



## **Dickinson Continuation Center**

# **Campus Improvement Plan 2021-2022**

*Not Rated: Declared State of Disaster 2019-2020*

## **District 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.

## **District Vision**

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

## **District Goals**

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

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

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

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

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

**Goal 1: We will provide effective teaching and learning experiences for all students resulting in continuous success.**

Campus Performance Goal: All students in DCC will successfully complete the academic requirements needed to graduate with their 4-year cohort. Upon graduation, all DCC students will be prepared to successfully enter a post-secondary program of their choosing.

**Goal 2: We will provide a physically and emotionally safe, healthy, and equitable environment.**

Campus Performance Goal: Through participation in our THRIVE and BACODA programs all DCC students will improve their self-confidence, self-belief, self-discipline, and self-worth, resulting in improved academic performance, improved attendance rates, and reduced discipline issues.

**Goal 3: We will make family and community partnerships a priority**

Campus Performance Goal: DCC will ensure parental communication remains strong and consistent, focusing on the importance of working together with parents as a team to help every student succeed. Through partnerships with the Texas Workforce Commission, College of the Mainland, and other community assets, DCC will ensure every student has a post-secondary plan upon graduation.

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

Campus Performance Goal: DCC will hire staff who dedicate themselves to ensuring the success of every child.

**Goal 5: We will provide operational services to support the success of student learning.**

Campus Performance Goal: DCC will apply fiscally sound management procedures to maintain a balanced budget, incorporate technology into its instruction, maintain energy consumption, and responsible campus maintenance.

# Needs Assessment for the Dickinson Continuation Center 2021-2022

## VISION

We will develop change makers who exhibit confidence, who consistently focus on self-growth, who collaborate and communicate well with others, resulting in their readiness to contribute to the world in productive and meaningful ways.

## MISSION

We use Confidence in self, Consistency in effort, Collaboration among all, and quality Communication as the foundations for creating Change-Makers within our school.

## 5 C's-OUR GUIDING PRINCIPLES

**CONFIDENT:** WE WILL be confident in our abilities to teach and instill in our students the confidence in their abilities to learn.

**CONSISTENT:** WE WILL hold all students to the same high expectations and standards, every day in every class.

**COLLABORATE:** WE WILL ensure we collaborate daily, and work as a team towards a unified vision.

**COMMUNICATE:** WE WILL establish and maintain strong lines of communication with our team, our students, our parents, and other campuses in DISD.

**CHANGE-MAKER:** WE WILL work tirelessly together to develop students who have a strong work ethic, understand the value of education, are goal oriented, and are ready to contribute to the world in productive and meaningful ways.

## **Comprehensive Needs Assessment**

The **Dickinson Continuation Center** is a non-disciplinary Alternative Education Campus of Choice, and is evaluated using Alternative Education Accountability standards. DCC is a public 8-12<sup>th</sup> grade high school for students “at risk” of dropping out of school and is located within the Dickinson Independent School District.

Students interested in DCC begin an application process which includes a personal interview. Before a student is enrolled in DCC, the application process must be completed, and academic and discipline records are reviewed to determine if DCC is the best educational setting for the applicant. If it is determined that DCC is not the best educational environment, the student may attend the traditional high school campus or other alternatives may be discussed.

The Dickinson Continuation Center offers flexible scheduling; this type of scheduling allows students with various occupational, personal, or academic needs to remain in school and pursue a high school diploma. Curriculum is delivered through a multitude of methods, including computer-based and direct instruction, credit-by-exams, credit recovery, community-based learning projects as well as cross-curricular projects, to satisfy state graduation requirements. Any student requiring/requesting additional support, to meet state assessment standards or course completion, is served according to their individual needs. Graduating seniors are assisted in filling out financial aid and post-secondary education applications. College of the Mainland advisors and Military recruiters will be on campus to help students plot a path after graduation. Students desiring to enter the workforce directly upon graduation, as well as while attending high school, are assisted in filling out job applications and online profiles. All students are provided with a wealth of information pertaining to financial aid, scholarships, colleges, trade programs and current job opportunities and trends.

DCC students can address personal issues with an on-site licensed counselor and referrals to outside agencies are made when deemed necessary.

The Dickinson Continuation Center served 70 students in grades 8-12 2020-21 TEA Fall Submission) and continues to interview and enroll students throughout the school year.

