

Dickinson Independent School District

District Improvement Plan

2022-2023



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 the northern section of Galveston County, DISD serves approximately 12,000 students on 17 campuses, 13 of which are Title I, Part A campuses. The 13 Title IA campuses are: Dickinson High School, Kranz Junior High, McAdams Junior High, Barber Middle School, Dunbar Middle School, Lobit Middle School, Bay Colony Elementary, Calder Road Elementary, Hughes Road Elementary, K. E. Little Elementary, Lobit Elementary, San Leon Elementary, and Silbernagel Elementary. There are 4 alternative programs: Dickinson Continuation Center as well as Transforming Lives Cooperative, and the Galveston County Detention Center, located in the Esmond Juvenile Center. The Coastal Alternative Program, located in Santa Fe, services students from surrounding cooperative member. The district provides well-rounded education for our students in prekindergarten through grade twelve through basic instructional programs, special education, gifted and talented, bilingual/ESL, college preparatory, STEAM academies in all middle schools and one junior high as well a number of Career and Technical Education (CTE) programs. The district is fully accredited by the Texas Education Agency (TEA).

District Demographics:

Data from: PEIMS Yearly Report					
Dickinson ISD	2021-22	2020-21	2019-20	2018-19	2017-18
Total Enrollment	11,933	11631	11655	11162	10935
Enrollment by Ethnicity:					
Am. Indian/Alaskan	46	43	41	36	32
Asian	231	224	229	228	215
Black/Af. American	1957	1955	1876	1809	1751
Hispanic/Latino	5977	5790	5863	5696	5553
White	3389	3302	3347	3121	3108
Hawaiian/Pacific Isl.	12	10	12	12	13
Two or more Races	321	307	285	263	247

Dickinson ISD	2021-22	2020-21	2019-20	2018-19	2017-18
Limited English Proficient	4057	3767	3779	3301	2861
Immigrant	156	174	228	184	177
Econ. Disadvantaged	7662	7811	7350	7204	6943
Homeless	139	59	135	87	1288
Gifted/Talented	771	749	644	604	544
Migrant	1	2	2	0	0

Dickinson ISD	2021-22	2020-21	2019-20	2018-19	2017-18
Special Education	1726	1628	1572	1317	1178
Career & Technology			2524	2421	2256
At-Risk	6325	6309	6775	6200	6431
Foster Care	22	40	53	47	

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	711	100.0%	360,220	100.0%
By Ethnicity:				
African American	149	21.0%	44,729	12.4%
Hispanic	332	46.7%	184,060	51.1%
White	194	27.3%	105,215	29.2%
American Indian	1	0.1%	1,226	0.3%
Asian	21	3.0%	17,126	4.8%
Pacific Islander	2	0.3%	557	0.2%
Two or More Races	12	1.7%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	8	1.1%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	188	26.4%	49,535	13.8%
Foundation H.S. Program (Endorsement)	28	3.9%	15,689	4.4%
Foundation H.S. Program (DLA)	487	68.5%	292,532	81.2%
Special Education Graduates	85	12.0%	29,018	8.1%
Economically Disadvantaged Graduates	406	57.1%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	28	3.9%	29,639	8.2%
At-Risk Graduates	424	59.6%	148,836	41.3%

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.5%	97.7%	98.1%	97.8%	97.4%	97.9%	98.9%	98.2%	97.5%	97.2%	97.5%	98.2%
2018-19	95.4%	95.5%	95.2%	95.7%	95.2%	94.7%	94.4%	97.4%	96.2%	94.7%	94.1%	94.9%	96.1%
Chronic Absenteeism													
2019-20	6.7%	6.4%	6.8%	5.0%	6.6%	8.2%	11.1%	2.9%	0.0%	9.2%	9.9%	7.6%	4.6%

2018-19	11.4%	11.1%	12.0%	10.6%	11.4%	13.8%	20.8%	3.3%	15.4%	16.4%	15.6%	13.1%	6.5%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.7%	0.7%	0.6%	0.5%	1.1%	*	0.0%	*	0.0%	0.0%	0.7%	2.1%
2018-19	0.4%	0.6%	0.4%	0.3%	0.2%	0.6%	0.0%	0.0%	*	2.3%	0.4%	0.3%	0.6%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.7%	0.9%	1.1%	0.9%	1.0%	0.0%	0.0%	*	0.0%	1.6%	1.1%	0.8%
2018-19	1.9%	2.0%	1.6%	1.3%	1.4%	2.3%	10.5%	0.0%	0.0%	1.4%	2.7%	1.9%	1.1%

Every Student Succeeds Act (ESSA)

Dickinson ISD participates in the ESSA federal funding program. Each of our 13 campuses are classified as school-wide Title I, Part A campuses and receive funding to support and supplement instruction. The intent of the ESSA Title I program is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. The DISD methodology for distributing funds is a simple district-wide per-student calculation that distributes state and local funds based on the number of students on each campus. The formula allows each campus to receive funds at the appropriate allocation for campus use.

As part of the ESSA program, funds are set aside to support the specific needs of students classified as homeless at the campus level. Funds are also used for parent and family engagement activities. The district and each campus have a Parent and Family Engagement Policy. The policies are distributed by the campuses and are posted on the DISD website.

Additional ESSA Funds: The use of these additional funds is noted throughout the DISD District Improvement Plan

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

Esmond Juvenile Justice Center Residential School -Galveston County

The Esmond Juvenile Justice Center houses three of the four alternative campuses in Dickinson Independent School District. The Juvenile Justice Center has two residential programs serving students ages 10-17. The Galveston County Juvenile Detention School provides educational services for students in Galveston County who are pre-adjudicated by the Juvenile Court and the Transforming Lives Cooperative (TLC) provides educational services for students who have post-adjudications. Esmond Center requests the provision of educational classes for students through the Dickinson Independent School District. Services and arrangements are established through a yearly Memorandum of Understanding.

Students are placed in either facility by a judge and are released from the facility by a judge. Dickinson ISD has no control over student entrance or withdrawal from either program.

Demographics for the total Esmond Juvenile Justice Center population during the 21-22 school year were as follows:

Galveston County JJAEP

Galveston County Detention (short term, usually 10 days or less):

Transforming Lives Cooperative Day Program:

Demographics Strengths

The District has a diverse student population and a community that is dedicated to the success of every student. The District has a clearly defined process for staffing at new schools and boundaries lines that are pre-established for zoning purposes.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A focus on improving student attendance is necessary as it remains below the state average. **Root Cause:** Lack of interest in school or lack of parent initiative to enforce school attendance.

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

Student Learning

Student Learning Summary

In 2022, Dickinson ISD received an official TEA rating of B, with an overall score of 86.

Campus	Eco Dis	Domain 1	Domain 2	Domain 3	Score	Letter	
		Student Achievement	Academic Growth	Relative Performance			Closing the Gap
BCES	61.2	80	59	84	72	80	B
CRES	59.2	83	62	85	76	82	B
HRES	70.5	70	56	70	62	68	D
JSES	79.3	71	57	75	61	71	C
KLES	84.5	72	80	79	72	78	C
LLES	40.3	86	86	80	88	87	B
SLES	80.7	65	56	70	62	68	D
BMS	64.8	80	85	86	95	89	B
DMS	74.8	70	74	75	72	74	C
LMS	47.2	72	58	59	68	71	C
KJH	62.6	85	90	90	93	91	A
MJH	64	73	74	75	75	75	C
DHS	61.7	82	63	87	74	83	B
DCC	68.6	88	83	NR	NR	89	B
DISD	64.3	82	76	90	79	86	B

Campus Distinctions

CRES Post Secondary Readiness

KLES ELA

BMS ELA, Math, Comparative Academic Growth, Comparative Closing the Gaps

KJH Math, Social Studies, Comparative Academic Growth, Post Secondary Readiness, Comparative Closing the Gaps

MJH Social Studies

Campus Identified Campuses

KLES Targeted support and improvement Student Group: White

HRES Targeted support and improvement Student Group: White

Campus	Eco Dis	Domain 1	Domain 2	Domain 3	Score	Letter
		Student Achievement	Academic Growth	Relative Performance		

DMS Targeted support and improvement Student Group: White, AA, Hisp, EB

LMS Additional targeted support Student Group: White

Student Learning Strengths

2022 STAAR		May 2022 STAAR G 3 Math			May 2022 STAAR G 4 Math			May 2022 STAAR Spanish G 3 Math				May 2022 STAAR Spanish G 4			
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr	# tests	Appr	Meet
State	364906	70%	42%	21%	371071	69%	42%	23%	15512	56%	26%	10%	10373	45%	18%
Rgn IV	79999	70%	43%	22%	83778	69%	42%	24%	6595	60%	29%	12%	3562	50%	22%
DISD	783	73%	45%	21%	849	69%	34%	16%	59	58%	34%	5%	30	20%	0%

2022 STAAR		May 2022 STAAR G 3 Reading			May 2022 STAAR G 4 Reading			May 2022 STAAR Spanish G 3 Reading				May 2022 STAAR Spanish G 4			
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr	# tests	Appr	Meet
State	350640	77%	52%	31%	359828	73%	54%	29%	29738	55%	25%	14%	24855	49%	28%
Rgn IV	78096	77%	53%	32%	82777	78%	55%	30%	8518	57%	25%	14%	4535	49%	28%
DISD	742	77%	50%	28%	842	78%	52%	25%	98	49%	19%	9%	37	30%	11%

2022 STAAR		May 2022 STAAR G 5 Math			May 2022 STAAR G 6 Math			
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr
State	1608	75%	46%	23%	386880	72%	37%	15%
Rgn IV	86398	75%	46%	24%	88738	71%	39%	18%
DISD	817	72%	37%	15%	907	75%	37%	14%

2022 STAAR		May 2022 STAAR G 5 Reading			May 2022 STAAR G 6 Reading			
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr
State	369707	80%	57%	37%	39663	69%	41%	22%

2022 STAAR		May 2022 STAAR G 3 Math			May 2022 STAAR G 4 Math			May 2022 STAAR Spanish G 3 Math			May 2022 STAAR Spanish G		
Rgn IV	86881	80%	58%	38%	90522	69%	42%	23%					
DISD	820	74%	43%	23%	905	65%	33%	17%					

2022 STAAR		May 2022 STAAR G 7 Math			May 2022 STAAR G 8 Math			
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr
State	350610	59%	29%	12%	356895	70%	38%	13%
Rgn IV	85763	61%	32%	14%	77871	70%	39%	14%
DISD	656	50%	15%	2%	944	74%	40%	11%

2022 STAAR		May 2022 STAAR G 7 Reading			May 2022 STAAR G 8 Reading			
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr
State	410582	78%	55%	37%	411299	82%	57%	37%
Rgn IV	94886	79%	55%	38%	94972	82%	58%	38%
DISD	917	77%	50%	31%	936	81%	48%	29%

2022 STAAR		May 2022 STAAR G 5 Science			May 2022 STAAR G 8 Science			May 2022 STAAR G 8 Social Studies				
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr
State	376484	66%	37%	17%	409418	73%	43%	22%	415003	59%	29%	17%
Rgn IV	87643	65%	37%	18%	93644	74%	46%	25%	94928	59%	31%	19%
DISD	820	67%	32%	14%	829	74%	38%	16%	936	66%	34%	19%

2022 STAAR		April 2022 STAAR English I EOC			April 2022 STAAR English II EOC			May 2022 STAAR Algebra I EOC				
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr
State	498847	63%	49%	11%	441102	71%	57%	9%	473517	74%	46%	30%
Rgn IV	114420	63%	49%	11%	101202	71%	58%	10%	109427	74%	49%	33%
DISD	1124	57%	39%	5%	997	65%	46%	4%	1068	76%	43%	24%

2022 STAAR	May 2022 STAAR G 3 Math				May 2022 STAAR G 4 Math				May 2022 STAAR Spanish G 3 Math	May 2022 STAAR Spanish G
2022 STAAR	May 2022 STAAR Biology EOC				May 2022 STAAR U.S. History EOC					
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr		
State	446026	83%	58%	23%	380353	89%	71%	44%		
Rgn IV	103252	82%	58%	25%	87580	89%	72%	47%		
DISD	1041	84%	59%	24%	746	90%	71%	40%		

Problem Statements Identifying Student Learning Needs

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

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

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

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

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

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

District Processes & Programs

District Processes & Programs Summary

District Context and Organization Summary

Campuses strive to create common planning times for teachers who teach in the four content areas (English, mathematics, science, and social studies) for middle through high school grade levels, while the elementary campuses strive to create common planning times for each grade level.

Many campus have initiated a specific time during the school day where students can receive targeted interventions that are data-driven by student academic needs, helping students in subject areas in which they perform poorly. Campuses provide extensive instructional support to teachers and students throughout the day. Opportunities before and after school are provided to students on campuses throughout the school year.

Staff members at each campus meet in Professional Learning Communities (PLCs) to work on lesson design, examine research-based instructional strategies, and collaborate on expert instructional delivery. Campus staff members are actively involved in selecting textbooks/materials, updating curriculum/assessments and have a voice in decision-making and school policies.

Principals take part in district-level meetings with the Superintendent, Cabinet, and District Directors twice a month. These meetings can also include professional development activities for principals.

The District Educational Improvement Committee (DEIC), composed of district-wide, elected professional staff, parents, community members, and business representatives advise the Superintendent and Cabinet members in establishing and reviewing the District's educational goals, objectives, and major district-wide classroom instructional programs.

Staff Quality, Recruitment, and Retention Summary

It is the goal of the Human Resources Department (HR) to recruit, develop, and retain well-trained, certified and highly-qualified teachers and to support personnel who will positively impact DISD students. Assisting each campus and department in meeting their staffing needs is the primary focus of our department. Due to the impact additional personnel has on a tight budget, we work closely with the Superintendent, deputy and assistant superintendents, campus principals, directors and budget managers to effectively hire and retain quality personnel.

Dickinson ISD faces several challenges related to student access to effective teaching. The first challenge is the rate at which the district is growing. DISD is identified as a fast-growth district, having increased by more than 2,000 students in the last five years. Another challenge is the diverse student population within the thirteen traditional campuses and one alternative campus:

- 49.78% Hispanic
- 28.39% White
- 16.81% African American
- 67.16% Economically Disadvantaged
- 16.76% Limited English Proficient (LEP)
- 14.00% Special Education
- 6.44% Gifted & Talented
- 4.50% Dyslexia

Over 12% of Dickinson ISD professional employees (teachers, campus and district administrators, and support personnel) have over twenty years of experience. Over the last five

years, this population of employees have retired at an average rate of 3% annually. Approximately 32.8% of our teachers have five years or less teaching experience. The district is experiencing a greater retention rate in leadership at our high poverty/high minority campuses. All seven of our elementary campus principals have at least four years or more experience. The middle school with the highest percentage of minority and low-income students as compared to the other two middle school campuses has shown a significant increase in teacher retention over the last two years. Another growing trend across the state and nation, not unique to DISD is the decrease in qualified applicants from traditional university teaching programs. The percent of alternative certification applicants compared to those from traditional programs is 49% in DISD over the last three years. District leadership teams have identified the following as a strategic priority: Principals need support on assisting teachers who have difficulty planning effective instruction. The district will support this strategic priority by providing campus principals and their collaborative teams with training, support materials and coaching on how to improve teacher planning aligned to curriculum as well as how to monitor, assess and guide teachers to improve instruction.

District administrators continually monitor student enrollment and class size to ensure efficiency with staffing. The Superintendent, Deputy Assistant Superintendent for Educational Services, Executive Director of Human Resources, campus principals, and other applicable district directors meet in early spring to make staffing projections for the next school year. Positions are based on campus and department needs and district initiatives so that each area will be adequately staffed.

Prior to the start of the new school year, teachers new to the district receive three to four days of orientation training presented by campus and district administrators. The training includes a review of district expectations. First year teachers, new to the profession, receive an additional full day of training designed to introduce them to the DISD teacher induction support system as well as provide best practices and resources for the first day of school. First and second year teachers will receive additional training each month that is designed to provide on-going support and guidance. All new-to-the-district teachers, receive training on being a professional educator, special programs, ELPS/7 Steps, salary/insurance and benefits, technology, and curriculum in break-out sessions. They finish the week with campus-specific training conducted on their respective campuses.

Recruiting and hiring quality teachers are important priorities for the HR department. DISD staff members attend a wide variety of area job fairs, as well as actively recruit from university and colleges throughout Texas. In addition to recruitment efforts, the district partners with several universities' teaching programs in order to better prepare student teachers/interns. However, the key to achieving the District's goal of having highly effective teachers in every classroom is retention of our best teachers who help create professional learning communities on their campuses. These teachers reflect on their practice, assess their effectiveness, collectively study areas in need of attention, and make decisions about becoming more effective in the classroom. Competitive salaries, a supportive administration, good benefits, quality mentoring and a campus climate that supports professional learning communities helps to keep the district's turnover rate below the statewide turnover rate.

Other recruitment efforts include an assistant principal academy that provides support and training to new and experienced assistant principals that will help to expand their portfolios for future leadership opportunities. In addition to the assistant principal academy, new or struggling principals are assigned an out-of-district mentor for support.

The district also offers extensive compensation benefits for extracurricular, co-curricular, and hard-to-staff positions, as well as competitive benefits/insurance options. Finally, the district daycare, Gator Academy, is a unique benefit offered to DISD employees with children ages six weeks to Pre-K.

Dickinson Alternative Centers

Dickinson ISD provides at-risk students several opportunities to achieve academic growth in an environment that fosters emotional well-being and promotes positive social behaviors.

- **ACCEL Academy:** DCC ACCEL Academy is an 8th grade self-contained program that allows over age students to earn both 8th grade and high school credits simultaneously. After completing the program, students enter 9th grade with a head start in hopes that they will catch up to their age appropriate cohort in high school. Students must go through an application process to be invited to attend.
- **Dickinson Continuation Center (DCC):** DCC is a by-choice alternative high school that provides students with an opportunity to accelerate through high school utilizing a hybrid curriculum consisting of both individualized computer-based instruction as well as teacher directed lessons. Class sizes are small and provide individual support to each student. Students complete their academic requirements for graduation, and then are required but to also complete a plan for either college, military, or work-force education before graduation. Students must go through an application process to be invited to attend. The Dickinson Continuation Center provides students the opportunity to develop academic, personal, and social talents while earning a Dickinson High School diploma. When graduation requirements are met, the students is no longer required to attend school and is considered a graduate. At this time the student is eligible to attend college or join the military.

- Dickinson Alternative Learning Center (DALC): DALC provides temporary schooling for a student who is separated from the regular campus for disciplinary reasons. The instructional aim is to help the student accept academic responsibility and to work to achieve at or above grade level. The disciplinary aim is to assist the student in developing appropriate school behaviors, making beneficial choices, controlling anger, managing conflict and responding to authority.
- Coastal Alternative Program (CAP): The Coastal Alternative Program (CAP) is a disciplinary alternative education program created as a part of the Safe and Secure Schools Act, Chapter 37 (TEC). The program's mission is to assist expelled students to develop the knowledge and skills needed to avoid future expulsions, to remain enrolled in school, and to graduate from high school. The instructional aim is to help the student accept academic responsibility and to work to achieve at or above grade level. The disciplinary aim is to assist the student in developing or accepting responsibility for self-management and making choices that keep the student in class at the regularly-enrolled campus. Ultimately, the program stresses the importance of completing high school with the skills needed to enter the workforce or continuing higher education.
- Esmond Juvenile Justice Center Residential School-Galveston County: Academic programming is provided to students through teachers for Juvenile Detention, teachers in TLC, a special education facilitator, and a part time ELL facilitator. Other academic staff includes a part-time principal, the education records secretary and a records clerk. ARDs are held as required by law. Section 504 accommodations are implemented. The programs have a trained TELPAS rater and test administrator. ELL services are provided to identified students. State assessments are administered, as well as pre-and post-testing for students who are in residence 90 days or more.

District Staff Data:

Teachers by Years of Experience	2016-17	2017-2018	2018-2019	2019-2020	2020-2021
Beginning Teachers	47.4	39.6	42.8	71.3	40.3
1-5 Years Experience	236.5	256.6	251.8	242.5	273.3
6-10 Years Experience	170.8	161.6	175.6	183.1	193.7
11-20 Years Experience	199.1	219.1	212.2	216.6	227.6
Over 20 Years Experience	84.3	77.5	86.5	96.9	99.4
Average Actual Salaries (regular duties only)	2016-17	2017-2018	2018-2019	2019-2020	2020-2021
Teachers	\$54,110	\$55,432	\$56,202	\$59,161	\$60,480
Professional Support	\$67,193	\$69,382	\$70,339	\$74,041	\$73,175
Campus Administration	\$80,443	\$82,847	\$84,652	\$86,708	\$88,938
Central Administration	\$118,898	\$123,621	\$119,829	\$121,458	\$123,537
Educational Aides	\$21,690	\$22,355	\$22,598	\$23,244	\$23,597
Auxiliary Staff	\$28,051	\$28,421	\$29,120	\$30,000	\$30,678

District Transition Plan

The 2022-2023 Academic Calendar included a transition day for students moving from elementary to middle school, from middle school to junior high and from junior high to high school. PK and kindergarten students also attended the transition day. The goal of this day was to facilitate effective transitions for students entering the next school level.

Dickinson High School also provides a summer bridge program for incoming freshman as well as support through local agencies and community colleges for post-secondary education.

Technology Summary

Dickinson ISD has utilized ESSR Funds as well as local funding to address student mobile device access in a systematic manner. As of August 2022, mobile devices and carts have been added to all DISD campuses totaling 12,101. Campuses are tasked with distributing the devices/carts in a manner that best meets DISD instructional outcome goals, including helping students prepare for state assessments that are now online. Network infrastructure upgrades have been completed using ERate funding, some equipment is still in transit due to nationwide delays. That equipment is now slated for a January 2023 delivery and installation.

Use of instructional technology tools by teachers and students has increased with the full rollout of a robust Learning Management System (LMS), the addition of the student mobile devices, summer training for all instructional staff and the rollout of classroom mobile device management software to assist with focused instructional time.

Network security continues to be a focus in order to best protect student and staff information/data. New software, ClearPass, has been installed to increase security of wireless traffic on the network. All members of DISD who use the district network for more than 85% of their role are required to take cybersecurity awareness training annually and tested periodically with safe phishing attempts.

District Processes & Programs Strengths

District Context and Organization Strengths

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

Staff Quality, Recruitment, and Retention Strengths

Dickinson ISD is committed to ensuring that all personnel have the relevant knowledge, skills and expertise to perform their work to consistently meet high standards and to increase student achievement. The District recognizes that training and development are fundamental to ensure the quality of its services to students. The District supports a culture of lifelong learning and encourages employees to take ownership of their own professional development.

- Participation in the Texas Teacher Incentive Allotment (TIA)
- Two-year Teacher Induction Program, Teacher Mentor Program, and the Assistant Principal Academy.
- A wide-variety of researched-based, sustainable professional development provided by the district.
- Professional development driven by curriculum/student needs and staff surveys.
- Gator Academy Daycare as a recruitment incentive.
- Partnership with Teacher Preparation Programs
- Online application process-principals have access to review applicants and set up own interviews. Wide variety of district personnel to attend job fairs and participate in hiring process.
- Campus staff surveys as well as professional development surveys provide valuable input on needs, presenters, and the professional learning experiences.

- Extensive opportunities for professional development provided by the district.

The Educational Services Department in collaboration with other departments (Technology, CTE, etc.) and principals annually review staff needs and update a comprehensive professional development plan handbook. Dickinson ISD (DISD) is committed to ensuring that all personnel have the relevant knowledge, skills, and expertise to perform their work to consistently high standards and to increase student achievement. The District recognizes that training and development are fundamental to ensure the quality of services to students. The District supports a culture of lifelong learning and encourages employees to take ownership of their own professional learning.

Technology Strengths

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

Problem Statements Identifying District Processes & Programs Needs

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

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

Problem Statement 3: A high number of new teachers are alternative certified and have not completed a university-based teacher preparation program. **Root Cause:** A shortage of teachers in the field of education has caused DISD to hire from ATCP and the recruits are less prepared.

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

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

Perceptions

Perceptions Summary

DISD strives to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The district has a Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the success of the district. DISD has school liaison officers who we contract with through the Galveston County Sheriff's Office to ensure safety on all campuses. Our campuses offer a variety of after-school activities, clubs, and UIL events promoting student self-awareness and achievement that is individualized for specific student characteristics. A high degree of professionalism exists among our employees, and an ongoing recognition of student and staff excellence contributes to this culture. The goal of the instructional program at DISD is to offer rigorous academic standards that equip students with the tools to meet and exceed grade-level expectations. Emphasis is placed on higher-level thinking skills, including research methodologies and independent, complex, critical thinking skills. Campus surveys are conducted every year to obtain feedback from parents. Surveys inquire about parent feedback on campus safety, communication, parent engagement events, and a plethora of other topics in order to improve campus culture.

The Dickinson High School CTE program continues to experience growth in student enrollment, which has resulted in the expansion of programs provided to students. Community, business, and industry support have increased and significant monetary and equipment contributions have been made to various CTE programs. The AVID (Advancement Via Individual Determination) system is implemented on multiple campuses. The focus of instruction and culture is on college and career readiness for all students. In AVID Secondary, weekly study/tutorial groups support students in rigorous course work, encouraging increasing enrollment in advanced-level courses. Dickinson High School continues to promote student success by offering "Lighted Windows, Open Doors" twice a week. This program provides tutoring to all DISD students in the core subject areas.

Advanced Academics in Dickinson ISD continue to expand to reach more students. The GT Assessment adjustments have increased the number of students in underrepresented populations that have been identified as GT to more closely mirror the district enrollment. The InvestiGATOR program in partnership with UHCL provided enrichment services to 4th and 5th grade GT students. The STEAM Academy continues to expand.

Esmond Juvenile Justice Center Residential School-Galveston County

The detention facility of the Juvenile Justice Department houses juvenile offenders ten years of age or older and under 17 years of age; or 17 years of age or older and under 18 years of age who have been found to have engaged in delinquent conduct or conduct indicating a need for supervision as a result of acts committed before becoming 17 years of age within the boundaries of Galveston County. The facility operates twenty-nine (29) single occupancy rooms. The County Intake Officer assists in court proceedings, processing of admissions / releases of juvenile offenders 24 hours daily, and holds supervisory responsibility for line staff during evenings, weekends and holidays. The program is oriented towards rehabilitation and concerned humanistic care. A juvenile who is placed in detention will participate in a comprehensive program, including diagnostic services, both indoor and outdoor recreation, voluntary religious instruction and other services believed to be beneficial to the child. Esmond Center requests provision of educational classes for students through the Dickinson Independent School District. Services and arrangements are established through a yearly Memorandum of Understanding. The Galveston County Juvenile Justice Department requests that DISD employees do not become involved with any of the services provided other than direct classroom instruction.

Transforming Lives Cooperative-Galveston County

The Transforming Lives Cooperative's intent is to effectively channel Galveston County's delinquent juveniles' behavior into more positive outcomes in the forms of willing law abiding citizens, instilling within its participants the importance of self-discipline, responsibility, and respect towards one's self and community. It is their commitment to accomplish this in the least restrictive and most cost effective manner possible. Students are placed in TLC by the judge and are released by the judge. DISD has no control over entrance or withdrawal from the program. Any juvenile who is on formal probation and continues to violate order of probation will eventually reach Level 4 of the Progressive Sanctions. At that point, the student's probation officer may recommend placement in TLC. This action is a court order for post-adjudication requiring the student to report to Esmond Center daily for a minimum of 6 months. While at the Center, the student attends classes on Monday-Friday rather than those at his regular school in his district of residence. In certain cases, any Level 4 juvenile through continued violations will be classified as L-5. At that point, the judge may issue a court order requiring a post-adjudication residential placement for a minimum of 6 months. The student lives in the facility and attends classes on Monday-Friday. The Galveston County Juvenile Justice Department requests that DISD employees do not become involved with any of the services provided other than direct classroom instruction.

High school students who live in Dickinson ISD upon release are encouraged to consider attending the Dickinson Continuation Center, the alternative high school of choice, particularly if they are behind the graduation cohort group. Many students are highly unmotivated for a myriad of reasons, and traditional classroom methods and materials are ineffective. Students also do not have much support from the home environment in terms of emphasizing the importance of education, consistent attendance and appropriate behavior. They are also inconsistently exposed to appropriate social skills for the classroom and work place. After being in such a protected and sheltered environment even if it is a short period of time, students need more transition and follow-up from the facility. Generally, these students get “lost” when they return to a regular school. A vast majority of the students who are court-ordered to attend these programs will be most likely to fall behind and not graduate on time, if at all. Pre-GED and GED instruction can benefit students who may not be able to earn a high school diploma. There is a segment of students who are indignant at being detained, and these students are unreachable. They become locked down emotionally, so they cannot make any effort toward engagement or achievement. Upon release, these are students who might be much more successful at an alternative high school or at least in the credit recovery lab back in their local district.

Parent and Community Engagement

Because we know that education does not occur in isolation, Dickinson ISD strives to maintain a strong partnership with parents and community members. Dickinson ISD is a growing community that still has a small-town atmosphere. Many of our graduates return home upon graduating college to teach in the district. The efforts of our students, teachers, administrators, support personnel, and parents are invaluable to our District’s continued successes.

Dickinson ISD campuses offer a wide variety of parent nights, Title I meetings, curriculum nights, and other events to continue building parent and family engagement at each campus. The district and campuses use many forms of communication to make sure parents stay informed about the district, including social media (Facebook, Twitter), the district website, weekly electronic email newsletter, a printed newsletter three times a year, text messaging emergency notification, and School Messenger call-outs, as well as the traditional campus-based communication newsletters, calendars, etc.

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Center (ESC) is where the majority of the community comes when they need assistance. The building was a temporary shelter during Hurricane Harvey due to the fact that it was one of the few places that did not flood. Since the ESC is a known location throughout the community, the district stores documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies, and any other pertinent documents at this location. The district has translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents' preferred language.

DISD believes our strength in Family and Community Engagement is found in the wide array of communication tools the district utilizes to reach stakeholders, as well as the partnerships the district establishes to develop relationships with the community, business leaders, and the schools to showcase the great things happening in the district.

Dickinson ISD is a fast-growing school district that is expected to surpass a student enrollment of 11,500 students in 2020-21. Enrollment is expected to continue to climb to a projected 14,300 students over the next 10 years. Hundreds of families are choosing Dickinson ISD as their preferred destination to live and educate their children.

Perceptions Strengths

District Culture and Climate

- DISD strives to provide a variety of communication methods in order to keep parents and the community informed.
- DISD has numerous safety programs and action plans in place including: security cameras, emergency operation plans, fire drills, tornado drills, shelter in place drills, exterior lock-down drills, total lock-down drills, and evacuation drills.
- A variety of after school clubs and activities are available district-wide.
- Peer and adult mentoring programs are available at a majority of campuses.
- DISD has Communities-in-Schools programs on campuses to help reduce student drop-out rates and to supply students with their individual needs.

The AVID program is in place for grades 5-12 in order to build a college & career culture throughout the campus. As of 2022-2023, 5 of the 7 elementary campuses are

implementing AVID for Elementary.

- AVID Excel for 7th and 8th grade EL students is offered at the 2 junior high campuses in the district.
- A strong CTE program to accommodate increased student interest and enrollment is provided.
- The STEAM Academy serves 800+ students in accelerated math and science curriculum, preparing them for HS Alg I and Bio I in grade 8.
- The InvestiGATORS program serves GT students in grade 4 with a partnership with UHCL, providing exploration and enrichment mini-courses in science, technology, art, and business.
- Participation in dual credit, dual enrollment, AP exams, PSAT and SAT exams has also increased each year
- DISD Robotics Program expanded to VEX IQ in grades 3-8, allowing more than 200 students to participate across the district.
- This will be the inaugural year of DISD UIL A+ Academic contests started in grades 2-8 with 6 events at each grade level.
- On-going training in Restorative Practices for every staff member is required. This training will also be offered to the parents.
- A special program continues to be offered at the Dickinson Continuation Center for over-age 8th grade students.

Parent and Community Engagement

- DISD Community
- Proactive use of social media from the DISD Public Information Office
- Increased coverage of stories and photos on the district website and newspaper
- PTO expansion at the campuses
- Parent volunteers
- Staff, community, and business partnerships at the district and/or campus level
- Dickinson Education Foundation
- Campus events for parents
- Assistance League of Bay Area
- Communities in Schools
- Service organizations
- More Documentation and Communication is becoming available in Spanish
- Parent Engagement Coordinators available on Each Campus

Problem Statements Identifying Perceptions Needs

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

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

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

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

Priority Problem Statements

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

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

Problem Statement 6 Areas: Student Learning

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

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

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

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

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

Problem Statement 1 Areas: Perceptions

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

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

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

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

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

Problem Statement 4 Areas: Student Learning

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

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

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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 Solution Tree resources and attend professional development</p> <p>Strategy's Expected Result/Impact: Improved instruction and student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Deputy Superintendent of Ed. Services</p> <p>- Results Driven Accountability</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - IDEA B</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 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: Provide targeted phonics instruction in grades K-3 in all classrooms: El Camino, El Proximo, Foundations, Heggerty, Fountas and Pinnell, etc.</p> <p>Strategy's Expected Result/Impact: Improve reading instruction and student achievement in reading</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services Director of Curriculum Curriculum Specialists Campus administrators</p> <p>- Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Math: Students are building foundational fluency skills through Building Fact Fluency Campuses will be provided additional support by Region 4 Consultants Training all Teachers in upcoming instruction through targeted Curriculum Previews.</p> <p>Strategy's Expected Result/Impact: Improved Tier I instruction, improved students achievement in math</p> <p>Staff Responsible for Monitoring: Director of Curriculum Math Curriculum Specialists</p> <p>Funding Sources: - 255-Title IIA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: RLA/Social Studies: Differentiated texts/tasks 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: Director of Curriculum ELAR/Social Studies Curriculum Specialists</p> <p>Funding Sources: - Local Funding, - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Instructional Coaching consultant Alissa Crabtree will provide ongoing training for instructional coaches to enhance skills in facilitating collaboration among teacher teams in creation of high quality first time instruction, Tier 2 intervention, assessment and feedback for all students.</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: - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Science: A consultant, such as Region IV, will help build out teachers' understanding of the engineering design process in preparation for curricular changes due to the recently adopted science TEKS. Develop a deeper understanding of "Depth of Knowledge" in instruction, intervention, and assessment through a Region 4 training.</p> <p>Curriculum Previews: Providing opportunities for new and returning teachers to meet and collaborate quarterly to clarify learning targets, discuss high quality Tier 1 and Tier 2 instruction, and develop appropriately aligned common assessments and intended feedback.</p> <p>Strategy's Expected Result/Impact: Improved classroom Tier I instruction, improved student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum 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: Special Programs: Campus Compliance Facilitators will ensure teachers are reviewing, uploading and analyzing progress monitoring data and using the information to drive teaching with the goal that teachers of special education students are providing rigorous instruction to all students to ensure they are making progress within their curriculum and IEPs, including utilizing all accommodations agreed upon by the ARD committee</p> <p>Strategy's Expected Result/Impact: Increased student learning</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Special Programs Instruction & Compliance 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 7 Details	Reviews			
<p>Strategy 7: Special Programs: Conduct FIEs and ARDs within timelines and in compliance with TEA utilizing a district students records management system (including maintaining educational records).</p> <p>Strategy's Expected Result/Impact: Meet Initial FIE timelines</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs 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 8 Details	Reviews			
<p>Strategy 8: Special Programs: Ensure evaluation staff have a thorough knowledge of all disabilities including monitoring the number of students identified as ID, LD, AU, and ED and conducting Case Review for all evaluations of ID students.</p> <p>Strategy's Expected Result/Impact: increased knowledge and accurate identification of students</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs 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: Ensure the district offers a continuum of services for students ages 3-21 to meet the needs of all students receiving special education services.</p> <p>Strategy's Expected Result/Impact: Improve SSP 9 and 11 (LRE) data</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Special Programs Instruction Coordinator of Special Programs Compliance Campus principals / Assistant principals</p> <p>Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 2, 3 - District Processes & Programs 5 - Perceptions 3</p> <p>Funding Sources: - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Special Programs: Dickinson ISD is committed to decreasing the percent of special education removals (Action code (E105) 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, 60) as evidenced by PEIMS report comparisons and continued implementation of Restorative Practice Techniques.</p> <p>Strategy's Expected Result/Impact: Improved SSP 18 (Sped Total Disciplinary Removals Rate) data</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Campus Administrators Coordinator of Evaluation and Related Services Behavior Coaches</p> <p>Funding Sources: - IDEA B, - Local Funding, - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: SSP 9: Students with disabilities, ages 3-5, are placed in self-contained special education settings at a significantly higher rate than in the regular early childhood programs. Root Cause: There is a lack of inclusion opportunities in the general ed environment due to space, training, mindset and staffing constraints.</p>
<p>Problem Statement 3: SSP 11: Students with disabilities, ages 6-21, are placed in self-contained special education settings for more than 60% of their day. Root Cause: Campuses have different courses & times, expectations; there is a lack of consistency across the district, lack of buy-in to the Decision Making guide and understanding by campus staff (general education teachers, special education teachers and administrators) on inclusion mindset/ in-class support/ pull-out services.</p>
District Processes & Programs
<p>Problem Statement 5: SSP 9: Students with disabilities, ages 3-5, are placed in self-contained special education settings at a significantly higher rate than in the regular early childhood programs. Root Cause: There is a lack of inclusion opportunities in the general ed environment due to space, training, mindset and staffing constraints.</p>
Perceptions
<p>Problem Statement 3: SSP 9: Students with disabilities, ages 3-5, are placed in self-contained special education settings at a significantly higher rate than in the regular early childhood programs. Root Cause: There is a lack of inclusion opportunities in the general ed environment due to space, training, mindset and staffing constraints.</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

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 Advanced Academics</p> <p>Funding Sources: - 287-Title IV, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Improving classroom instruction in the fine arts programs through collaborative curriculum review sessions and professional development.</p> <p>Staff Responsible for Monitoring: Director of Fine Arts</p> <p>Funding Sources: - 287-Title IV, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide students access to Career & Technical Education (CTE) programs which provide opportunities for career ready certifications 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 Technology Education</p> <p>Funding Sources: - Perkins, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Math</p> <p>Use programs such as ST Math and Desmos to build conceptual understanding of abstract mathematical concepts. Provide a consultant who will build the capacity of instructional coaches to improve instructional practices.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction and student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum 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: Provide ongoing cross-curricular training through Texas A&M University's "We Write" program for the implementation of consistent and meaningful writing opportunities in the 5-8th science classroom.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction and student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum 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: 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: Director of Curriculum Curriculum Specialists</p> <p>Funding Sources: - 255-Title IIA, - 282-ESSER III, - Local Funding</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 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: Provide student resources for dual language classrooms: Imagine Learning, Rosetta Stone, Summit K-12</p> <p>Strategy's Expected Result/Impact: Improved</p> <p>Staff Responsible for Monitoring: Director of ESL/Bilingual and At-Risk</p> <p>Funding Sources: - Local Funding, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement programs that will address academic needs of At-Risk students such as the Summer Bridge Program, AVID classroom resources and strategies including in-class support, classes for students who need extra support.</p> <p>Strategy's Expected Result/Impact: Improved student achievement</p> <p>Staff Responsible for Monitoring: Director of ESL/Bilingual and At-Risk Director of Advanced Academics</p> <p>Funding Sources: - 263-Title IIIA, - 199-SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Address the unique learning needs of all Emergent Bilingual (EB) students through various programs such as Summer New Comer classes, ESL classroom support, and AVID Excel strategies and support</p> <p>Staff Responsible for Monitoring: Director of ESL/Bilingual and At-Risk</p> <p>Results Driven Accountability</p> <p>Funding Sources: - 199-SCE, - Local Funding - Bilingual Allotment, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Campus leadership and teachers will be trained to analyze data to measure and monitor student growth: our priority is to maintain students who scored Masters in 2022 and make sure they score Masters in 2023. Provide extra instructional support (ESSER tutors) need an intentional differentiated plan/ training. STEAM curricular support to maintain masters and raise on level students.</p> <p>Strategy's Expected Result/Impact: Increased student growth district-wide</p> <p>Staff Responsible for Monitoring: Director of Curriculum Director of Assessment Campus Principals</p> <p>Funding Sources: - 282-ESSER III</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Train stakeholders (principals, instructional coaches, teacher teams) on the implementation of Solution Tree "RTI at Work" to provide intentional and high quality Tier 2 interventions for students throughout the 22-23 school year.</p> <p>Strategy's Expected Result/Impact: Improved intentional interventions for students in the RtI process and improved student achievement.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services</p> <p>Funding Sources: - 282-ESSER III</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide targeted tier 2 intervention driven by data derived from formative and cumulative assessment such as ITSS/Amira/Imagine Learning/Pacific Learning/Rosetta Stone/Read 180/System 44</p> <p>Strategy's Expected Result/Impact: Improved student growth in reading</p> <p>Funding Sources: - 263-Title IIIA, - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Implement various safety measures throughout the district

High Priority

Evaluation Data Sources: Surveys, safety and discipline documentation

Strategy 1 Details	Reviews			
Strategy 1: Hire security officers throughout the district Strategy's Expected Result/Impact: Safe school environment Staff Responsible for Monitoring: Assistant Superintendent for Administration Funding Sources: - 287-Title IV, - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide a safe way for students to report unsafe situations Strategy's Expected Result/Impact: Safe school environment Staff Responsible for Monitoring: Assistant Superintendent for Administration Funding Sources: - 287-Title IV	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement safety protocols from the Texas School Safety Center and TEA: weekly door sweeps, Avoid, Deny, Defend training, Stop the Bleed training, Safety and Security Committee meetings, staff and student required trainings, campus threat assessment teams, required drills, etc.. Strategy's Expected Result/Impact: Improve school safety, Staff Responsible for Monitoring: Assistant Superintendent for Administration Campus Principals	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 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., 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: Social Emotional Learning Specialist</p> <p>Funding Sources: - 282-ESSER III</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teacher training and student lessons through programs such as Restorative Practices, Second Steps, Character Strong</p> <p>Strategy's Expected Result/Impact: Increased teacher support for students struggling emotionally and increased student awareness and learning about emotional safety</p> <p>Staff Responsible for Monitoring: Social Emotional Learning Specialist</p> <p>Funding Sources: - 282-ESSER III, - 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 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

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

Strategy 1 Details	Reviews			
Strategy 1: Special Programs: Provide Anti-victimization/ Child Abuse Prevention training and curriculum. Staff Responsible for Monitoring: Social/Emotional Learning Specialist Funding Sources: - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Special Programs: Provide Substance Abuse Prevention Program (BACODA) Staff Responsible for Monitoring: Social/Emotional Learning Specialist Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Special Programs: Implement Human/Sex Trafficking Prevention Program - Training for staff - Curriculum for students Staff Responsible for Monitoring: Social/Emotional Learning Specialist Funding Sources: - No Funding Required	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 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

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

Strategy 1 Details	Reviews			
Strategy 1: Special Programs: Promote the streamlined Gator Wellness Center Referral Process through the use of a clerk. Staff Responsible for Monitoring: Social/Emotional Learning Specialist Funding Sources: - 282-ESSER III	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 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			
<p>Strategy 1: Provide needed school supplies, clothing and snacks</p> <p>Strategy's Expected Result/Impact: Improved social, emotional and academic performance</p> <p>Staff Responsible for Monitoring: Director of Federal and State Programs</p> <p>Funding Sources: - 211-Title IA</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 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			
<p>Strategy 1: Ensure parent communication is translated to Spanish</p> <p>Strategy's Expected Result/Impact: Improve parent communication</p> <p>Staff Responsible for Monitoring: Director of Federal Programs</p> <p>Funding Sources: Translation Services - 211-Title IA</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 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 At-Risk</p> <p>Funding Sources: - Local Funding, - 263-Title IIIA, - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ESL classes for Dickinson ISD parents at College of the Mainland and investigate other local community colleges for additional programs</p> <p>Strategy's Expected Result/Impact: Improve parent and family communication</p> <p>Staff Responsible for Monitoring: Director of At-Risk, Bilingual/ ESL</p> <p>Funding Sources: - 263-Title IIIA, - Local Funding</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 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: Director of Federal Programs
Director of At-Risk

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: Director of Federal Programs</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, Open Windows Lighted Doors... 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: Director of Federal Programs Director of At-Risk</p> <p>Funding Sources: - 199-SCE, - Local Funding, - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide a Parent and Family Engagement Coordinator for each campus to provide support for meeting the needs of the families, planning engagement activities, and documenting engagement requirements.</p> <p>Strategy's Expected Result/Impact: Foster parent and school partnerships and improve parent and family engagement.</p> <p>Staff Responsible for Monitoring: Director of Federal and State Programs Principal Parent and Family Engagement Coordinator</p> <p>Funding Sources: Extra Duty Pay - 211-Title IA</p>	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 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: Research best-practices for a grow your own program for students in the Teaching & Learning CTE Program of Study (POS).</p> <p>Strategy's Expected Result/Impact: Facilitate a pipeline of highly qualified teachers who are familiar with the needs of DISD students</p> <p>Staff Responsible for Monitoring: Director of Career & Technical Education</p> <p>Funding Sources: - Local Funding, - Perkins</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 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 such as: Lead4Ward, Solution Tree, Noel Gray, Kelly Tumi, Region IV ESC, Restorative Practices, Seidlitz, AVID</p> <p>Strategy's Expected Result/Impact: Improved teacher instruction and retention resulting higher student academic achievement</p> <p>Staff Responsible for Monitoring: Director of Teacher Development & Professional Learning Director of ESL/Bilingual and At-Risk Director of Curriculum and Instruction</p> <p>Funding Sources: - 211-Title IA, - 263-Title IIIA, - Local Funding, - 199-SCE, - IDEA B, - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Enhance the two-year teacher induction and mentoring program 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 Development & Professional Learning</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 a leadership academies and opportunities to lead campus and district professional development sessions through Leadership Partners, N2Learning Principal Academy, Lead4Ward</p> <p>Strategy's Expected Result/Impact: Increase the number of effective principals and other school leaders</p> <p>Staff Responsible for Monitoring: Director of Teacher Development & Professional Learning</p> <p>Funding Sources: - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Special Programs: Provide/expand district-wide professional development focusing on the development and implementation of the Students Success Triangle (IEP goals, objectives, PLAAFPs, progress monitoring and reporting, Decision Making Guide), accommodations, and designated supports, using Frontline, across curriculum for all grade levels through contracted service providers, area conferences, service centers, and in-district offerings.</p> <p>Strategy's Expected Result/Impact: Increased knowledge base for educators.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: - Special Programs, - IDEA B</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Special Programs: Provide professional development (e.g. Reading by Design, Learning Ally, etc.) focusing on services to students identified with dyslexia and other identified at-risk students through contracted service providers, in-district training, and various professional development activities.</p> <p>Strategy's Expected Result/Impact: Increased knowledge base for educators</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinator of Instruction/Curriculum Special Programs Coordinator of Evaluation and Related Services</p> <p>Funding Sources: - Local Funding, - IDEA B</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Special Programs: Continue to provide professional development for ECSE, PK and K-12 support staff, teachers, administrators, and paraprofessionals supporting research-based instructional strategies for working with students with behavioral, occupational, physical, speech/ language, hearing, sight, functional and/or learning challenges with the goal of increasing inclusive opportunities for students with disabilities.</p> <p>Strategy's Expected Result/Impact: Increase inclusive learning opportunities for students with disabilities</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Results Driven Accountability</p> <p>Funding Sources: - Local Funding, - IDEA B</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Special Programs: Provide professional development to special education teachers for teaching core curriculum using researched based best practices</p> <p>Strategy's Expected Result/Impact: Increased staff knowledge Student progress on STAAR / STAAR-Alt & EOC</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Results Driven Accountability</p> <p>Funding Sources: - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Special Programs: Provide CBVIs, explore employment opportunities, and organize visits to college campuses (COM and ACC Strive Program), and transition fair. (Follow county health guidelines addressing COVID.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for students in special education to generalize skills</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Funding Sources: - Local Funding, - IDEA B</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and make plans to implement Teacher Incentive Allotment .</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</p> <p>Funding Sources: - Outside Agency</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborate with the SHAC committee and Social-Emotional Learning Specialist to develop a comprehensive wellness program.</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
<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 5: DISD will provide operational services to support the success of student learning

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

Evaluation Data Sources: District and campus needs

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase network bandwidth as well as NOC to campus connectivity to provide for increased digital learning using ESSER funds</p> <p>Strategy's Expected Result/Impact: Faster connectivity, ability to do district wide online assessments</p> <p>Staff Responsible for Monitoring: Executive Director of Technology</p> <p>- Equity Plan</p> <p>Funding Sources: - 282-ESSER III</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide district-wide software for single sign-on such as Class Link</p> <p>Strategy's Expected Result/Impact: Increased productivity for students</p> <p>Staff Responsible for Monitoring: Executive Director of Technology</p> <p>Funding Sources: Local Funds - 287-Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				