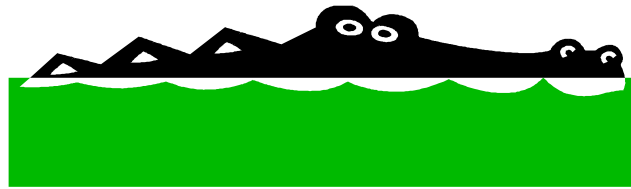


Dickinson High School

Campus Improvement Plan



2009-2010

Executive Summary

Campus Improvement Plan

Campus Needs Assessment

Parental Involvement Plan

Campus Improvement Plan Executive Summary

Goal 1 – To improve student performance

- Improve TAKS scores all areas
- New goals to increase at a rate of 7% per year minimum in all sub-pops and continue growth in any area that is already at Recognized status to the Exemplary status
- Academic coach model has been implemented at the Freshman level
- Freshman focus to increase academics, drop-out rate and graduation rates
- The freshman are located primarily in one hallway and core classes are teamed.
- Students will be tracked according to TAKS data, Discipline. Data, and failure reports
 - Teacher data will be tracked to place most effective teachers with our at-risk population
- Implement Schlechty's Model of Working on the Work utilizing design teams for decision making and curriculum planning
- Incorporate the Rigor, Relevance and Relationships framework into lesson planning and instruction
- Utilize Early Release, Staff Development days, and every Thursday Planning period for collaborative planning time
- Implement new science equipment and curriculum
- Integrate virtual classroom instruction that assists in remediation, credit recovery, AP curriculum and virtual classrooms
- Design a 5 year CTE curriculum and course plan to increase participation and opportunities for certifications upon graduation
- Improve Attendance- design of engaging instruction increased home visits
- Organized call out program to at-risk students
- Use of APEX for credit recovery and advance credit
- Utilize DCC to assist at-risk students
- Gator ACCESS (Advancing Curriculum and Career Endeavors for Student Success) implemented

Goal 2 - A safe learning environment

- Professional staff required to monitor hallways 1 minute after passing period ends during their planning period
- School liaison officers will be visible throughout the hallways, passing periods, and lunches focusing on safety and truancy

Goal 3- To increase educational opportunities for Special Populations at DHS

- Implement Academic Coach Model
- Implement a Theatre/Drama class designed for special needs students

Goal 4 - Professional Growth for Staff

All staff development will be planned to meet our CIP/student needs and connect to prior and future inservice. All groups will research and collaborate on avenues to improve DHS in the areas of academic performance, completion rate, building relationships, and preparation for life after graduation.

Goal 5 – Active Parent & Community Involvement

- Organize an interactive Open House providing snacks and opportunities for parents to explore careers and technology knowledge
- Provide transportation to special meetings

Goal 6 – Expand the use of Technology

Facilitate the use of presentation stations and interactive media devices with staff and students

Goal 7 & 8 – Staff recognition, communication, and building relationships

Monthly staff function, faculty picture directory, daily update from principal, Fall and Spring Staff Event, DHS calendar of meetings and activities on Groupwise

11/5/2009

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Please note: In order to reduce the length of this plan, we have not repeated activities/strategies that would be covered in more than one goal or objective. Many of these items although addressed under a specific objective pertain to the entire campus and/or program that we offer at DHS.

Campus Goal 1:

To improve student performance at DHS.

Priority Objective: Academics & Student Performance, Community & Family

Objective 1:

To increase the percentage of students taking the college admissions tests to 80% and to improve the overall scores to 50% scoring above criterion.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. Expand and publicize evening and Saturday prep classes for PSAT/SAT. Emphasis placed on National Merit performance.		Campus Administration, Counselors and Teachers	Fund 199	8/09-5/10	Attendance reports, rosters, PSAT, SAT/ACT Scores
2. Administer the PSAT on Saturday.		Counselors	Fund 199-Function 11	10/17/2009	# of students tested, PSAT scores
3. Administer the SAT on Saturday		Counselors	Fund 199	10/10/09 and 5/1/10	# of students tested, SAT scores
4. Host a college night for senior students.	Having all seniors attend	Counselors and Administration	Fund 199 and College Representative	12/1/2009	Roster of students attending, transcript requests at end of year
5. Host a parent/student meeting for college admission requirements and financial aide		Counselors	Fund 199 and College Representatives	10/21-22/09	Sign-in sheet and # of students attending, parent input
6. All English III classes will receive information on test taking skills for PSAT/SAT.	Students relaying the information to the parents	Counselors, Teachers	Fund 199	8/09-5/10	Copy of Letters
7. Investigate the cost for providing PSAT to all 10th graders	budget	Counselors	Fund 199	10/15-4/10	Proposal submitted to Vicki Mims

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal 1:

To improve student performance at DHS.

Priority Objective: Academics & Student Performance, Community & Family, People

Objective 2:

100% of all students and all student subgroups will pass the TAKS test and 90% will master all objectives on the TAKS test. All groups will improve at a rate of 7% per year until goal is exceeded. Commended scores will increase by 20%.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. To utilize benchmark testing to prepare students for TAKS.	Time allotted to train teachers on Eduphoria System	Dean of Instruction	Fund 199-Function 11	Aug 09- June 10	Eduphoria Reports: Student test scores, Benchmark tests; state released test, TAKS Scores
2. To institute accelerated/enriched classes for students who have not passed TAKS test.		Administration, Counselors, Teachers	Fund 199-Function 23	Aug 09- June 10	Class rosters, TAKS scores, Grade Placement Results
3. To offer continual staff training to teachers in all subject areas incorporating TAKS skills and raising the rigor and relevance of their curriculum.	Time allotted for teacher training	Curriculum Specialists	Fund 199 and Federal Stimulus 285 \$7200	Aug 09- June 10	Agendas of In-service training and individual staff lesson plans, TAKS Scores
4. Implement the Schlechty's Model of Working on the Work at DHS. Use of a design team to improve curriculum planning and decision-making for the entire campus through staff development	Time allotted for training	Administration, Curriculum Specialist, Teachers	Fund 199 and Federal Stimulus 285 \$26000	Aug 09- June 10	Increased staff involvement in raising academic scores, reduce dropout, and improve completion rate of students

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal 1:

To improve student performance at DHS.

Priority Objective: Academics & Student Performance, Community & Family, People

Objective 2:

100% of all students and all student subgroups will pass the TAKS test and 90% will master all objectives on the TAKS test. All groups will improve at a rate of 7% per year until goal is exceeded. Commended scores will increase by 20%.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable data Driven)
5. To offer tutorial sessions before the October, February, and the April TAKS tests through Lighted Windows and Open Doors	Student attendance	Dean of Instruction & Curr. Specialist	Fund 199-Function 61	9/09-5/10	Attendance records at tutorials, TAKS Scores
6. Collaborative planning time for designing instruction in core subject areas using the rigor and relevance framework.	Work times	Teachers of same content area	n/a	Aug 09- June 10	Agenda of department meetings, embedded staff development, Walk- throughs, Lesson Plans, TAKS Scores
7. To institute TAKS talks during class periods.	Time allotted in class	Administration, Counselors, & Teachers	Eduphoria	Aug 09- June 10	TAKS benchmark scores and previous TAKS scores, Meeting Log
8. Teachers in core academic areas will continue writing across the curriculum and continue staff development using the short answer box template		Department Chair, Assistant Principal, Teachers, Curriculum Specialists,	Fund 199-Function 11	Aug 09- June 10	Agendas, Lesson Plans, TAKS Scores
9. DHS will design lessons that will incorporate the framework of Rigor Relevance and Relationships .		Department Chair, Assistant Principal, Teachers, Curriculum Specialists,	fund 199 and Federal Stimulus \$7200	Aug 09- June 10	Classroom visits, Lesson Plans and Curriculum Based Assessment, TAKS Scores

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

9. Teachers in all academic areas will incorporate reading for analysis, vocabulary building, problem solving into lessons.

Teachers in core academic areas

n/a

8/09 – 5/10

Classroom visits, Lesson Plans and Curriculum Based Assessment, TAKS Scores

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

To improve student performance at DHS.

Priority Objective: Academics & Student Performance

Objective 3:

The TAKS Math Scores for DHS will be in the 95th percentile passing for all students and all subgroups. All groups will improve at a rate of 7% per year until goal is exceeded. Commended scores will increase by 20%.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. Teachers in core academic areas will tutor at-risk students on all TAKS objectives.	time and availability of teachers to do tutoring	Teachers in core academic areas	Fund 199-Function 61	Aug 09- June 10	Benchmark Tests Attendance at tutoring program, TAKS Scores
2. Teachers in core academic areas will use TEKS and TAKS objectives for basis of lesson planning with an emphasis on raising rigor and relevance.		Teachers in core academic areas	n/a	8/09-5/10	Classroom visits Lesson plans Benchmark Tests, TAKS Scores
3. Tutoring will be available for all students before and after school.		Teachers in core academic areas	n/a	8/09 - 5/10	Tutoring Schedule, Tutorial Logs, TAKS Scores
4. Teachers in core academic areas will include TAKS formatted questions on teacher-designed tests.	Reformatting Tests	Teachers in core academic areas	n/a	8/09-5/10	Classroom visits Lesson Plans Copies of teacher designed-tests.
5. A Curriculum Based Assessment (Benchmark) of objectives will be scheduled to monitor and assess students progress following the district calendar for student assessment.		Department Chair, Principal / Assistant Principal, Teachers , Curriculum Specialists, District TAKS Coordinator	Fund 199-Function 11	8/09-5/10	Curriculum Based Assessments, ADM Data, TAKS Scores

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

6. Intervention math class implemented in the spring semester for targeted students that have a history of failing Math TAKS. Emphasis on technical reading skills.		Curriculum Specialist, Teachers		1/10-5/10	Benchmark scores, TAKS scores
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DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal: 1

To improve student performance at DHS.

Priority Objective: Academics & Student Performance, People

Objective 4:

The TAKS Writing Scores for DHS will be in the 95th percentile passing for all students and all subgroups. All groups will improve at a rate of 7% per year until goal is exceeded. Commended scores will increase by 20%.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. English teachers will develop a calendar for addressing all writing objectives tested by TAKS. These objectives will be incorporated and monitored in lesson plans.		English teachers	n/a	8/09-5/10	Lesson Plans Classroom Visits Benchmark Test, TAKS Scores
2. Staff development activities on the campus will include writing objectives and strategies with a focus on adding rigor and relevance.		English Department Chair, Language Arts Specialist, and Campus Administrators	Fund 199-Function 11 Federal Fund 211	8/09-5/10	Agendas, Walk-Throughs, TAKS Scores
3. English teachers will focus on TAKS writing sample and require each student to maintain a minimum of a 2 average on writing samples.		English teachers	n/a	8/09-5/10	Writing Samples, Classroom Observations, Lesson Plans, TAKS Scores
4. English teachers will require students to compose writing samples in response to TAKS prompts.		English teachers	n/a	8/09-5/10	Writing Samples Benchmark Tests Lesson Plans Classroom Visits, TAKS Scores

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal: 1

To improve student performance at DHS.

Priority Objective: Academics & Student Performance, People

Objective 4:

The TAKS Writing Scores for DHS will be in the 95th percentile passing for all students and all subgroups. All groups will improve at a rate of 7% per year until goal is exceeded. Commended scores will increase by 20%.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
5. A Benchmark ELA test will be scheduled to monitor and assess students progress following the district calendar for student assessment.		Campus Administrators, Department Chair, Curriculum Specialist, Teachers of English District TAKS Coordinator	Fund 199-Function 11	District Benchmark Calendar	Benchmark Tests, ADM Data, TAKS Scores
6. English teachers will tutor At-Risk students to accelerate TAKS writing skills. These tutoring sessions will focus on TAKS prompts and responses to prompts.		Department Chair, English teachers, Curriculum Specialist	Fund 199-Function 61	Aug 09- June 10	Benchmark Tests Tutorial Logs, TAKS Scores
7. English teachers will include TAKS formatted questions on teacher designed test.		Department Chair, Curriculum Specialist, Teachers	n/a	8/09-5/10	Teacher-designed tests, TAKS Scores
8. Embedded staff development on strategies for writing across the curriculum.		Teachers	Fund 199	8/09-5/10	Lesson Plans Teacher Designed tests Classroom Observations, TAKS Scores

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal: 1

To improve student performance at DHS.

Performance Objective: Academics & Student

Objective 5:

The TAKS Social Studies Score for DHS will be at the 100th percentile as reported for all students and all subgroups. All groups will improve at a rate of 7% per year until goal is exceeded. Commended scores will increase by 20%.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. Social Studies teachers will include in their lessons the impact scientific discoveries and technological innovations have on daily life in the United States.	Obtaining Volunteer Guest Speakers	Social Studies teachers	n/a	8/09-5/10	Benchmark Tests, Lesson Plans, Classroom Visits, TAKS Scores
2. Social Studies teachers will include critical thinking skills to analyze social studies data.		Social Studies teachers	n/a	8/09-5/10	Benchmark Tests, Unit Tests, Classroom Visits, TAKS Scores
3. Social studies teachers will teach the impact of science and technology on the economic development of the United States.		Social Studies teachers	n/a	8/09-5/10	Benchmark Tests, Lesson Plans, Classroom Visits, TAKS Scores
4. Social Studies teachers will include lessons on the influence of politics on historical issues and events.		Social Studies teachers	n/a	8/09-5/10	Benchmark Tests, Lesson Plans, Classroom Visits, TAKS Scores

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal: 1

To improve student performance at DHS.

Performance Objective: Academics & Student

Objective 5:

The TAKS Social Studies Score for DHS will be at the 100th percentile as reported for all students and all subgroups. All groups will improve at a rate of 7% per year until goal is exceeded. Commended scores will increase by 20%.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
5. Social Studies teachers will include lessons on the economic and social impact on historical issues and events.		Social Studies teachers	n/a	8/09-5/10	Benchmark Tests, Lesson Plans, Classroom Visits, Unit Tests, and Projects, TAKS Scores
6. Social Studies teachers will teach lessons on the impact of geography on historical issues and events.		Social Studies teachers	n/a	8/09-5/10	Benchmark Tests, Lesson Plans, Classroom Visits, Unit Tests, and Projects, TAKS Scores
7. A Benchmark of Social Studies objectives will be scheduled to monitor and assess student performance.		Social Studies Department Chair, Administrators, and Teachers of Social Studies	Fund 199-Function 11	8/09-5/10	Benchmark Test, TAKS Scores
8. Social Studies teachers will tutor at-risk students on the Social Studies objectives.		Social Studies Department Chair and Teachers of Social Studies	Fund 199-Function 61	Aug 09- June 10	Attendance of Tutoring Program, TAKS Scores

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal: 1

To improve student performance at DHS.

Performance Objective: Academics & Student

Objective 6:

The TAKS Science Score for DHS will be at the 95th percentile as reported for all students and all subgroups. All groups will improve at a rate of 7% per year until goal is exceeded. Commended scores will increase by 20%.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. Science teachers will include TAKS science objectives in weekly lesson plans and raising the rigor and relevance.		Science teachers	n/a	8/09-5/10	Lesson Plans, Unit tests and Classroom Visits, TAKS Scores
2. Science teachers will provide individual instruction and tutoring before and after school with teachers and/or peers.		Science teachers	n/a	8/09-5/10	Tutoring Schedule, TAKS Scores
3. Science teachers will use warm-up activities that include science process skills and review TEKS and TAKS Objectives		Science teachers	n/a	8/09-5/10	Lesson Plans and Classroom Visits, TAKS Scores
4. Science teachers will incorporate reading for analysis in laboratory activities.		Science teachers	n/a	8/09-5/10	Lesson Plans, Lab Activities and Classroom Visits, TAKS Scores

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal: 1

To improve student performance at DHS.

Performance Objective: Academics & Student

Objective 6:

The TAKS Science Score for DHS will be at the 95th percentile as reported for all students and all subgroups. All groups will improve at a rate of 7% per year until goal is exceeded. Commended scores will increase by 20%.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
5. Science teachers will incorporate relevant, hands-on activities to enrich the curriculum.		Science teachers	Fund 199-Function 11 Science Department Chair and Curriculum Specialist	8/09-5/10	Lesson Plans and Classroom Visits, TAKS Scores
6. Science teachers will tutor At-Risk students on the science objectives.		Science Dept. Chair, Science teachers	Fund 199-Function 61	8/09-5/10	Attendance roster of tutoring program, TAKS Scores
7. A Benchmark of Science objectives will be administered to monitor student progress on science objectives.		Administration, Teachers	Fund 199-Function 11	8/09-5/10	Benchmark Test, TAKS Scores
8. Incorporate new science curriculum, provide professional development, and supplemental instructional materials	time for training outside of class	Principal teachers science specialist	Federal Stimulus fund 285	8/09-12/11	
9. Provide classroom equipment to align with new science TEKS for classrooms		Principal teachers science specialist	Federal Fund 211	8/09-6/10	

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal 1:

To improve student performance at DHS.

Performance Objective: Academics & Student

Objective 7:

Increase the percentage of students scoring 3 or higher on Advanced Placement exams by 15% of the previous year. Increase participation and success of students enrolled in Dual Credit

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. Increase the percentage of students passing AP tests by 50%		Local Funds - AP Teachers, Counselors, Teacher training budget	Fund 397	8/09-5/10	# of students taking the AP tests and AP test scores, AP Results
2. Increase the number of students taking AP and Pre-AP level classes.		Dept. Heads, Administration, Counselors	Fund 199 and Fund 397	8/09-5/10	# of students taking AP and Pre-AP courses
3. Expand the AP curriculum to meet and exceed AP standards.		Dept. Heads, Administration, Counselors	Fund 397	8/09-5/10	Lesson plans and curriculum guides
4. Provide staff development opportunities for teachers especially in the area of differentiating curriculum for GT students in AP classes.		Administration	Fund 199-Function 11 C&I Department	8/09-5/10	Attendance records at professional development training sessions, Certificates
5. GT training for all staff.		Administration	Fund 199-Function 11 C & I Department	8/09-5/10	GT Student Success: Report Cards, TAKS Scores, Classroom Observations

Campus Goal 1:

To improve student performance at DHS.

Performance Objective: Academics & Student Performance

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Increase participation and success of students enrolled in Dual Credit, Career and Technical Education programs and Collegiate High School.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. Increase dual credit classes offered at DHS and Community Colleges. Increase number of qualified.		Administration, Counselors	Fund 199	8/09-5/10	Class rosters and course registration catalog, Master Schedule
2. Increase number of qualified DHS teachers that are approved to teach Dual Credit on campus		Teachers	Fund 199	8/09-5/10	Teacher records
3. Continue and improve the collaboration with College of the Mainland and increase Dual Credit opportunities.		Administration, Counselors	Fund 199	8/09-5/10	Agendas from meetings
4. Design a Career and Technical Education Improvement objective that will be a part of the campus improvement plan		CTE Coordinator & CTE Staff Community Parents	n/a	8/09- 11/09	Completed section added to CIP and accepted by the CIC
5. Continue support and involvement in Collegiate High School.		Administration, Counselors			
6. Integrate virtual classroom instruction that assists students on campus with core curriculum remediation, credit recovery, AP curriculum and virtual classrooms		Dept. of Curriculum and Instruction	ARRA funding	8/09- 12/11	

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal 1:

To improve student performance at DHS.

Performance Objective: Academics & Student Performance, Community & Family

Objective 9:

To reward academic recognition and school service.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. Gold cords for top 5 %, White cord for top 10% and White Diploma Cover for top 15% graduates.		Administration	Fund 199 - GPA Data	May	Students receiving cords and cover at graduation, Graduation Program
2. Semper Donates Award presented at Senior Awards Night.		Administration	Fund 199 - Trophies, Teacher nominations	May	List of the recipients of the award, Awards Night Program
3. DAP Diploma Honor for qualified graduates.		Administration	n/a	May	List of students graduating under DAP diploma, Graduation Program
4. Certificates to A/B students		Administration		Each semester	
5. Freshman Finale	budget	Freshman Principal & principal		May	Students with no unexcused absences, with strong chance of 6 credits, and no SAC or higher discipline from April 12- May 21

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal 1:

To improve student performance at DHS.

Performance Objective: Academics & Student Performance, Community & Family

Objective 10:

To maintain our attendance rate at 95%.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. To improve attendance reporting and parent notification of excessive absences.	Updated parent information in Skyward	Administration, Teachers, Counselors, CIS	Fund 199 - Parent letters Attendance reports and Call-out system	8/09-5/10	Accurate attendance on report cards and notification letters to parents, conference logs, call logs
2. To institute incentives for students who maintain good attendance.		Administration, Principal's Cabinet	Fund 199	8/09-5/10	Attendance Records, Attendance records show improvement from prior year
3. Aggressive attendance procedures including daily parent notification by administrators, teachers, and CIS, School Messenger, and Parent Access	Updated parent information in Skyward	Administration, Teachers, Counselors, CIS	Fund 199	8/09-5/10	Attendance Records, Call Logs
4. Home visits to non-attending students		Administration	Director of Student Ancillary Services	Aug 09- June 10	attendance records, drop out rate, graduation rate

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal 1:

To improve student performance at DHS.

Priority Objective: Academics & Student Performance, Facilities & Operations, Community & Family

Objective 11:

To maintain the drop out rate at .5% or less.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. Formation of a completion rate committee to track potential drop-outs.		Administration, counselors, registrar, CIS	Fund 199	8/09-5/10	Lower drop-out number and graduation non-completion number, AEIS Report
2. Make home phone calls and home visits to track drop outs and non-completers.	Updated parent information in Skyward	Counselors, Registrars, Administration, Director of Student Ancillary Services	Fund 199 and CIS	8/09-5/10	Lower drop-out number
3. Offer extended day school for students behind on credits. Implement plan for credit recovery classes during the regular school day.	Student attendance after school hours	Administration, Counselors, Teachers	Fund 199	8/09-5/10	Attendance rosters
4. Offer Summer graduation for students who have not completed graduation requirements by the previous May graduation ceremony.		Administration Counselors	Fund 199		Number of students graduating
5. Improve monitoring and record keeping of student withdrawals, establish withdrawal procedures		Administration Registrars	Fund 199	8/09-5/10	Number of drop-out decrease as compared to prior year
6. DCC Objectives			Federal Fun 210 \$29,000	8/09- 5/10	Improve student completion rate-reduce dropout rate

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal 1:

To improve student performance at DHS.

Priority Objective: Academics & Student Performance, Community & Family

Objective 12:

To maintain the drop out rate at .5% or less.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
6. Conduct annual Gator Recovery Night and participate in Expectation Graduation project.		Associate Principal	Director of Student Ancillary Services, Community Members	9/9/2009, 9/12/09	drop out rate
7. use of the APEX program for credit recovery and initial credit purposes for four years.		Administration, Counselors, Teachers	Federal Stimulus 285 \$210,000	Aug 09- June 10	Class rosters and course completion logs.
8. Assist with DCC and informing students about the program along with providing dropout intervention services through DCC	Locating students who have dropped out.	All Staff at DHS and DCC	Fund 425	Aug 09- June 10	DCC Enrollment and Graduates
9. A base level alternative education program that includes instruction in core content areas and self discipline is provided to DHS students who need to be separated from the regular educational setting due to disciplinary infractions		DALC Director, Campus Administrators, Counselors	Fund 425	Aug 09- June 10	Completion rate of students in core content areas from previous year
10. Provide a teen parenting program to help prevent teen pregnancy and to encourage students who are at risk of dropping out to remain in school	At risk student buy-in	Campus Administrators, teachers, CATE Coordinator, Counselors	Fund 244 and SCE	Aug 09- June 10	AEIS report, dropout rate
11. For the purpose of reducing the Freshman Retention Rate, we will implement the plans for Freshman Teaming for the purpose of collaborative planning and building relationships with students.		Associate Principal, Freshman Principal, Teachers	local funding, 199	08/09-5/10	Retention rate, Grade Reports

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal 1:

To improve student performance at DHS.

Priority Objective: Community & Family

Objective 13:

To increase communication with students and parents in order to help them prepare for graduation and higher education.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. To continue to increase parent attendance and involvement at school sponsored information based activities.	Updated parent information in Skyward	Administration, Counselors, Teachers	Fund 199 – Parent/student meetings, College Night, Career Night	8/09-5/10	Attendance sign in sheets at the various events
2. To continue to educate students and parents about the Recommended and Distinguished graduation plans.		Administration, Counselors, and Teachers	Fund 199 – Grade level parent/student meetings, individual conference with counselors	8/09-5/10	Attendance sign in sheets at Parent/Student night and counselor documentation of individual conferences
3. To increase the number of students at DHS who graduate under the Recommended or DAP graduation plan.		Administration, Counselors & Teachers	Fund 199	8/09-5/10	Records of the plan under which the seniors graduated and the AEIS report, PEIMS data
4. To increase availability of resources dealing with admissions and financial aid opportunities for higher education by offering a financial aid workshop to all parents	Updated parent information in Skyward	Counselors and registrar	Fund 199 and Local Colleges	October	Inventory of the current and up-to-date college materials available in the counselors office, sign in sheet from workshop
5. Monthly and quarterly newsletters are sent to students over upcoming information		Counselors	Fund 199	Aug 09- June 10	Copies of the newsletters

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

6. Provide a Career Counselor and Career Center		Career Counselor		Aug 09- June 10	
7. to encourage parent participation provide transportation to DHS	parents not taking advantage	administrators	Federal 211 \$500.00	8/09-5/10	sign in sheets at meetings
8. Provide snacks for parents at meetings throughout the year	parents not participating	administrators	federal 211 ARRA 285 \$984.00 211 \$947.00		

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal 1:

To improve student performance at DHS.

Priority Objective: Community & Family

Objective 14:

To increase communication with students and parents in order to help them prepare for graduation and higher education.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
7. The counselors will continue to meet with each student individually to help them make informed curriculum choices during course selection.	Time Constraints	Counselors	Fund 199	8/09-5/10	Counselors will have registration form from each student
8. Improve communication concerning CATE programs between all members of the learning community.		Counselors, CATE Coordinator and CATE Teachers	Fund 199, CATE Tech Prep	8/09-5/10	Copies of articles from the newspaper, copies of all materials sent home to parents and sent to the community

Campus Goal 1: To improve student performance at DHS Priority Objective: Academics and Student Performance

Objective 15: Increase student performance in all content and programs

1. Standardized tutoring times	extra curricular activities	all staff	n/a	Aug 09- June 10	tutorial sign in sheets decrease in failure rates
2. Thursday Teacher Training every week, professional development from contracted services on sight, and at location (Working on the Work) RR & R to improve engaged instruction and lesson structure providing the teachers the tools to design and lead instruction		Dean of Instruction Principal all staff Design Team	Federal 285 \$8500.00 \$16,500 \$20,900 211 Funds	Every Thursday during teacher planning period	sign in sheets decrease in student failure rates, retention drop out etc.

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

3. Gator ACCESS Team		Principal	activity funds/federal state, local funds	Monthly meeting to design the redesign of DHS in order to "Advance Curriculum and Career Endeavors for Student Success"	sign in sheets decrease in student failure rates, retention drop out etc.
4. Retain and hire high quality teachers, provide mentors to work with the teachers	vacancies after July deadline	Principal, Dean of Instruction, support staff	211 Federal funds \$500 plus local funds	Monthly training 8/09-6/10	Turn over rate and Exit Interviews sign in sheets
5. Involve teachers in decision making process		Principal and administrators	n/a	Aug 09- June 10	sign in sheets for CC/cip meeting and agendas
6. Incorporate Collegial Conversations into Design/decision making process		Administrators	n/a	Aug 09- June 10	sign in/agenda
7. Provide Academic coach in all core curriculum subjects and High Qualified teachers, interventionists, and specialists who work solely with at-risk students			State com Ed Funding \$917,543 : 16 FTE's, Title IA (211) \$144,664: 3 FTE		

DHS will create a safe learning environment for all students and staff.

Objective 1:

Decrease the amount of traffic in the hallways, to decrease major offenses, and to increase student ownership of behavior

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

1. A CARES (Confide and Report Emergency Situations) Program will be maintained		Alex Rodriguez and school liaison officers	Assistant Principals, Principal, and Counselors	8/09-5/10	# of Tips made
2 Staff will be trained in DISD's Campus Response Plan.		Campus Administrators,	Alex Rodriguez	8/09-5/10	Training Agendas and sign in sheets
3. Teachers and staff will be assigned to duty stations throughout the campus to ensure the safety of students.		Campus Administrators	Cynthia Peltier	8/09-5/10	Monitoring stations
4. Student Orientation programs that address prevention and safety will be scheduled throughout the year.		Campus Administrators	Fund 199 and SRO	Aug 09- June 10	Calendar and Agendas
5. Increased visibility		All Staff at DHS and DCC		Aug 09- June 10	discipline reports
6. Promote Values through posters and communication		Principal		Aug 09- June 10	Student/Staff Survey results
7. provide additional liaison officers on campus as needed		Principal	Galveston County Sheriffs State Federal #204 \$5900.00	Aug 09- June 10	reduction in conflict on campus during unstructured times discipline reports

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal 2:

DHS will create a safe learning environment for all students and staff.

Priority Objective: Safety & Security, People

Objective 1:

Students will accept ownership of their behavior.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
7. Teachers will use the techniques and information acquired in the Love and Logic, Fred Jones Discipline Management, and Rigor, Relevance, and Relationships training to enhance their instructional program.		Assistant Principals, Principal, Teachers and counselors	Fund 199-Function 11 SPED funding 224	Aug 09- June 10	Classroom Observations, Decrease discipline referrals
Provide Motivational Speakers to address personal needs/ achievement/ bullying/ future goals		Principal	Federal 211 \$3100	Oct. 7 November and Spring	reduction in conflict on campus and discipline reports

Increased visibility of adults on campus.

Priority Objective: Safety & Security, People

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. Teachers will be assigned duty stations to maintain safety and order.		Administration	n/a	8/09-5/10	Duty Roster
2. Parking lots will be randomly monitored.		Administration, School Resource Officer	Fund 461	8/09-5/10	Monitoring by all assistant principals and SRO, discipline referrals

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

3. Schedule and conduct a lock down drill each semester and monthly fire drills will be practiced throughout the school year.		Campus Administration	Fund 199	8/09-5/10	Documentation of drills, Drill Logs
4. Continue Campus Crisis Management Team (CMAT).		Administration, Alex Rodriguez	Fund 199	8/09-5/10	Documentation of drills and meeting minutes
5. Re-evaluate and update campus security plan.		Campus Administration	Fund 199-Function 51	8/09-5/10	Evaluation and revisions of the plan
6. Use the Raptor computer system to track and identify visitors.		Campus Office Staff and Administration	Technology	8/09-5/10	Daily Raptor use, Raptor Log
7. To utilize cameras for student safety throughout the building.		Campus Administration and SRO	Fund 199-Function 51 and 52 fund 204	8/09-5/10	Security Plan for DHS
8. Random use of drug dogs for detection of illegal substances.		Campus Administration and SRO	Fund 199-Function 51 and 52	08/09-5/10	Security Plan for DHS
9. Staff monitoring halls during planning period 1st minute of the period		all staff	n/a	Aug 09- June 10	reduction of tardies and discipline referrals

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal 3:

To increase educational opportunities for Special Populations at DHS.

Priority Objective: Academics & Student Performance, People

Objective 1:

To increase opportunities for Special Education students to participate in the Regular Education program.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. To obtain training for all personnel in teaching special populations.		Campus Administrators	Special Programs, and Fund 199	8/09-5/10	Attendance sign-in at trainings, Certificates
2. Create a clustered Instruction Support program at DHS in math, science, and English.	Not enough staff	Core subject teachers, campus administrators, counselors, curriculum specialists	Fund 199	8/09-5/10	Class rosters, IS rosters
3. Implement the Academic Coach Model at DHS, beginning with 9th grade students.		Core subject teachers, campus administrators, counselors, curriculum specialists	Fund 199	08/09-5/10	Class rosters, AC rosters

Campus Goal 3:

To increase educational opportunities for Special Populations at DHS.

Priority Objective: Academics & Student Performance, Community & Family

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Objective 2:

To increase attendance and educational opportunities for the at-risk students at DHS.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. Identify students with poor attendance and refer them to case managers, administration, and/or truancy court.		Teachers, Case Managers Administration, Attendance clerks, CIS	Fund 199	8/09-5/10	Increased attendance rate, AEIS report
2. Offer Extended Day School for students needing to finish the requirements for graduation.		Administration, Counselors	Fund 199	8/09-5/10	Number of students receiving credits toward graduation
3. To provide PRS (Pregnancy Related Services) for school age parents.		CATE, Counselors, Campus Administrators	Fund 244	8/09-5/10	List of students in the program, and completion rate
4. To provide Home Instruction to students who qualify.		Homebound Teachers, Special Programs	Fund 199 and Special Programs	8/09-5/10	List of students in the program on Home Instruction, Completion Rate

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal 3:

To increase educational opportunities for Special Populations at DHS.

Priority Objective: Academics & Student Performance

Objective 3:

To provide effective ESL services to help students become more successful at DHS.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. To maintain ELL mainstream classes to aide ESL students who have not passed the ELA TAKS test and continue to incorporate the ESI PBM CIP that addresses specifice goals concerning students who have not passed TAKS and graduation rate		Campus Administration, ESL Teacher	Fund 199, Federal 285 ARRA \$14000	8/09-5/10	Class rosters, Takes Scores
2. Continue a Newcomer program housed at DHS to service newcomers into this country and allow them an instructional baseline before mainstreaming the students into regular education		Campus Administrators, ELL, and Newcomer Teacher	Local Funds	8/09-5/10	Class rosters, test scores, and report cards

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal 4:

DHS will provide a climate of professional growth for all staff members.

Priority Objective: People

Objective 1:

The administration team will train and coach teachers in ways that will enhance the instructional program.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. The administrative team will provide staff development on testing and preparing students for the TAKS tests.		Campus Administration	Fund 199 and C&I Department	Staff Development Calendar	Classroom visits and Lesson plans, Teacher evaluations and TAKS Scores
2. Teachers will attend workshops on effective teaching practices, working with at-risk students, GT students, students from poverty, inclusion of special needs students as well as writing across the curriculum.		Campus Administration	Fund 199 and C&I Department	Staff Development Calendar	Classroom visits and Lesson plans, Teacher evaluations and TAKS Scores
3. New teachers and administrators will be assigned a mentor for support and attend campus orientation.		Campus Administration, Cynthia Peltier Linda Harris	Fund 199 Fund 255	8/09-5/10	Classroom visits and Lesson plans and individual conferences, meeting agendas, staff retention rate
4. GT teachers will receive GT differentiation training.		Campus Administration	Fund 199 and C&I Department	8/09-5/10	Agendas and sign in sheets, Classroom observations
5. The administrative team will schedule monthly departments and faculty meetings to provide information and monitor the instructional program.		Campus Administration	n/a	8/09-5/10	Calendar, Agendas, Sign in sheets
6. The campus administrators will meet with department heads and on a bi-weekly basis.		Campus Administration	n/a	8/09-5/10	Calendar and Agendas
7. Review/Study Guides will be provided to all teachers awaiting TeXes testing		Campus Administration, Math Department Chair	n/a	8/09-5/10	TeXes scores

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal 5:

DHS will maintain an active parent and community involvement at the campus level.

Priority Objective: People

Objective 1:

DHS will increase the involvement of parents and community members.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. Host a Meet the Teacher Night in the fall.		Campus Administration	n/a	September	Sign in sheets, Calendar and Agendas
2. DHS will host an awards night in the spring		Campus Administration, Counselors, Teachers	Fund 199	8/09-5/10	Awards program
3. Increase publicity regarding student showcase events		DHS Staff	Fund 199	8/09-5/10	Agenda
4. Promote Parent Connect to all parents, allow access at DHS library during Open Doors/Lighted Windows		Campus Administration, Teachers	Technology	8/09-5/10	Online Access
5. Mail home report cards last six weeks.	Updated parent information in Skyward	Administration; Counselors	Fund 199	Jun-08	Mail out
6. to encourage parent participation provide transportation to DHS	parents not taking advantage	administrators	Federal 211 \$500.00	8/09-5/10	sign in sheets at meetings
7. Provide snacks for parents at meetings throughout the year	parents not participating	administrators	federal 211 ARRA 285 \$984.00 211 \$947.00		

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal 5:

DHS will maintain an active parent and community involvement at the campus level.

Priority Objective: Community & Family

Objective 1:

DHS will increase the involvement of parents and community members.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
8. Community members will be invited and encouraged to serve as guests, mentors, speakers, judges, and volunteers to enhance the total school program.	Obtaining volunteers	Administration, Teachers, CIS, and Counselors		8/09-5/10	List of participants
9. Community members will be involved in the implementation of reward programs for students.		Campus Administration, Community Members and Teachers		8/09-5/10	Total number of community participants at awards night

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal 6:

Expand the use of technology

Priority Objective: Community & Family

Objective 1:

Enhance the understanding and use of technology at DHS.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. Integrate technology into curriculum.	Technology Training and Time Allotted	Dept. Chairs and Campus Instructional Technology Specialists	Fund 199, Technology Department	8/09-5/10	Lesson Plans and classroom observations
2. continue paraprofessional training.	Time Constraints	Campus Administration and Technology	Fund 199 and Technology	8/09-5/10	Attendance records at training
3. Increase technology hardware and software needs for state-required technology application courses and to reflect industry standards.		CATE and Technology	Fund 199 and Technology	8/09-5/10	Inventory
4. form a Technology Committee that will develop a long range plan for upgrading computer labs and equipment.		Campus Tech. Coordinator & Campus Technology Committee, and the District Tech. Director Technology committee	Fund 199 and Technology	8/09-5/10	Inventory and technology work orders
5. Facilitate installation training and use of additional presentation stations in the classrooms over the next 2 years	time for installation campus infrastructure complications	Campus Technology Coordinator, Technology Department Tech. Comm.	local funding stabilization funding, ARRA-title 1 funding	10/09-12/11	evidence of technology in use during instruction

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal 6:

Expand the use of technology

Priority Objective: People

Objective 1:

Enhance the understanding and use of technology at DHS.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
6. Provide instructional technology support to the teachers.		Campus Administrator, Technology Coordinator,	District Technology department	8/09-5/10	Teacher Requests, Training sing in sheets
7. Incorporate online grade books through Parent Connect.		Student Data Specialist, Teachers	Technology	8/09-5/10	Parents accessing Parent Connect and Parent input

Campus Goal 7:

DHS will provide opportunities for teacher and staff recognition.

Priority Objective: People

Objective 1:

DHS will increase the number of opportunities of recognition for the staff.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. The administrative team will recognize teachers and staff with positive cards.		Campus Administration	199	8/09-5/10	Copies of reward certificates or notes
2. A staff function will be planned monthly	taking advantage/planning time for coordinator	DHS Staff		Once a month	
3. A picture faculty directory will be published		CATE classes	local funds	October	

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal 8:

DHS will expand communications with staff members / parents and public relations with

Priority Objective: People

Objective 1:

The campus administration team will increase opportunities and methods for communication.

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. The campus will update the DHS web page.		Marsha Brown and Technology Department	n/a	8/09-5/10	DHS Web page
2. A shared DHS calendar for all activities and meetings will be available in Groupwise		Helen Anderson	Fund 199	8/09-5/10	Accessible on the Web
3. The campus will make morning announcements utilizing the Broadcast Journalism Class		Hampton Fox	n/a	8/09-5/10	Copy of daily announcements
4. The campus will forward communications of activities and student/teacher success stories to DISD Public Relations Department for community publications.		Campus Administration	n/a	8/09-5/10	Newsletter, Activity Calendar, Quick Reference, news/photos of staff and students
5. Daily update via staff e-mail		Principal		Aug 09- June 10	
6. Counselor updates to students and parents		counselors		Aug 09- June 10	
7. Use of school messenger for important events and information		Counselors & Associate Principal		Aug 09- June 10	

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Campus Goal 9:

DHS will continue programs centering on character education and relationship building

Priority Objectives: Safety and Security, People

Objective 1:

Character education will be provided by teachers, counselor and administration

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. DHS will emphasize respect for self, others, school and community	Teacher/Student buy-in	DHS Staff	Fund 204	8/09-5/10	Increase in attendance and decrease in disciplinarian referrals
2. Drug and alcohol awareness programs will be made available to all students	Time in classrooms	Campus Administrators, PALS, BACODA	Fund 204	8/09-5/10	Decrease in alcohol and drug related offenses on DHS campus
3. Offer PALS peer mediation and social skills program	At-risk student buy-in	PALS Teacher, Campus Administrators, Teachers, and Counselors	Local funds and fund 204	8/09-5/10	Decrease in fights and disciplinary infractions
4. Offer JROTC program that instills character education	Availability to all students	AFJROTC Teacher, Campus Administration, Counselor	Fund 191, AFROTC	8/09-5/10	Class Roster, # of discipline referrals from program

Dickinson Independent School District

To maintain the drop out rate at .5% or less.

DICKINSON INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

Year: 2009-2010

Campus: Dickinson High School

Activities/Strategies	Barriers/Obstacles	Person(s) Responsible	Resources	Timeline	Evaluation (Measurable Data Driven)
1. DCC will utilize individualized computer instruction through the use of A+ and APEx software incorporated into real world application activities and lessons		Administration, Teachers, and Counselor at Dickinson Continuation Center	Fund 210	8/09-5/10	Attendance records, drop out rate, graduation rate
2. DCC will accommodate specific student schedule conflicts by offering 5 different blocks of time in order to meet individual student needs		Administration, Teachers, and Counselor at Dickinson Continuation Center	n/a	8/09-5/10	Attendance records, drop out rate, graduation rate
3. DCC will require mandatory TAKS tutorial classes for students previously failing the Exit TAKS		Administration, Teachers, and Counselor at Dickinson Continuation Center	n/a	8/09-5/10	graduation rate
4. DCC will provide learning opportunities outside the classroom that merge the relevance and needs of business with the academic rigor of the school curriculum		Administration, Teachers, and Counselor at Dickinson Continuation Center	Bay Area Community businesses	8/09-5/10	Attendance records, drop out rate, graduation rate;

DHS—Parent Involvement Plan

The DISD Board of Trustees, in collaboration with the administration of DISD, has established Community and Family as one of five Priority Objectives for 2009-2010. The Community and Family District Objective states:

- District/family collaboration will be a fundamental part of planning efforts as well as an element of program, campus and district performance reviews and evaluation.
- Parent access to records and data to assist in developing partnerships with the schools will be a focus.
- Parents/families and our community at large will be kept informed regarding District calendars, activities, special events, financial health, and TAKS performance.
- The District website will be updated and maintained to assist in communication efforts.

To ensure greater opportunities for student success, DHS will support these Parent/Community objectives and strive to establish:

- Strong parent involvement activities for 9-12th grade
- A positive working relationship between educators and families of all student groups
- Diverse communication channels between school and families

This goals will be accomplished through these activities and/or services:

- *Drama, Dance, Band and Choir concerts*
- *Gator ACCESS (Advancing Curriculum and Career Endeavors for Student Success) Planning team meets monthly*
- *Bullyproofing/Caring Communities*
- *Campus AEIS Public Meetings*
- *Career Day*
- *Community and Business Donations*
- *Food, Clothing and Toy drives during holidays*
- *LPAC meetings for Limited English Speakers*
- *Mentoring Programs*
- *Nurses' Vision/Hearing Screenings/Physician's Assistant Available*
- *Special Olympics Activities*
- *History and Science Fairs*
- *School Fundraisers*
- *Red Ribbon Week Activities*
- *Parent Visitation to Classrooms*
- *Special Education Conferences and ARD Meetings*
- *Social Worker/Homeless Liaison/Pregnancy Social Worker*

- **Open House with informational/training programs such as internet safety, Skyward, resume writing, how to fill out an application**
- *U.I.L. Academic and Athletic Activities and Programs*
- *Volunteer Programs*
- *Parent Surveys*
- *GT Presentations*
- *Parent Involvement Newsletters through Counseling office/DISD Parent/Teacher conferences*
- *Announcements on DHS Marquee*
- *Open House redesign-flyers and marquee announcements on all DISD schools*

Dickinson High School

Campus Improvement Plan

2009-10

VISION

Dickinson High School will provide opportunities for every child to build relationships, to have rigor within their course work, and to understand the relevance of the curriculum and educational experience personally. Throughout their high school journey each student will be given opportunities to explore, to gain knowledge, and to pursue career opportunities that meet his/her needs.

MISSION

The mission of Dickinson High School is to provide students with learning experiences which will enable them to achieve quality throughout their lives.

Dickinson High School Comprehensive Needs Assessment

Dickinson High School is one of 9 campuses in Dickinson Independent School District. Dickinson High School opened its doors in 1925 and serves predominantly Low Socio-Economic Hispanic and white families. Dickinson High School School serves 2300 students in grades 9 to 12. Five years ago, 1577 students were served by the campus, which is an increase/decrease of 31 %.

The student population is 14% African-American, 34.8 % Anglo, 3.4% Asian, 31.9% Hispanic, 55% male and 45% female with a low socioeconomic status of 42.4%. The staff population is 9.9% African-American, 82.9% Anglo, .7 % Asian, %, and 6.9% Hispanic, and 30.9% male and 69.1% female with an average of 10.5 years of experience.

The overall mobility rate for the campus is approximately 23.4%, with a drop-out rate of 6.9%. The average daily attendance rate for students is 92%. The average daily attendance rate for staff is 98%. There is a total of 7076 discipline referrals this year, which is a decrease of 22% from last year.

Dickinson High School Campus serves 4% English Language Learner students, 55 students in the Gifted and Talented program (56% males, 43.6% females, and 4.6% LEP), 11 students identified for 504 services, 215 students served through special education services (10%) and 1 tested, but not qualified for special education services.

Campus Programs: (descriptions)

ELL Our ELL population is 4 %. We currently offer a Newcomer program for immigrant students who have recently arrived in the United States with limited English proficiency. These students are given intense language immersion programs that drastically improves their level of English proficiency. Those students not new to the country are offered Instructional Support from a highly qualified ESL teacher in the generalized curriculum. A small number of students are placed in an ESL English class.

GT Our Gifted and Talented population is 3.3%. DHS offers advanced placement and dual credit classes for our Gifted learners. These classes allow students to receive college and high school credits concurrently.

504 Currently 11 students are serviced in the 504 program. This program offers accommodations in class that assist students in their academic success. An annual meeting is held with the counselor, parents, and teachers to discuss and make necessary changes to their academic progress. For anyone failing at an official reporting period or with persistent misconduct a 504 meeting is held to review and implement a plan to address these concerns.

Special Education Services 10% of our population is special education students. The special education department offers an array of programs to this population. PASS (Positive Approach for Student Success) is offered to all ED students. STRIVE Math and English are offered to resource students. IMPACT is offered for high functioning MR students where they are taught life and job skills. START is for our low functioning MR students where these students are taught community based instruction and life skills. SLC is for our Autistic children where they are taught life skills, vocational skills, and community based instruction. VAC is a work based program where students receive high school credits on the job site. Instructional support is offered in English, math and science. Content Mastery is offered to students who need more one- on- one assistance after instruction in the general education setting.

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

- Disaggregated TAKS data
- Drop out rates
- Graduation rates
- CTE courses available and License/certifications
- Attendance
- Teacher attendance
- Parental involvement (sign in sheets and by observation)
- Failure rates by grade reporting time for students and teachers
- Evaluations from the career fair
- Technology surveys
- Staff development surveys
- Focus Group evaluations and responses
- Information gained from Campus Improvement Committee meetings
- Information gained from Curriculum Coordinator Meetings
- AEIS ACT/SAT Multi year trends
- Federal Program guidelines

- Special Programs Evaluations
- Parental Involvement Policy
- PBM Risk levels
- Homeless students
- Mobility Rates
- Discipline referrals/ AEP/DAEP records and data
- Highly qualified staff
- Teacher turn over rates
- Business members involved with CIC
- Community Input
- Gator Space (student input)

Committees and Focus Groups were formed to look for opportunities to grow and/or change and areas of weaknesses and strengths.

Committee #1 reviewed: Technology

Members of the committee were:

Carol Bullock	Science Coordinator
Marsha Brown	CTE Coordinator
Karen Floyd	English Coordinator
Jason Howell	Foreign Language Coordinator
Sharon Neves	Math Specialist
Dalona Pierson	Math Coordinator
Judy Switzer	English Specialist

Focus Group #2 reviewed: Student Motivation & Building Relationships

Laurel Powell	Drama Teacher
Shelby Johnson	Drama/Tech Teacher
Ann Marie Ulczynski	English

Focus Group #3 reviewed Engaged Learners Members of the committee were:

Melissa Martin, English	Megan Teare, English	Donna Kautz, English
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The data showed:

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Strengths

- Students eager to explore careers
- Students eager to embrace technology
- Students respond well to positive motivation and climate
- Students are engaged when relevance and engaged learning is present
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- Students are ready to be challenged
- Students respond to interventions
- Majority of those in extra-curricular activities perform above average
- 91% of students attend regularly
- Students made significant gains in their standardized testing
- Majority of TAKS subpops are now in the 80 and 90 percent range.

Needs:

- Students need to be able to utilize video conferencing, electronic collaboration tools, and interactive activities during instruction.
- Remote/seamless wireless access throughout the campus to be able to use personal technological devices to increase their success. This will enable multiple students to have access to network resources in every classroom and common area.
- Students need relevance.
- Students need opportunities to use technology/media to enhance engagement and prepare them for careers, college, and the community.
- Students need relationships and engaged learning to motivate them to come to school consistently.
- Students have personal needs such as funding, resources, hygiene, medical attention, training, safe and secure environments in order to reach their potential for success
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- Students need a challenging curriculum to prepare them for the future.
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- We have a core base of staff that is ready to embrace the strengths and needs of the students and find ways or incorporate ways to improve student achievement.
- We have teachers who have the experience and expertise to meet the needs or to find the resources/ways to meet the needs of our students.
- We have base programs in place to increase student success.
- We have certified staff in our classrooms to meet the needs of students.
- We have many talented staff members who can train our own teachers in all of the need areas.
- Focus Groups produced several actions/programs that increased student success, career exploration, engagement, etc.
- The majority of the focus groups were successful and everyone wants to continue. Many are asking for more directions. It is now clear at what level the staff is on leading on their own. Some are ready to go without instructions, some need guidance, and some want an outline with specific guidelines and instructions.

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- Refreshers on policies and procedures through out the year
- Training opportunities for using and incorporating technology/media into their instruction and incorporation of new science curriculum and supplemental material.
- Training on Classroom management skills, de-escalation skills, reluctant learners, relevancy, working with “at risk” students, differentiation, ED students, use of technology such as excel, Windows Moviemaker
- Support and consistency from Assistant Principals regarding student management
- Increase software available to the district
- All curriculum available on the internet
- TIME to plan, collaborate, implement, strategies and curriculum
- A School wide plan for positive reinforcement.
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- Provide substitutes for professional development
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- Simplified policy folder on the share drive
- Ability for multiple/many students to have access to network resources for on-line testing, student interactivity, to be able to communicate outside of the school building for example: other communities/countries, authors of books, instruction etc.

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Strengths

- Most of them care about their child's education
- Each child gives them an opportunity to buy in to the school
- Are provided access to student information via Parent connect
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Needs

- To attend more informational meetings provide snacks and transportation to encourage participation
- Many need use of technology training
- Transportation to meetings
- Translating
- Training for managing their own children, meeting the needs of rearing grandchildren, drug abuse, network safety, career and college opportunities
- Financial aid for furthering their child's education and admission opportunities
- A standard means for communicating
- More contact with teachers

Dickinson High School

Campus Improvement Plan 2009-10

VISION

Dickinson High School will provide opportunities for every child to build relationships, to have rigor within their course work, and to understand the relevance of the curriculum and educational experience personally. Throughout their high school journey each student will be given opportunities to explore, to gain knowledge, and to pursue career opportunities that meet his/her needs.

MISSION

The mission of Dickinson High School is to provide students with learning experiences which will enable them to achieve quality throughout their lives.

Dickinson High School Comprehensive Needs Assessment

Dickinson High School is one of 9 campuses in Dickinson Independent School District. Dickinson High School opened its doors in 1925 and serves predominantly Low Socio-Economic Hispanic and white families. Dickinson High School School serves 2300 students in grades 9 to 12. Five years ago, 1577 students were served by the campus, which is an increase/decrease of 31 %.

The student population is 14% African-American, 34.8 % Anglo, 3.4% Asian, 31.9% Hispanic, 55% male and 45% female with a low socioeconomic status of 42.4%. The staff population is 9.9% African-American, 82.9% Anglo, .7 % Asian, %, and 6.9% Hispanic, and 30.9% male and 69.1% female with an average of 10.5years of experience.

The overall mobility rate for the campus is approximately 23.4%, with a drop-out rate of 6.9%. The average daily attendance rate for students is 92%. The average daily attendance rate for staff is 98%. There is a total of 7076 discipline referrals this year, which is a decrease of 22% from last year.

Dickinson High School Campus serves 4% English Language Learner students, 55 students in the Gifted and Talented program (56% males, 43.6% females, and 4.6% LEP), 11 students identified for 504 services, 215 students served through special education services (10%) and 1 tested, but not qualified for special education services.

Campus Programs: (descriptions)

ELL Our ELL population is 4 %. We currently offer a Newcomer program for immigrant students who have recently arrived in the United States with limited English proficiency. These students are given intense language immersion programs that drastically improves their level of English proficiency. Those students not new to the country are offered Instructional Support from a highly qualified ESL teacher in the generalized curriculum. A small number of students are placed in an ESL English class.

GT Our Gifted and Talented population is 3.3%. DHS offers advanced placement and dual credit classes for our Gifted learners. These classes allow students to receive college and high school credits concurrently.

504 Currently 11 students are serviced in the 504 program. This program offers accommodations in class that assist students in their academic success. An annual meeting is held with the counselor, parents, and teachers to discuss and make necessary changes to their academic progress. For anyone failing at an official reporting period or with persistent misconduct a 504 meeting is held to review and implement a plan to address these concerns.

Special Education Services 10% of our population is special education students. The special education department offers an array of programs to this population. PASS (Positive Approach for Student Success) is offered to all ED students. STRIVE Math and English are offered to resource students. IMPACT is offered for high functioning MR students where they are taught life and job skills. START is for our low functioning MR students where these students are taught community based instruction and life skills. SLC is for our Autistic children where they are taught life skills, vocational skills, and community based instruction. VAC is a work based program where students receive high school credits on the job site. Instructional support is offered in English, math and science. Content Mastery is offered to students who need more one- on- one assistance after instruction in the general education setting.

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

- Disaggregated TAKS data
- Drop out rates
- Graduation rates
- CTE courses available and License/certifications
- Attendance
- Teacher attendance
- Parental involvement (sign in sheets and by observation)
- Failure rates by grade reporting time for students and teachers
- Evaluations from the career fair
- Technology surveys
- Staff development surveys
- Focus Group evaluations and responses
- Information gained from Campus Improvement Committee meetings
- Information gained from Curriculum Coordinator Meetings
- AEIS ACT/SAT Multi year trends

- Federal Program guidelines
- Special Programs Evaluations
- Parental Involvement Policy
- PBM Risk levels
- Homeless students
- Mobility Rates
- Discipline referrals/ AEP/DAEP records and data
- Highly qualified staff
- Teacher turn over rates
- Business members involved with CIC
- Community Input
- Gator Space (student input)

Committees and Focus Groups were formed to look for opportunities to grow and/or change and areas of weaknesses and strengths.

Committee #1 reviewed: Technology

Members of the committee were:

Carol Bullock	Science Coordinator
Marsha Brown	CTE Coordinator
Karen Floyd	English Coordinator
Jason Howell	Foreign Language Coordinator
Sharon Neves	Math Specialist
Dalona Pierson	Math Coordinator
Judy Switzer	English Specialist

Focus Group #2 reviewed: Student Motivation & Building Relationships

Laurel Powell	Drama Teacher
Shelby Johnson	Drama/Tech Teacher
Ann Marie Ulczynski	English

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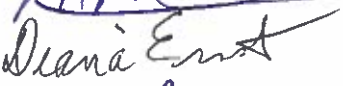








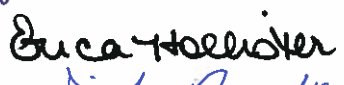

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CIP Signature Page

All members of the Campus Improvement committee were voted upon by the Dickinson High School Faculty and Staff. They represent a cross section of the campus community.

As members of the committee we have reviewed this document and believe it focuses on the District Priority Objectives and addresses the needs of DHS students, faculty, staff, and community.

Karen Floyd 
Julie Southworth 
Erin Provost (counselor) 
Missy Milutin 
Diana Ernst 
Jamie Williams (chair) 
Linda Harris (ESC) 
Paola Sheoffer 
Patricia Franklin 
Gene Johnson 
Captain Metz 
Kellie Shotwell 
Cindy Gill (parent) 
Erica Hollister (parent) 
Rick Anderson (community) 
Tom Keyworth (community)