In order to maintain compliance with the Alternative Accountability standards, DCC will maintain a student population in which at least 75% of the enrolled students are identified as “at risk” of dropping out of school. During the 2020-2021 school year, 60 of the 70 students enrolled were met criteria as “at risk” (86%). The Continuation Center offers a non-traditional school setting and provides a multitude of instructional delivery methods designed to meet the individual needs of students.

According to PEIMS snapshot data of 2020-2021 the student population breakdown of enrollment by ethnicity was: 11 African-American, 20 White, 38 Hispanic-Latino, 0 Asian, and 1 of two or more races. The teaching staff (as of 2018-2019 Staff Summary Report) consisted of 1 African-Americans, 8 White, 0 Asians, 1 Native Hawaiian or Other Pacific Islander and 2 Hispanic; 3 male and 10 female with an average of approximately 12.2 years of teaching experience. 100% of the DCC staff was highly qualified.

The Dickinson Continuation Center has served 2 English Learner students, 0 (zero) students in the Gifted and Talented program, 3 students identified for 504 services and 3 student who received special education services. 86% of the DCC students are considered “at-risk”.

The Dickinson Continuation Center will use local funds to provide parent involvement activities, local and federal funds for professional development for staff and faculty and state compensatory funds for direct instructional support for academics acceleration. DCC will utilize federal funding to aid students who are identified as homeless.

**Based on current data (and the current accountability measures), the academic goals for 2021-2022 are as follows:**

- Increase student's confidence and skill in proactively dealing with the many social and emotional issues they will encounter in their lives. Our THRIVE program will provide every student with the knowledge and skills needed to better handle the social and emotional issues they all will deal with, not only in school, but once they graduate from school as well.
- Students will prepare and strive for achievement on the state mandated End-of-Course exams.
- Attend and work toward continuous improvement in attendance through daily parent notification through school personnel, school messenger, Remind, and parent access.
- Students not meeting state assessment standards will receive additional assistance through an Accelerated Learning Program based on the requirements outlined in HB 4545.
- Students taking EOC classes will be enrolled in homogeneous classes working with direct instruction and hands on TEKS based activities that encourage higher order thinking as well as computer instruction, which will increase student scores. The hiring of an Academic Tutor in Math will be utilized to help increase Algebra 1 EOC scores.
- Increase student attendance so that academic performance will be enhanced as a result, which will improve the student's chance of graduating, therefore reducing the drop-out rate.
- Increase the number of students who take and pass the TSI test.
- Improve our CCMR scores on our state accountability ratings.
- Reduce the number of students who drop-out or fail to complete for various reasons though tracking, home visits, consistent parental contact, and constant monitoring.
- Recruit over age rising seniors who are at risk for not graduating in 4 years from DHS.
- Increase the number of students who graduate with their 4-year co-hort.
- Continue to refine our portfolio course that DCC students are required to complete that prepares them for either college, military, or workforce to address the areas to which we fell short of the required target.
- Monitor student's progress continually in each Edgenuity class and provide incentives to stay on pace to complete classes on time to improve our graduation rate, as we missed system safeguards in all student groups.
- Utilize Credit Recovery classes to allow students more opportunities to graduate with their 4-year co-horts to address the areas to which we fell short of the required target.
- Continue regular visits from the College of the Mainland College advisor based at DHS, as well as military recruiters
- Provide information to students about opportunities through the Texas Workforce Commission, and other community partners.
- Ensure graduating Seniors are provided with information on scholarship opportunities to help with costs in a post-secondary program.
- Use data to drive our instruction to provide differentiated instruction to increase the number of students who meet grade level on the STAAR test, or better to address the areas to which we fell short of the required target.
- Coordinate scheduled trips to local community colleges to expose students to the opportunities that exist close to home as well as universities and colleges outside of the area.

## **Site-Based Decision-Making Process**

The Dickinson Continuation Center will follow federal, state, and district policies in developing and implementing the Campus Improvement Plan. Community and parental input, along with staff input, will be a key component in decisions related to the use of federal, state, and local funds used to strengthen the campus mission. These key members will address, monitor, and modify strategies to ensure that the most effective strategies are being practiced promoting academic and social growth of all students.

The site-based decision-making team looked at the following data:

- Computer-based assessments from programs such as Edgenuity
- PEIMS Data
- Texas Performance Reporting System Data
- Teacher Input
- Student Surveys
- Parent Surveys
- Benchmark Results
- Tutorials
- STAAR Scores
- TELPAS data
- Student Attendance
- Discipline Reports
- Entry/Withdrawal Forms
- Drop-Out Data
- Staffing
- Budget/Budgetary Guidelines
- Staff Development Surveys
- Student Input
- Graduation Data

## **2021-2022 Campus Improvement Plan Committee Members**

<b><u>Name</u></b>	<b><u>Job/Title</u></b>
David McConnell	Campus Principal
Katherine Daley	Counselor
Matthew Boutin-Bloomberg	Teacher
Michaelann Shumate	Teacher
Pam Presley	Teacher
Pam Porter	Paraprofessional
Robert Cobb	Administration
Ann Zamora	Community Member
Gary willingham	Teacher

## The Dickinson Continuation Center 2021-22 Campus Improvement Plan

**Campus Goal #1:** DISD will provide effective teaching and learning experiences for all students resulting in continuous success.

**Performance Objective:** All students in DCC will successfully complete the academic requirements needed to graduate with their 4-year cohort. Upon graduation, all DCC students will be prepared to successfully enter a post-secondary program of their choosing.

Programs/Strategies/ Activities	Resources	Person(s) Responsible	Evidence of Implementation	Evidence of Impact	Timeline			
Teachers, administrators, and staff will participate in Professional Learning Committees		Principal, Classroom Teachers, Staff	Minutes, agendas, feedback, formative assessment strategies, input, walkthroughs, observations  Focused on addressing Dufour's questions #2 and #3-How do we know if they are learning? What are we doing when they are not learning?	Improvement of teaching strategies in the classroom leading to mastery by students on state tests, fulfilling the requirements needed for graduation, and preparation for a post-secondary program	Aug-May			
Schedule students, identified as still needing to pass their EOC's after multiple attempts, into specific periods focused on direct teach	Academic Tutor for Math	Teachers, Counselor, Principal	Master Schedule-creation of sections focused on helping students who have taken their EOC's multiple times, to better prepare for success on the next administration	Students successfully achieve Approaches on their next EOC administration	Aug-May			
Implement the HB 4545 Accelerated Learning Plan	Academic Tutor for Math	Teachers, Principal	ALP Logs ensuring each eligible student received 30 hours of accelerated EOC instruction.	Students successfully achieve Approaches on their next EOC administration	Aug-May			
All Seniors will take the TSI in preparation for a post-secondary program	COM Advisor	Teachers	All Seniors will take the online TSI twice during the school year	All Seniors will be eligible to attend a post-secondary program	Aug-May			
Students attending DCC will graduate with their 4-year cohort, or earlier		Principal, Counselor, Teachers	Graduation Plans, Skyward schedules, Edgenuity course grades, parent communication logs, report cards, progress reports	All students attending DCC will graduate on time or earlier	Aug-May			

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

**Performance Objective:** Through participation in our THRIVE and BACODA programs all DCC students will improve their self-confidence, self-belief, self-discipline, and self-worth, resulting in improved academic performance, improved attendance rates, and reduced discipline issues.

Programs/Strategies/ Activities	Resources	Person(s) Responsible	Evidence of Implementation	Evidence of Impact	Timeline			
Implement THRIVE into the daily schedule for all students	Character Strong	Principal, Counselor, Classroom Teachers, Staff	Each program is scheduled a 15–20-minute period during the day for Social-Emotional Learning.  Character Strong will be the foundation for the curriculum taught during the THRIVE period	Students will be better prepared to proactively deal with life’s Social-Emotional challenges. Academic success and Attendance will improve, while Discipline issues will be reduced	Aug-May			
BACODA will be housed at DCC and will serve all students providing drug education, especially regarding the dangers of vaping	BACODA	Principal, Counselor, BACODA Staff	BACODA presentations, BACODA one on one meetings, BACODA small group meetings, BACODA parental consent forms	Students learn the dangers of drug usage and vaping, and do not engage in those behaviors anymore. The number of discipline referrals related to vaping or drug usage will decrease	Aug-May			

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

**Performance Objective:** DCC will ensure parental communication remains strong and consistent, focusing on the importance of working together with parents as a team to help every student succeed. Through partnerships with the Texas Workforce Commission, College of the Mainland, and other community assets, DCC will ensure every student has a post-secondary plan upon graduation.

Programs/Strategies/ Activities	Resources	Person(s) Responsible	Evidence of Implementation	Evidence of Impact	Timeline			
Parental Contact at least four times per 9 weeks for every student		Principal, Teachers	Parent Contact logs, Skyward Teacher Call Log	Increased academic achievement, increased attendance rates, reduction in discipline referrals	Aug-May			
Increase communication with Texas Workforce Commission to provide students with career options post-graduation	TWC	Principal Counselor TWC representative	Information TWC flyers, TWC contact information for students, TWC student referrals	Increased career opportunities for students upon graduation from DCC	Aug-May			
College of the Mainland Partnership	COM	Principal, Counselor, Teachers	TSI sign ups, COM Advisor meetings, scholarship information, COM field trips	Increased number of students committing to attend COM post-graduation	Aug-May			

**Campus 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:** DCC will hire staff who dedicate themselves to ensuring the success of every child.

Programs/Strategies/ Activities	Resources	Person(s) Responsible	Evidence of Implementation	Evidence of Impact	Timeline			
Implementation of Professional Learning Communities		Principal, Teachers	Minutes, agendas, feedback, formative assessment strategies, input, walkthroughs, observations  Focused on addressing Dufour's questions #2 and #3-How do we know if they are learning? What are we doing when they are not learning?	Improvement of teaching strategies in the classroom leading to mastery by students on state tests, fulfilling the requirements needed for graduation, and preparation for a post-secondary program	Aug-May			
High attendance rate for all teachers.		Principal	Teacher daily attendance (EAC)	Improvement of teaching strategies in the classroom leading to mastery by students on state tests, fulfilling the requirements needed for graduation, and preparation for a post-secondary program	Aug-May			
Hire high quality/certified teachers.		Principal, Dir. Of HR	Scheduled interviews with qualified candidates  Employment of certified teachers	All teachers are certified in their subject areas	June-Aug			
Provide teachers with curriculum for subjects taught.		Principal Team Leaders	Lesson plans Observations  Result of local and EOY state assessments.	Aligned Curriculum	Aug-May			

**Campus Goal #5: DISD will provide operational services to support the success of student learning.**

**Performance Objective: DCC will apply fiscally sound management procedures to maintain a balanced budget, incorporate technology into its instruction, maintain energy consumption, and responsible campus maintenance.**

Programs/Strategies/ Activities	Resources	Person(s) Responsible	Evidence of Implementation	Evidence of Impact	Timeline			
Emphasize energy reduction through energy conservation.	none	Principal, Staff	Staff implementing energy conservation on a daily basis /report of classroom conservation from Director.  Campus report of energy conservation from Director	Lower energy bills	Aug-May			
Monitor campus budgets, timelines, and expenditures to ensure compliance with all district/state/federal policies.	none	Principal	Documented budget expenses and reports.  Staffing budget for 2019-2020.	Balanced Budget	Aug- July			
Students and staff will follow district guidelines regarding use of technology.	none	All campus staff members	Signed Acceptable Use Agreements  Documented instances of abuse.	Technology is used appropriately for student educational needs	Aug-May			
Provide training to all teachers on the effective use of available technology.	none	Technology Curriculum Specialists	Sign-in sheets, agendas  Observations and documentation of technology used during classroom observations/summative meeting with principal.	Teachers employ the uses of technology in their classroom	Aug-May			
Maintain and upgrade technology as needed throughout the school year	none	Principal, Teachers	Documented calls to the help desk.	Repairs completed	Aug-July			

## 2021-2022 State Compensatory Education Program

State Compensatory Education (SCE) funds are being used to enhance the Title I Schoolwide Programs on 12 of our campuses and provide support to our alternative campuses by using the funds to: (1) close the achievement gap between at-risk and non-at-risk student (as measured by STAAR), focus on reading, writing, mathematics, science, and social studies instruction; and (2) close the dropout rate gap between at-risk and non-at-risk students.

The District/Campuses use the state criteria for determining students 'at-risk'. Students identified as at-risk will meet one or more of the following criteria:

1. Is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110% of the level of satisfactory performance on that instrument; (Did not pass STAAR,)
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. Has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined Section 29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Dickinson ISD designated \$801,566 of State Compensatory funds for our alternative programs at Dickinson Continuation Center which are used for:

- Professional and paraprofessional instructional support for students; guidance and counseling;
- Supplemental funds for classroom resources/materials/supplies that will help accelerate student learning
- Curriculum and Instruction support;
- Health Services: