is not only strengthening its academic programs but also creating supportive, well-structured learning environments where all students have the opportunity to succeed.

Descriptor 2: Teacher Quality

The LEA is committed to ensuring that all students—regardless of income or background—have equitable access to effective, experienced, and properly certified teachers.

- **Recruitment and Retention Efforts:**

The district actively recruits certified and high-quality teachers, especially for hard-to-fill positions. Partnerships with teacher preparation programs and universities help build a pipeline of diverse and well-prepared candidates. Retention efforts include mentorship programs, professional development, and career advancement pathways to support teacher growth and effectiveness.

- Support for Inexperienced and Out-of-Field Teachers:
Teachers who are new to the profession or teaching outside their certified area receive coaching from instructional leaders, access to content specialists, and additional training to ensure they are delivering high-quality instruction. This support helps close the effectiveness gap while promoting equitable outcomes for all students.

Descriptor 3: School Improvement and Support Activities

The LEA fulfills its School Support and Improvement (SSI) responsibilities under Section 1111(d)(1) and (2) by implementing a structured, collaborative, and data-informed approach to assist identified schools in improving student outcomes.

The LEA ensures that all improvement strategies included in the campus improvement plans are evidence-based and aligned to the Every Student Succeeds Act (ESSA) Tiers of Evidence. Examples include:

- Targeted professional development
- Curriculum alignment efforts
- Instructional coaching
- Social-emotional learning supports
- Tiered academic interventions

Descriptor 4: Measure of Poverty

The poverty criteria that will be used to select school attendance areas is the percentage of students eligible for free and reduced-price meals under the National School Lunch Program (NSLP).

This data is collected annually and serves as the primary measure of economic disadvantage across campuses. The district uses this information to rank all attendance areas in order of poverty, from highest to lowest, in compliance with Title I, Part A requirements.

Descriptor 5: Nature of Programs

The plan includes multiple Title I, Part A funded activities, which may include (but are not limited to):

- Targeted and schoolwide intervention programs
- Instructional coaching and professional development
- High-quality instructional materials and supplemental programs
- Parent and family engagement initiatives
- Support for homeless students and students in foster care
- Summer learning opportunities and extended learning time

Both formative and summative evaluations are tied to these activities.

- Formative evaluations are conducted throughout the school year using ongoing progress monitoring, benchmark assessments, walkthroughs, and usage data from intervention programs.
- Summative evaluations are completed at the end of the year and include analysis of STAAR or other state assessment results, district benchmarks, stakeholder surveys, and program effectiveness reviews. These evaluations inform program adjustments, reallocation of resources, and continuous improvement planning.

Descriptor 6: Services to Homeless Children and Youth

The LEA provides comprehensive support for homeless students through multiple services and structures, including the Gator Wellness Clinic and a designated district homeless liaison.

The Gator Wellness Clinic offers a wide range of physical, mental, and emotional health services that directly support the well-being and academic success of homeless students. These services help address barriers to attendance and learning, ensuring students are healthy and ready to engage in school.

The district also employs a dedicated social worker who serves as the homeless liaison, as required under the McKinney-Vento Homeless Assistance Act. This individual works closely with schools, families, and community organizations to identify homeless students, ensure immediate enrollment, coordinate services, and provide case management as needed.

Title I, Part A funds are allocated to cover essential needs for homeless students, including:

- Transportation assistance to ensure consistent school attendance
- Payment of school-related fees, such as activity costs, exam fees, and necessary supplies
- Access to academic supports and supplemental materials
- Referrals to medical, dental, mental health, housing, and other community-based services

These coordinated supports ensure that homeless students are not only identified promptly but also receive the ongoing resources and attention they need to succeed academically and emotionally.

Descriptor 7: Parent and Family Engagement Strategy

LEA's Parent and Family Engagement (PFE) policy is developed and reviewed annually with meaningful involvement from parents and family members. The district invites parents to participate through advisory committees, Title I parent meetings, and surveys to ensure that their voices are included in the creation and revision of the policy. The district's PFE policy serves as a foundation for all campus-level PFE policies by outlining consistent expectations, providing guidance, and ensuring alignment with district goals. Each campus develops its own policy in coordination with families, which must reflect the principles and strategies outlined in the district's policy. There is clear alignment between the district and campus PFE policies to ensure a cohesive approach across all schools. The LEA supports campuses by providing templates, training, translation services, and resources that help them implement effective and inclusive family engagement activities.

Descriptor 8: Early Childhood Education Programs and Transition Plans

The district maintains a strong, clearly defined connection between its early childhood education programs (Pre-K) and their feeder elementary schools, particularly Kindergarten and 1st grade classrooms. This alignment ensures a seamless transition for students as they move from Pre-K to the early elementary grades. The curriculum, instructional strategies, and assessment tools used in Pre-K are aligned with those in K-1 to promote continuity in learning and development.

There are structured opportunities for cross-campus planning and collaboration between Pre-K teachers and K-1 educators. Regular meetings, joint professional development sessions, and collaborative planning days are scheduled throughout the year to share student data, discuss instructional best practices, and align teaching strategies. This teamwork supports early

intervention and helps ensure that students are well-prepared for success as they enter elementary school.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Teachers and school leaders, in collaboration with parents, administrators, paraprofessionals, and specialized instructional support personnel, use a multi-tiered approach to identify the eligible children most in need of Title I services. This process includes:

- **Active Progress Monitoring:** Ongoing assessment of student performance data (including benchmark assessments, classroom grades, and progress reports) is conducted to determine academic need and growth.
- **Data-Driven Decision Making:** Teams meet regularly to analyze academic and behavioral data to identify students who are performing below grade level or not making adequate progress.
- **Consultation with Stakeholders:** Input from parents, teachers, paraprofessionals, and instructional support staff (e.g., interventionists, counselors, diagnosticians) is considered in identifying students who require additional support.
- **Use of Contracted Services:** For students needing targeted interventions beyond what can be provided on campus, contracted services (e.g., tutoring, academic intervention programs, or mental health services) are utilized as appropriate.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

The LEA implements a coordinated set of strategies to ensure students experience smooth, supported transitions at critical educational milestones. These include:

- **Transition Days:** Scheduled days where students visit their future campus to become familiar with the environment, staff, expectations, and available programs. Activities often include guided tours, peer panels, and Q&A sessions.
- **Meet the Teacher Events:** Before the start of the school year, students and families are invited to meet their new teachers, counselors, and campus leaders. These events help build relationships, reduce anxiety, and increase family engagement.
- **Open House Nights:** Campuses host open house events during the school year to showcase academic programs, extracurricular opportunities, and college/career readiness resources. This provides families with critical information and encourages ongoing communication with staff.
- **Curriculum Alignment Across Campuses:** The LEA ensures that curriculum and instructional strategies are vertically aligned from campus to campus, promoting academic consistency and preparation for next-level expectations. This includes collaboration between teachers across grade levels and schools to align scope and sequence, assessment practices, and academic goals.
- **High School & Postsecondary Planning:** Students receive guidance and support in developing graduation plans, exploring endorsements, understanding college admissions requirements, completing FAFSA, and preparing for careers. Partnerships with local colleges and technical schools support dual credit opportunities and exposure to postsecondary pathways.
- **Family and Student Information Sessions:** Hosted throughout the year to provide timely and relevant guidance on course selection, college readiness, scholarships, career exploration, and social-emotional support.

By implementing these strategies, the LEA ensures that students and their families are well-informed, supported, and prepared for each new academic stage.

10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

The LEA is committed to expanding college and career readiness through increased access to early college high school programs, dual and concurrent enrollment opportunities, and comprehensive career counseling. Key strategies include:

- **Dual Credit and Concurrent Enrollment Opportunities:** High school students have access to a range of dual credit classes offered in partnership with College of the Mainland (COM). These courses allow students to earn both high school and college credit simultaneously, reducing the time and cost to postsecondary completion.
- **Early College High School and Collegiate Programs:** The LEA supports participation in early college high school models that enable students to graduate with a high school diploma and up to 60 hours of college credit or an associate degree.
- **Industry-Based Certifications (IBCs):** Students are offered the opportunity to earn certifications aligned to high-demand, high-wage careers. These certifications are embedded in Career and Technical Education (CTE) programs of study.
- **Dedicated Dual Credit Counselor:** A specific counselor is assigned to support students enrolled in or interested in dual credit opportunities. This counselor works closely with students, families, teachers, and representatives from COM to ensure students are enrolled in appropriate courses and supported throughout their college experience.
- **College & Career Counselor:** A full-time counselor provides individualized guidance to help students identify their interests, strengths, and long-term goals. Services include career interest inventories, college exploration, financial aid guidance, resume building, and career pathway planning.

These coordinated efforts help ensure that students are prepared for success beyond high school—whether they pursue college, career, or military pathways.

Descriptor 11: Discipline Disproportionality

The district actively supports efforts to reduce the overuse of discipline practices that remove students from the classroom through a comprehensive system of monitoring, collaboration, and professional development.

Discipline data is carefully monitored monthly across the district to identify trends and areas of concern related to suspensions, expulsions, and other removals from the classroom. These data reviews occur during regular meetings where campus and district leaders discuss disciplinary procedures and evaluate the effectiveness of current practices.

The district enforces a uniform Code of Conduct that applies consistently across all campuses, ensuring clear expectations and fairness in disciplinary actions. To improve data accuracy and efficiency, the district has streamlined the collection and input of discipline data, enabling timely and accurate monitoring of discipline patterns.

To proactively address behavior before removal becomes necessary, the district provides ongoing professional development for teachers focused on classroom management strategies, de-escalation techniques, and positive behavior interventions. These trainings equip educators with tools to maintain a positive classroom environment and reduce disruptions.

Through this coordinated approach—combining data analysis, consistent policies, and teacher support—the district aims to minimize unnecessary classroom removals and promote equitable, effective discipline practices that keep students engaged in learning.

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

The LEA ensures that students and parents are well-informed about early college, dual credit, career pathways, and certification opportunities through multiple communication channels, including:

- Campus Counselors: Counselors meet individually with students to discuss academic and career plans, provide information on dual credit and certification options, and assist with enrollment.
- School Website and Newsletters: Updated regularly to include details about available programs, eligibility, deadlines, and contact information for support staff.
- Parent Information Nights and Workshops: Events are held throughout the year to explain college and career options, graduation endorsements, financial aid, and postsecondary planning.
- Student Assemblies and Classroom Presentations: Targeted grade-level sessions ensure students are aware of all available opportunities and how to access them.

The CTE Director leads partnerships with local businesses, industry leaders, and workforce boards to ensure that programs align with real-world skills and employment opportunities. This includes:

- Hosting job fairs, career days, and employer presentations
- Securing internships, apprenticeships, and job-shadowing opportunities for students
- Collaborating on curriculum and certification pathways that meet workforce demands

To measure the effectiveness of college and career readiness strategies, the LEA actively monitors and evaluates:

- CCMR Outcomes: Including dual credit enrollment, industry-based certifications earned, military enlistments, and postsecondary enrollment rates
- Pathway Participation: Enrollment and completion data for each CTE program of study are reviewed regularly to identify trends, gaps, and opportunities for expansion
- Student and Parent Feedback: Surveys and focus groups are used to gather input on program accessibility, communication, and effectiveness

These efforts ensure that students are not only aware of their college and career options, but are also equipped with the tools and guidance necessary to succeed beyond graduation.

12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Dickinson ISD offers a robust Career and Technical Education (CTE) program designed to prepare students for college, careers, and life. With 11 distinct programs of study and corresponding certifications, our CTE pathways provide students with opportunities to explore their interests, gain real-world skills, and earn industry-recognized credentials. From hands-on learning experiences to leadership opportunities and community service, CTE empowers students to succeed in today's competitive world.

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

The LEA strategically uses federal and local funds to support a variety of initiatives that enhance student achievement, educator effectiveness, and family engagement. These funds support family engagement nights, workshops, and academic events that strengthen the home-school connection, along with translation services, take-home resources, and transportation or child care to remove barriers to participation. AVID implementation is funded to build a college- and career-ready culture, particularly for students in the academic middle, through elective classes, supplies, and professional learning in inquiry-based instructional strategies. The LEA also invests in high-quality professional development for educators, with targeted mentoring and coaching for first- and second-year teachers and content-specific training in data-driven instruction and student engagement. To support student learning, funds are used to purchase instructional materials and technology, provide tutoring services, and offer social-emotional supports, including counseling and behavioral interventions. Academic extracurricular programs such as robotics, chess, STEM clubs, and UIL competitions are funded to promote critical thinking, collaboration, and leadership beyond the classroom. Additionally, the LEA supports gifted and talented (GT) students through enrichment opportunities, including the Navigators program, which provides advanced learners with engaging, rigorous experiences that extend beyond the core curriculum. These combined efforts reflect the district's commitment to supporting the whole child through high-quality instruction, equitable access to opportunities, and meaningful family partnerships.

13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

The LEA supports schools in developing effective school library programs that foster digital literacy and improve academic achievement. Schools are provided access to up-to-date digital resources, including eBooks, online databases, and research platforms, to help students build essential 21st-century skills. Library staff receive ongoing professional development to support the integration of digital tools and literacy strategies into instruction, while also collaborating with teachers to align library activities with classroom learning. Libraries are equipped with diverse and inclusive collections of print and digital materials that support curriculum standards and reflect student interests. In addition to promoting reading and research, library programs engage students through book clubs, reading initiatives, and student-led projects that encourage critical thinking and collaboration. These efforts ensure that school libraries are vibrant learning hubs that support student success across all content areas.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandro Torres	Math Teacher	MJHS	1.00
Angela Rolla	Paraprofessional	LES	1.00
Becky Mobley	RLA Teacher	DHS	1.00
Brittany Patterson	Instructional Coach/Interventionist	DMS	1.00
Chad Anderson	AVID	DHS	1.00
Claudie Shinnie	Science Teacher	DHS	1.00
Courtney James	Instructional Coach/Interventionist	JSES	1.00
Denisha Yerger	Math Teacher	KJHS	1.00
Emery Taylor	Paraprofessional	LES	1.00
Emmerencia Ngenwie	Science Teacher	DHS	1.00
Gabrielle White	Math Teacher	MJHS	1.00
Georgia Lampton	Paraprofessional	KELES	1.00
Jaime Williams	Coordinator	Federal Programs	1.00
Jarin Olley	Math Teacher	DHS	1.00
Jasmine Escalante	Math Teacher	MJHS	1.00
Jason Lind-Olson	Math Teacher	DHS	1.00
Jessica Anderson	Paraprofessional	BCES	1.00
Joseph Donovan	Science Teacher	DHS	1.00
Katashia Corpus	Instructional Coach/Interventionist	DMS	1.00
Kathryn Macrill	RLA Teacher	DHS	1.00
Kayla Parks	RLA Teacher	DHS	1.00
Kimberly Hardy	Instructional Coach/Interventionist	KELES	1.00
Lilly Larson	Science Teacher	DHS	1.00
Linda Hughes	Paraprofessional	BCES	1.00
Paul Holt	Math Teacher	DHS	1.00
Regina Ford	Paraprofessional	DHS	1.00
Renny Mason	RLA Teacher	DHS	1.00

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ruby Esquivel	RLA Teacher	DJHS	1.00
Sandi Bicknell	AVID	DHS	1.00
Sandra Baskin	Instructional Coach/Interventionist	HRES	1.00
Shakiaya Strong	Math Teacher	DJHS	1.00
Sheila Gaines	Paraproffesional	DHS	1.00
Shelby Salisbury	RLA Teacher	MJHS	1.00
Susan Cook	Instructional Coach/Interventionist	BMS	1.00
Tyrnn Lockett	Math Teacher	DHS	1.00
Yalitz Reyes	Math Teacher	KJHS	1.00

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance