

Agenda of Regular Action Meeting

The Board of Trustees Dickinson Independent School District

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1) Budget Amendments/Adjustments for November 5, 12, 19 and December 3, 2020; Donations to DHS-Shell Hero Foundation, Coca-Cola Southwest; Campus Fundraising Request-MJHS Dance; Donation to MJHS-Thomas Stonum (MJHS Band), HEB (MJHS); November 2, 2020 Minutes; Rebuild Texas Agreement Amendment; Campus Fundraising Request-BMS, DHS ESports; Approval of Proposals Received RFP 20-10-1094 Contracted Services Vendors; Approval of Proposals Received RFP 20-10-1088 GPS Kits for Athletics and RFP 20-10-1090 Database to Create Custom Workouts for Athletes; November 16, 2020 Minutes; Approval of Proposals Received RFP 20-10-1094 Contracted Services Vendors; Campus Fundraising Request-DHS ESports/Gaming, DHS TAFE; Donation to DHS Welding-North Shore Steel; Campus Fundraising Request-HRES	
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DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: December 7, 2020

Item Title: Big Impact Award

Agenda Item: Kimberly Rich

Background Information:

The Big Impact Award is an employee recognition award given once per month to individuals who make an impact by going above and beyond the call of duty. Honorees are nominated by peers, supervisors, or community members.

Big Impact Award Honorees exemplify these attributes:

1. Provides outstanding service to others
2. Assists others beyond normal expectations
3. Creates a positive impression of their department
4. Sacrifices their time and energy for the "Gator" good
5. Acts with honesty and integrity at all times

Omar Cobo, DISD Licensed Professional Counselor

- Omar brings a positive light to our students and staff. He provides counseling to our highest need students. He builds relationships and trust that our students need. Due to his accomplishments, he was assigned to be the Behavior Team Lead this is in addition to meeting with a large amount of students on his caseload. I have been included on multiple emails from the behavior team thanking him for his support and leadership. Being a Lead and trying to accomplish your everyday tasks can be extremely difficult and overwhelming. I want him to know he is appreciated and making a BIG (HUGE) Impact on DISD.
- Omar has been a wonderful asset to the Counseling and Special Program departments. He came in and immediately started making a positive difference in the lives of his coworkers and the students he works with. Omar never hesitates to jump in and help in any situation, whether it be for help with a student or help with a technology issue! He is well rounded and has a positive attitude everywhere he goes. Omar excels at building relationships and helping those around him achieve their maximum potential. His assistance in quickly translating all our counseling documents to Spanish when the COVID-19 pandemic started helped get needed information out to our families in a timely manner. He also volunteered to staff our crisis hotline throughout the summer

so families could call in and get referrals as needed. Omar truly makes the world a better place. There is no one who deserves this award more than Omar.

John Harmon, DISD Athletic Trainer

- I have nominated John Harmon for all of the time and commitment he has put into the district COVID response system we have put into place here in DISD. In addition to being the head athletic trainer, he researched, drafted policies, led meetings with District 24-6A athletic trainers, organized meetings with MDs and cardiac MDs, and designed the COVID check-ins the high school uses with every face-to-face student. He has gone above and beyond any athletic trainer in the area, and probably the state, to make sure every STUDENT in the district is safe. We are all facing uncertain times, but the dedication that John Harmon has put forth during the time shows how much he cares for the kids, teachers, administrators and parents in our district.
- John has been vital in the return to sports during COVID. He spent many hours reviewing literature and other schools policies in order to provide a safe environment for our athletes to return. In September, he was able to set up a video conference with a local cardiologist to help provide more information to the local athletic trainers on the problems that arise in athlete's post-COVID. John has gone above and beyond to provide a safer environment for Dickinson athletes as well as maintain that we are at the forefront for Sports Medicine in relation to COVID.
- I am nominating John Harmon for this award. Since COVID has become part of our every day ,school lives, John has worked tirelessly to ensure the athletes from 7th grade and all the way up are able to stay as safe as possibly can. He worked tirelessly this summer to ensure the Strength & Conditioning camps were run in a smooth and very safe manner. He has spent many hours educating himself about contact tracing (taking courses through Johns Hopkins during the summer) so he can be up to date on information with the virus. While taking on many extra responsibilities with the pandemic, he has also continued to make sure our student athletes receive top quality care. He strives to make sure our athletes are receiving too medical care and has built a strong network of respectful doctors who respect the program at DISD. I would appreciate if you would consider him and show him how much he is appreciated by DISD.

Rodney Smith, MJHS Behavior Coach

- Rodney Smith has morning front door duty at MJHS. He is always so positive, helpful, and encouraging EVERY morning. For the drop off kids, he opens the car doors, makes sure the kids have their backpacks, shuts the vehicle door, says hello and in just about every case, says hello to the student and the adult in the car. At the same time holding and distributing hand sanitizer to each child. Mr. Smith goes above and beyond car rider responsibility. He keeps the line moving in a positive and productive manner. I do not know how you cannot feel a little

extra special when interacting with him in the mornings. He is by far a gentleman! He should offer in-service on car rider duty such that the experience for everyone at every campus is standard!! It is such a wonderful way to start the day. He really makes it easy to have a great experience as the interaction with him would probably BE THE FIRST INTERACTION / impression OF THE CAMPUS

- I have worked with Mr. Smith on the Behavior Team and I have witnessed him go above and beyond to help challenging cases and help the student become engaged in classes, when she would avoid going to classes - he would take time to talk to her and motivate her, and she would listen and comply by going to class. Recently, I was involved in a staffing at the 9th Grade Center for a student that is having a hard time this year. The parents mentioned Rodney Smith from McAdams - because the parents were impressed by Rodney. The parents mentioned that Rodney was very involved and would reach out to them if he noticed that their student was struggling or their grades were starting to slip. When I asked the parents if their student was on a Behavior Intervention Plan or the Behavior Program - they replied that their student was not part of the Behavior program. This struck me as interesting because Rodney checked in on this student and contacted the parents just as if he would one of his higher priority Behavior students. This impressed the parents so much that they mentioned Rodney at the staffing for the 9th Grade Center and recommended that we reach out to Rodney to learn how he supported their student so that we could continue to provide that level of support now that their student is in 9th Grade Center.!

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: December 7, 2020

Item Title: Public Comment: Agenda Items

Agenda Item: Carla Voelkel

Background Information:

The Board will hear from those in the audience who have completed the document for permission to address the Board this evening regarding agenda items per HB 2840. The Board President or Secretary will ask the individuals to speak in the order in which the completed document was received.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: December 7, 2020

Item Title: Open Forum

Agenda Item: Carla Voelkel

Background Information:

The Board will hear from those in the audience who have completed the document for permission to address the Board this evening. The Board President or Secretary will ask the individuals to speak in the order in which the completed document was received. Each will be limited to no more than three minutes. No one may begin addressing the Board thirty minutes from this time.

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: December 7, 2020

Item Title: Personnel Action

- Employment
- Resignations/Retirement

Agenda Item: Kimberly Rich

- We have five (5) resignations: one (1) teacher at Silbernagel Elementary, one (1) teacher at Dunbar Middle School , one (1) Nurse at Dunbar Middle School, one (1) Nurse at Dickinson High School, and one (1) ARD Facilitator at Dickinson High School
- We have one (1) retire: one (1) teacher at Kranz Junior High

Recommendation:

The Superintendent recommends the employment and ratification of the resignations/retirement of the above personnel.

Action Item: √ Yes _____ No

Motion made by _____ **seconded by** _____ **vote** _____

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: December 7, 2020

Item Title: Written Reports

If a request to pull a Written Report is not received by the afternoon of the Board meeting, the report writer will not be in attendance and President Swartz will move to the next item.

Background Information:

Written Reports

- Tax Report for October, 2020 and Year to Date – Kelly Logsdon
- Student Attendance for the 2nd Six Weeks – Robert Cobb

Recommendation:

Information only

Action Item: _____ Yes _____ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: December 7, 2020

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:

The Monthly Tax Collection Report for October, 2020 and year to date is attached.

Recommendation:

Information only

Action Item: _____ Yes √ No

Dickinson Independent School District
Monthly Tax Collections Report
Maintenance Operations and Interest Sinking

Tax Year	Adjusted Taxable Values	Tax Rate	Tax Levy	Current Year Taxes Collected	Current Year % Collected										
2020	\$4,694,695,911	\$1.344	\$63,096,713	\$378,534	0.60%										
2019	\$4,166,906,421	\$1.450	\$60,420,143	\$59,423,702	98.35%										
2018	\$3,689,155,526	\$1.520	\$56,075,164	\$54,995,123	98.07%										
2017	\$3,390,794,185	\$1.520	\$52,218,230	\$51,140,065	97.94%										
2016	\$3,065,293,671	\$1.540	\$47,205,523	\$46,378,211	98.25%										
2020 Tax Year	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Totals:	% To Total	
Current Year Tax	Pending Billing	\$378,534											\$378,534		
YTD % Collected	0.00%	0.60%	0.60%	0.60%	0.60%	0.60%	0.60%	0.60%	0.60%	0.60%	0.60%	0.60%	0.60%	0.60%	
Prior Years Tax	\$261,234	\$82,519											\$343,753		
Subtotal Taxes	\$261,234	\$461,054	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$722,287	1.14%	
Penalty & Interest	\$45,743	\$21,674											\$67,417		
Total Taxes & P&I	\$306,977	\$482,728	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$789,705	1.25%	
Attorney Fees	\$26,755	\$18,926											\$45,681		
Total Collections	\$333,732	\$501,654	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$835,386	N/A	
2019 Tax Year	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Totals:	% To Total	
Current Year Tax	Pending Billing	\$149,295	\$2,782,035	\$24,347,020	\$21,701,965	\$7,295,092	\$624,605	\$713,295	\$409,011	\$818,065	\$386,690	\$196,629	\$59,423,702		
YTD % Collected	0.00%	0.25%	4.85%	45.15%	81.07%	93.14%	94.17%	95.35%	96.03%	97.39%	98.03%	98.35%	98.35%	98.35%	
Prior Years Tax	\$204,856	\$75,888	\$65,915	\$67,241	\$105,664	\$412,440	\$36,605	\$19,100	-\$8,538	\$45,032	\$57,688	\$121,115	\$1,203,006		
Subtotal Taxes	\$204,856	\$225,183	\$2,847,950	\$24,414,261	\$21,807,629	\$7,707,532	\$661,210	\$732,395	\$400,472	\$863,098	\$444,379	\$317,744	\$60,626,708	100.34%	
Penalty & Interest	\$43,730	\$20,895	\$21,205	\$23,190	\$29,700	\$58,660	\$49,448	\$58,734	\$44,198	\$61,352	\$56,012	\$35,363	\$502,486		
Total Taxes & P&I	\$248,586	\$246,078	\$2,869,155	\$24,437,451	\$21,837,329	\$7,766,192	\$710,658	\$791,129	\$444,670	\$924,450	\$500,391	\$353,106	\$61,129,195	101.17%	
Attorney Fees	\$37,553	\$18,475	\$15,622	\$16,339	\$14,363	\$16,576	\$8,654	\$7,447	\$9,389	\$11,274	\$48,017	\$31,772	\$235,481		
Total Collections	\$286,139	\$264,553	\$2,884,778	\$24,453,789	\$21,851,692	\$7,782,768	\$719,311	\$798,576	\$454,059	\$935,723	\$548,408	\$384,878	\$61,364,675	N/A	
2018 Tax Year	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Totals:	% To Total	
Current Year Tax	Pending Billing	\$770,275	\$2,711,777	\$10,821,827	\$31,598,499	\$6,705,964	\$1,032,517	\$527,234	\$385,353	\$339,487	\$372,586	\$238,083	\$55,503,602		
YTD % Collected	0.00%	1.35%	6.10%	25.07%	80.46%	92.21%	94.02%	94.94%	95.62%	96.21%	96.87%	97.28%	97.28%	97.28%	
Prior Years Tax	\$115,032	\$102,879	\$49,873	\$71,307	\$61,014	\$112,220	\$32,790	\$62,396	\$47,284	\$49,934	\$64,771	\$46,812	\$816,312		
Subtotal Taxes	\$115,032	\$873,153	\$2,761,650	\$10,893,135	\$31,659,513	\$6,818,184	\$1,065,307	\$589,630	\$432,637	\$389,421	\$437,358	\$284,895	\$56,319,914	98.71%	
Penalty & Interest	\$21,487	\$18,180	\$14,583	\$15,852	\$22,941	\$73,075	\$62,393	\$48,233	\$44,527	\$37,546	\$54,866	\$30,882	\$444,565		
Total Taxes & P&I	\$136,519	\$891,333	\$2,776,233	\$10,908,986	\$31,682,454	\$6,891,259	\$1,127,700	\$637,863	\$477,164	\$426,967	\$492,224	\$315,777	\$56,764,478	99.49%	
Attorney Fees	\$19,713	\$14,417	\$11,989	\$12,942	\$14,314	\$22,911	\$12,565	\$13,744	\$13,326	\$8,928	\$35,743	\$27,655	\$208,248		
Total Collections	\$156,232	\$905,750	\$2,788,222	\$10,921,929	\$31,696,768	\$6,914,169	\$1,140,265	\$651,608	\$490,490	\$435,895	\$527,967	\$343,432	\$56,972,727	N/A	
2017 Tax Year	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Totals:	% To Total	
Current Year Tax	Pending Billing	\$187,352	\$2,763,831	\$21,998,802	\$19,021,683	\$7,891,945	\$1,072,658	\$543,284	\$471,494	\$357,831	\$365,201	\$321,043	\$54,995,123		
YTD % Collected	0.00%	0.33%	5.26%	44.49%	78.42%	92.49%	94.40%	95.37%	96.21%	96.85%	97.50%	98.07%	98.07%	98.07%	
Prior Years Tax	\$200,336	\$135,217	\$62,894	\$83,240	\$64,886	\$61,495	\$65,875	\$58,143	\$48,631	\$40,850	\$38,184	\$204,591	\$1,064,342		
Subtotal Taxes	\$200,336	\$322,569	\$2,826,725	\$22,082,041	\$19,086,569	\$7,953,440	\$1,138,534	\$601,427	\$520,125	\$398,681	\$403,384	\$525,634	\$56,059,466	99.97%	
Penalty & Interest	\$49,273	\$44,823	\$17,838	\$23,288	\$18,997	\$78,141	\$73,420	\$44,898	\$55,366	\$46,319	\$57,711	\$48,275	\$558,349		
Total Taxes & P&I	\$249,608	\$367,392	\$2,844,563	\$22,105,330	\$19,105,567	\$8,031,580	\$1,211,954	\$646,325	\$575,491	\$445,000	\$461,095	\$573,909	\$56,617,814	100.97%	
Attorney Fees	\$49,872	\$35,006	\$13,496	\$20,231	\$10,986	\$10,396	\$8,938	\$17,883	\$17,233	\$12,983	\$45,535	\$46,595	\$289,154		
Total Collections	\$299,481	\$402,398	\$2,858,059	\$22,125,561	\$19,116,553	\$8,041,977	\$1,220,891	\$664,208	\$592,724	\$457,983	\$506,631	\$620,504	\$56,906,968	N/A	
2016 Tax Year	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Aug-17	Totals:	% To Total	
Current Year Tax	Pending Billing	\$304,618	\$2,736,229	\$19,079,059	\$19,399,265	\$7,422,327	\$1,067,090	\$255,354	\$340,409	\$179,874	\$234,525	\$121,314	\$51,140,065		
YTD % Collected	0.00%	0.58%	5.82%	42.36%	79.51%	93.72%	95.77%	96.26%	96.91%	97.25%	97.70%	97.94%	97.94%	97.94%	
Prior Years Tax	\$83,732	\$63,962	\$52,521	\$152,728	\$43,617	\$80,716	\$46,888	\$38,354	\$41,005	\$36,087	\$36,984	\$24,102	\$700,695		
Subtotal Taxes	\$83,732	\$368,580	\$2,788,750	\$19,231,787	\$19,442,882	\$7,503,044	\$1,113,977	\$293,707	\$381,415	\$215,961	\$271,509	\$145,416	\$51,840,761	99.28%	
Penalty & Interest	\$21,145	\$18,505	\$14,866	\$9,830	\$14,350	\$76,448	\$79,456	\$35,577	\$46,371	\$42,972	\$43,212	\$28,594	\$431,326		
Total Taxes & P&I	\$104,877	\$387,085	\$2,803,616	\$19,241,617	\$19,457,232	\$7,579,492	\$1,193,433	\$329,285	\$427,785	\$258,933	\$314,721	\$174,010	\$52,272,086	100.10%	
Attorney Fees	\$16,094	\$12,507	\$12,540	\$7,879	\$9,232	\$20,413	\$12,811	\$12,910	\$12,308	\$12,234	\$26,747	\$25,546	\$181,611		
Total Collections	\$120,972	\$399,593	\$2,816,155	\$19,249,496	\$19,466,855	\$7,599,904	\$1,206,244	\$342,195	\$440,093	\$271,167	\$341,468	\$199,556	\$52,453,697	N/A	

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: December 7, 2020

Item Title: Student Attendance Report for Second Six Weeks

Agenda Item: Robert Cobb

Background Information:

Attached is data from the second six-week reporting period for 2020-2021 and comparison data from the 2016-2017, 2017-2018, 2018-2019, and 2019-2020 school years.

Recommendation:

Information only

Action Item: _____ Yes √ _____ No

ADA Percentages by Campus

Campus	2016-17		2017-18		2018-19		2019-20		2020-21	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Little Elementary School										
First six weeks	624.37	96.27%	624.90	96.50%	625.50	96.30%	620.70	95.10%	474.76	91.83%
Second six weeks	635.23	95.79%	628.40	95.30%	624.70	96.20%	619.10	94.30%	515.66	92.82%
Third six weeks	635.88	95.91%	615.00	94.60%	625.60	95.80%	588.00	90.70%		
Fourth six weeks	634.35	95.13%	605.70	93.40%	628.10	95.10%	581.07	94.76%		
Fifth six weeks	636.71	94.86%	608.10	94.10%	632.40	94.20%	COVID-19	COVID-19		
Sixth six weeks	627.50	94.20%	606.10	94.60%	642.40	94.50%	COVID-19	COVID-19		
<i>Yearly Average</i>	632.34	95.36%	614.70	94.75%	629.78	95.35%	609.12	93.90%	495.21	92.33%
Lobit Elementary School										
First six weeks	639.72	97.06%	508.40	96.30%	522.10	96.90%	595.40	97.10%	593.36	97.55%
Second six weeks	630.63	96.05%	503.60	96.60%	533.80	96.50%	592.90	95.70%	585.68	95.49%
Third six weeks	634.00	96.32%	500.10	95.20%	532.10	95.50%	593.60	95.10%		
Fourth six weeks	629.64	95.95%	510.10	95.90%	539.50	96.10%	589.89	96.01%		
Fifth six weeks	632.56	95.68%	517.70	96.40%	544.20	95.80%	COVID-19	COVID-19		
Sixth six weeks	624.60	95.00%	517.40	96.20%	545.80	95.90%	COVID-19	COVID-19		
<i>Yearly Average</i>	631.86	96.01%	509.55	96.10%	536.25	96.12%	593.86	95.98%	589.52	96.52%
Silbernagel Elementary School										
First six weeks	670.78	96.69%	674.70	96.40%	612.90	96.10%	593.90	96.50%	533.74	94.13%
Second six weeks	683.17	95.74%	668.40	95.80%	615.20	96.30%	604.10	95.80%	551.45	94.29%
Third six weeks	686.78	95.78%	658.70	94.50%	611.00	96.00%	595.30	94.20%		
Fourth six weeks	687.82	95.91%	649.20	94.30%	604.90	95.90%	560.90	94.60%		
Fifth six weeks	691.09	95.49%	660.60	94.90%	601.20	95.10%	COVID-19	COVID-19		
Sixth six weeks	690.10	94.50%	662.60	94.90%	604.50	95.30%	COVID-19	COVID-19		
<i>Yearly Average</i>	684.96	95.69%	662.37	95.13%	608.28	95.78%	594.61	95.21%	542.60	94.21%
Hughes Road Elementary School										
First six weeks	475.61	95.91%	559.00	96.70%	588.30	94.90%	612.90	95.50%	599.80	94.42%
Second six weeks	468.10	95.59%	552.30	96.10%	601.00	95.80%	617.00	94.80%	601.40	93.44%
Third six weeks	461.60	95.07%	547.30	95.00%	595.90	95.00%	611.40	93.00%		
Fourth six weeks	466.09	95.26%	546.50	95.10%	603.00	95.30%	630.40	94.86%		
Fifth six weeks	467.21	95.26%	555.80	95.10%	599.60	94.50%	COVID-19	COVID-19		
Sixth six weeks	461.60	94.00%	554.60	95.10%	608.20	95.20%	COVID-19	COVID-19		
<i>Yearly Average</i>	466.70	95.18%	552.58	95.52%	599.33	95.12%	616.69	94.59%	600.60	93.93%

ADA Percentages by Campus

Campus	2016-17		2017-18		2018-19		2019-20		2020-21	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Bay Colony Elementary School										
First six weeks	739.41	96.97%	686.20	96.70%	649.80	96.60%	633.10	96.50%	599.05	95.61%
Second six weeks	733.38	96.64%	672.90	95.70%	639.80	95.90%	625.00	95.10%	605.87	94.63%
Third six weeks	722.74	95.87%	666.60	95.10%	637.40	94.70%	615.00	93.50%		
Fourth six weeks	717.52	95.66%	678.30	95.40%	649.20	95.80%	626.55	95.27%		
Fifth six weeks	707.34	95.72%	679.50	95.60%	650.70	95.50%	COVID-19	COVID-19		
Sixth six weeks	706.70	95.10%	675.40	95.20%	652.60	95.30%	COVID-19	COVID-19		
<i>Yearly Average</i>	721.18	95.99%	676.48	95.62%	646.58	95.63%	623.67	95.14%	602.46	95.12%
San Leon Elementary School										
First six weeks	709.83	96.54%	644.50	96.40%	637.00	96.00%	639.70	96.20%	591.73	93.16%
Second six weeks	708.85	95.36%	643.90	95.50%	629.90	94.70%	629.80	94.60%	616.07	93.67%
Third six weeks	703.72	95.99%	638.40	95.10%	622.90	95.10%	624.30	93.20%		
Fourth six weeks	696.45	95.90%	650.80	95.20%	616.80	95.20%	610.07	94.96%		
Fifth six weeks	691.40	95.75%	645.90	95.00%	618.60	94.30%	COVID-19	COVID-19		
Sixth six weeks	687.30	94.90%	643.60	95.20%	621.50	94.40%	COVID-19	COVID-19		
<i>Yearly Average</i>	699.59	95.74%	644.52	95.40%	624.45	94.95%	633.74	94.77%	603.90	93.42%
Calder Road Elementary										
First six weeks	520.39	96.93%	499.40	96.20%	515.30	96.20%	581.50	96.30%	558.97	95.42%
Second six weeks	510.98	96.40%	488.90	96.10%	517.80	95.90%	582.30	94.90%	589.30	95.21%
Third six weeks	513.28	96.38%	481.80	94.90%	508.00	94.60%	576.00	94.40%		
Fourth six weeks	515.95	95.26%	474.70	95.20%	522.10	96.20%	564.01	94.61%		
Fifth six weeks	521.25	95.90%	481.10	95.80%	521.40	95.40%	COVID-19	COVID-19		
Sixth six weeks	516.90	95.20%	479.80	95.30%	522.90	95.20%	COVID-19	COVID-19		
<i>Yearly Average</i>	516.46	96.01%	484.28	95.58%	517.92	95.58%	578.80	94.95%	574.14	95.32%
Dunbar Middle School										
First six weeks	504.74	96.84%	650.10	96.40%	618.40	96.00%	592.50	96.00%	608.58	95.96%
Second six weeks	505.79	96.17%	644.90	95.30%	620.50	95.70%	585.50	94.90%	599.80	94.53%
Third six weeks	503.20	95.43%	641.60	94.80%	618.30	94.90%	581.50	93.50%		
Fourth six weeks	508.54	95.24%	631.00	94.40%	601.10	94.30%	580.41	94.33%		
Fifth six weeks	512.12	95.87%	626.70	94.80%	601.30	94.40%	COVID-19	COVID-19		
Sixth six weeks	507.00	95.20%	632.50	94.60%	597.20	93.80%	COVID-19	COVID-19		
<i>Yearly Average</i>	506.90	95.79%	637.80	95.05%	609.47	94.85%	583.79	94.68%	604.19	95.25%

ADA Percentages by Campus

Campus	2016-17		2017-18		2018-19		2019-20		2020-21	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Barber Middle School										
First six weeks	672.74	96.90%	625.50	97.50%	683.20	97.40%	697.90	97.10%	685.08	98.52%
Second six weeks	669.83	96.23%	628.80	97.40%	684.60	96.80%	696.30	96.50%	685.00	96.88%
Third six weeks	669.80	96.06%	621.00	95.80%	677.70	96.20%	691.60	95.80%		
Fourth six weeks	672.68	95.87%	625.00	95.40%	679.40	96.40%	695.27	95.97%		
Fifth six weeks	675.82	96.03%	630.10	95.50%	679.40	95.80%	COVID-19	COVID-19		
Sixth six weeks	666.14	94.93%	633.20	96.10%	681.80	95.60%	COVID-19	COVID-19		
<i>Yearly Average</i>	671.17	96.00%	627.27	96.28%	681.02	96.37%	693.86	96.34%	685.04	97.70%
Lobit Middle School										
First six weeks	408.52	97.90%	414.40	97.00%	420.00	97.00%	436.80	96.50%	461.04	98.62%
Second six weeks	407.17	96.67%	405.50	95.90%	421.10	96.60%	440.70	96.20%	451.77	95.60%
Third six weeks	403.32	96.44%	406.10	95.60%	422.20	96.50%	435.90	94.90%		
Fourth six weeks	406.07	96.27%	410.90	96.20%	420.70	96.10%	442.12	95.55%		
Fifth six weeks	409.44	96.49%	408.90	95.80%	421.80	95.40%	COVID-19	COVID-19		
Sixth six weeks	406.49	95.80%	408.80	95.50%	426.80	96.10%	COVID-19	COVID-19		
<i>Yearly Average</i>	406.84	96.60%	409.10	96.00%	422.10	96.28%	437.31	95.78%	456.41	97.11%
McAdams Junior High School										
First six weeks	1528.59	96.65%	1504.40	95.80%	726.40	96.30%	843.60	96.50%	872.75	98.64%
Second six weeks	1510.75	95.45%	1484.50	94.60%	726.70	95.50%	844.10	95.40%	846.83	95.45%
Third six weeks	1500.08	94.92%	1466.20	93.40%	722.60	94.80%	827.40	93.80%		
Fourth six weeks	1504.25	94.31%	1472.30	93.60%	729.50	95.00%	829.29	94.48%		
Fifth six weeks	1516.50	94.68%	1477.10	94.00%	728.10	94.50%	COVID-19	COVID-19		
Sixth six weeks	1500.11	93.41%	1446.10	92.00%	731.40	94.20%	COVID-19	COVID-19		
<i>Yearly Average</i>	1510.05	94.90%	1475.10	93.90%	727.45	95.05%	834.43	95.03%	859.79	97.05%
Kranz Junior High School										
First six weeks					884.20	96.00%	964.90	96.40%	916.58	96.66%
Second six weeks					873.80	94.70%	964.60	95.70%	926.54	94.91%
Third six weeks					871.20	94.10%	949.20	94.20%		
Fourth six weeks					873.20	94.60%	950.41	95.15%		
Fifth six weeks					867.00	93.70%	COVID-19	COVID-19		
Sixth six weeks					864.80	94.20%	COVID-19	COVID-19		
<i>Yearly Average</i>					872.37	94.55%	954.71	95.42%	921.56	95.79%

ADA Percentages by Campus

Campus	2016-17		2017-18		2018-19		2019-20		2020-21	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Dickinson High School										
First six weeks	2726.87	95.20%	2815.70	95.80%	2849.80	95.10%	2997.60	95.70%	3190.34	96.05%
Second six weeks	2672.81	93.59%	2756.60	94.20%	2842.60	94.60%	2977.30	94.80%	3108.13	93.23%
Third six weeks	2652.74	94.17%	2720.90	93.90%	2824.80	94.70%	2950.20	94.10%		
Fourth six weeks	2597.86	94.02%	2664.10	92.90%	2759.10	93.50%	2907.38	93.91%		
Fifth six weeks	2552.26	93.44%	2642.40	92.80%	2752.70	94.10%	COVID-19	COVID-19		
Sixth six weeks	2533.80	92.40%	2642.00	93.80%	2748.60	94.40%	COVID-19	COVID-19		
<i>Yearly Average</i>	2622.72	93.80%	2706.95	93.90%	2796.27	94.40%	2951.39	94.57%	3149.24	94.64%
Dickinson Continuation Center										
First six weeks	64.17	90.54%	68.10	93.00%	59.20	88.20%	60.30	92.70%	65.08	95.13%
Second six weeks	55.40	88.31%	64.20	90.90%	57.90	87.40%	56.20	90.40%	61.97	86.59%
Third six weeks	51.00	88.54%	61.10	92.80%	52.70	86.00%	48.60	90.90%		
Fourth six weeks	62.18	88.29%	62.60	90.20%	55.10	88.40%	57.54	89.02%		
Fifth six weeks	52.40	88.13%	55.40	90.60%	47.70	87.00%	COVID-19	COVID-19		
Sixth six weeks	38.35	86.63%	43.60	92.70%	39.20	89.20%	COVID-19	COVID-19		
<i>Yearly Average</i>	53.92	88.41%	59.17	91.70%	51.97	87.70%	55.66	90.79%	63.53	90.86%
Transforming Lives Cooperative										
First six weeks	8.37	97.00%	8.80	98.80%	5.30	100.00%	8.80	97.60%	6.08	96.69%
Second six weeks	9.42	92.62%	8.10	100.00%	8.30	99.20%	8.90	100.00%	7.27	100.00%
Third six weeks	9.68	100.00%	8.30	95.10%	10.40	93.20%	9.70	98.80%		
Fourth six weeks	9.50	94.33%	8.40	99.10%	8.90	96.50%	8.46	90.13%		
Fifth six weeks	8.56	100.00%	9.20	99.30%	7.80	100.00%	COVID-19	COVID-19		
Sixth six weeks	8.73	99.38%	7.50	100.00%	7.00	99.10%	COVID-19	COVID-19		
<i>Yearly Average</i>	9.04	97.22%	8.38	98.72%	7.95	98.00%	8.86	95.01%	6.68	98.35%
Galveston County Detention Facility										
First six weeks	16.63	99.78%	12.10	99.50%	15.60	98.00%	23.10	99.40%	7.42	99.44%
Second six weeks	15.42	99.73%	23.50	99.60%	15.20	98.90%	21.40	96.20%	12.43	100.00%
Third six weeks	15.68	100.00%	18.70	99.80%	11.80	99.30%	21.00	92.10%		
Fourth six weeks	11.93	100.00%	13.90	98.70%	22.30	99.80%	23.85	93.05%		
Fifth six weeks	18.59	99.69%	15.20	99.10%	24.70	99.70%	COVID-19	COVID-19		
Sixth six weeks	20.78	99.23%	13.50	99.80%	20.10	98.00%	COVID-19	COVID-19		
<i>Yearly Average</i>	16.51	99.74%	16.15	99.42%	18.28	98.95%	21.90	92.65%	9.93	99.72%

ADA Percentages by Campus

Campus	2016-17		2017-18		2018-19		2019-20		2020-21	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Coastal Alternative Program										
First six weeks	2.33	48.09%	5.60	79.10%	5.30	78.50%	2.30	64.30%	0.00	0.00%
Second six weeks	3.08	61.67%	3.70	47.90%	5.50	75.60%	3.10	73.00%	0.00	0.00%
Third six weeks	3.00	67.57%	4.50	54.80%	5.10	83.70%	3.10	63.40%		
Fourth six weeks	1.63	51.16%	3.80	77.60%	4.10	72.40%	3.65	62.66%		
Fifth six weeks	3.12	52.74%	2.80	65.80%	3.70	76.30%	COVID-19	COVID-19		
Sixth six weeks	4.27	58.52%	2.50	60.00%	2.00	45.50%	COVID-19	COVID-19		
<i>Yearly Average</i>	2.91	56.63%	3.82	64.20%	4.28	72.00%	3.03	67.21%	0.00	0.00%
DISTRICT TOTAL										
First six weeks	10367.36	96.29%	10301.80	96.20%	10418.30	95.90%	10905.10	96.10%	10758.31	96.01%
Second six weeks	10277.10	95.26%	10178.10	95.20%	10418.40	95.40%	10868.20	95.20%	10766.57	94.27%
Third six weeks	10224.94	95.28%	10055.70	94.40%	10349.60	95.00%	10721.70	93.90%		
Fourth six weeks	10180.91	94.98%	10007.20	94.20%	10316.90	94.90%	10783.56	94.58%		
Fifth six weeks	10152.66	94.89%	10016.50	94.40%	10302.10	94.60%	COVID-19	COVID-19		
Sixth six weeks	10002.16	93.97%	9969.00	94.30%	10316.60	94.70%	COVID-19	COVID-19		
Actual ADA for School Year	10200.86	95.11%	10088.05	94.78%	10353.65	95.08%	10795.43	94.95%	10762.44	95.14%
Projected ADA for School Year	*10400		*10350		*10500		*10800		*11000	

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: December 7, 2020

Item Title: 2020-2021 District Improvement Plan Update

Agenda Item: Lee Courville

Background Information

This is the first review and update of the District Improvement Plan. All monitors of the plan have updated the progress of each strategy for which he/she is responsible.

The next review will be February 2021.

Recommendation

The Deputy Superintendent for Educational Services recommends approval.

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____

Dickinson Independent School District
District Improvement Plan
2020-2021 Formative Review with Notes



Mission Statement

The mission of the Dickinson Independent School District is to ensure that all students have safe and successful learning opportunities that help them reach their full potential and add quality throughout their lives.

Vision

VISION FOR DISD AS PERCEIVED BY BOARD OF TRUSTEES:

I see a time in the future where • • • • •

All stakeholders and patrons will view the district as having purpose with consistency. This will be evidenced by campuses which exhibit safety, control and discipline as guiding principles. Child-focused leadership will be evident to all as each child is able to develop to his/her best through challenging offerings. Curriculum/program review/ improvement will be continuous and will result in rigorous programs, improved state assessment results, and other improvements which may be measured via established assessment means.

All space needs will be met with facilities conducive to learning. These facilities will provide the necessary technology and resources to insure the potential for excellence. The District's focus on providing attractive and functional facilities will set the stage for the campuses to develop an excellent learning and working environment which will display an atmosphere of teamwork and "family". In this arena the staff will accept the accountability standards while strengthening relationships, improving communications and insuring the best possible instructional program. As a result the district will be able to attract and retain quality staff. Staff members will be interacting freely and continuously with each other, parents and patrons.

The district will have a compensation plan that is affordable and effective while addressing significant concerns with a predictable, reliable revenue stream.

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Goal 5: DISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.	62


Goals





Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 1: 100% of students, including those in specific student groups, will show individualized measurable growth progressing towards meeting or exceeding district, state, and national standards in all content areas.

Evaluation Data Sources: STAAR/EOC results, CBA's, IEP progress monitoring, TELPAS, MAP, SAT, ACT, Accountability tables

Summative Evaluation: None

<p>Strategy 1: Educational Services: Utilize curriculum specialists, instructional support staff and teachers to write, revise, and update curriculum documents for instructional alignment.</p> <p>Strategy's Expected Result/Impact: Rigorous Teaching and Assessing in the Classroom ultimately resulting in improved test results.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services</p> <p>Title I Schoolwide Elements: 2.4 - Results Driven Accountability</p>	<p>Formative</p> <p>Nov November Evidence of Progress  This is an ongoing process with the bulk of the work completed in the summer, then updated through the year.</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
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<p>Strategy 2: Educational Services: Provide supplemental teachers, specialists, interventionists, and paraprofessionals to support all students, specifically those identified as at-risk or those within a targeted student group.</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on assessment data</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress Instructional coaches, instructional interventionists, and instructional specialists, as well as paraprofessionals are in place at campuses and provide support for teaching and learning.</p> <p></p> <p>Jan January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p></p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 3: Educational Services: Once every nine weeks, district administrators will schedule campus walk-through's with leadership teams that focus on teaching and learning.</p> <p>Strategy's Expected Result/Impact: Improved teaching learning based on district and state assessments</p> <p>Staff Responsible for Monitoring: Superintendent, Deputy Superintendent for Educational Services.</p> <p>Title I Schoolwide Elements: 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress Walk throughs and visits are taking place.</p> <p></p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

Strategy 4: Educational Services: Utilize contracted service providers as well as, in and out of district professional development, to provide support and ongoing training for district administrators, campus leadership teams, and teachers

Strategy's Expected Result/Impact: Increase student achievement and leadership/instructional practices

Staff Responsible for Monitoring: Deputy Superintendent of Educational Services

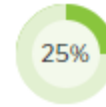
Title I Schoolwide Elements: 2.4

Formative

Nov

November Evidence of Progress

Leaders receive consistent support from our lead4ward partners as well as Solution Tree, and other in district training and support.



Jan

January Evidence of Progress

Mar

March Evidence of Progress

Summative

June

June Evidence of Progress

Strategy 5: Educational Services: All employees within the district, including district administrators, campus administrators, curriculum specialists, instructional support personnel, teachers, and staff will participate in professional development sessions that are offered by contracted service providers, as well as in and out of district training in order to remain current on the latest research-based best practices in education.

Strategy's Expected Result/Impact: Improve student performance

Increase teacher capacity

Improve instructional practices

Observe evidence of differentiated instruction

Staff Responsible for Monitoring: Deputy Superintendent of Educational Services with the assistance of Curriculum Specialist

Title I Schoolwide Elements: 2.5, 2.6

Formative

Nov

November Evidence of Progress

All of the roles mentioned in the strategy attend targeted and timely professional development related to his/her position.



Jan

January Evidence of Progress

Mar

March Evidence of Progress

Summative

June

June Evidence of Progress

Strategy 6: Educational Services: Design and implement a comprehensive literacy plan to ensure all students are strategically prepared for the literacy demands of the college and career readiness standards by high school graduation.

The Literacy plan will address the following:

Specific literacy goals included in CIPs
MTSS

Lesson Plan and Assessment Protocols

District Curriculum Documents

Writing Portfolios

Writing Calibration

Non-Negotiable Focus Standards

Vocabulary (B)

Comprehension (G)

Response Skills (C)

Multi-Genres (Diii)

Literary Elements (C)

Author's Purpose and Craft (B)

Writing Process (Di)

Testing As A Genre

Strategy's Expected Result/Impact: Increased capacity at the district, campus, and classroom levels in the following six areas is necessary to ensure students are successful and college- and career-ready: Leadership, Assessment, Standards-based Instruction, Effective Instructional Framework, Reporting and Accountability, and Sustainability

Staff Responsible for Monitoring: Deputy Superintendent of Educational Services

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Formative

Nov

November Evidence of Progress

This process has been stalled since the start of COVID. The committee has been able to meet. A focus will return to this process in the spring.



Jan

January Evidence of Progress





Mar

March Evidence of Progress

Summative

June

June Evidence of Progress


<p>Strategy 7: Educational Services: Lesson plan protocol forms will be collaboratively developed by leadership teams (K-4, 5-8, 9-12) and in place by the end of the first 9 weeks.</p> <p>*Weekly planning protocol (standards/proficiency levels)</p> <p>*Unit planning protocol ("the big picture, focus standards, unit goals, key vocabulary, assessment preview)</p> <p>*Student work protocol (examples of student work evaluated for alignment to depth of the standard)</p> <p>reflection protocol (after data analysis)</p> <p>*Case Manager Protocol for Special Education (mandated by TEA CAP)</p> <p>Strategy's Expected Result/Impact: Consistent lesson planning across the district.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services</p> <p>Title I Schoolwide Elements: 2.4</p>	<p>Formative</p> <p>Nov November Evidence of Progress  All protocols are in place. Edits and changes have taken place in order to meet the needs of remote and face-to-face instruction.</p> <p>Jan January Evidence of Progress </p> <p>Mar March Evidence of Progress </p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 8: Educational Services: Through curriculum leadership teams and district professional development, curriculum specialists will help teachers understand the depth and complexity of state standard proficiency levels.</p> <p>Strategy's Expected Result/Impact: Improve student performance</p> <p>Increase teacher capacity</p> <p>Evidence of higher level questioning</p> <p>Improve instructional practices</p> <p>Observe evidence of differentiated instruction</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress  This is an ongoing process delivered through curriculum leadership team meetings.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

Strategy 9: Educational Services: Curriculum Specialists, with the assistance of the Coordinator of Assessment, will disaggregate assessment data, identify needs and share customized standards-based interventions with teachers.

Strategy's Expected Result/Impact: Improve student performance
 Increase teacher capacity
 Improve instructional practices
 Observe evidence of differentiated instruction

Staff Responsible for Monitoring: Deputy Superintendent of Educational Services

Title I Schoolwide Elements: 2.4, 2.5, 2.6


Formative	
Nov	November Evidence of Progress This is ongoing as results from assessments are received. The most recent is the MAP assessment.
	
Jan	January Evidence of Progress
Mar	March Evidence of Progress
Summative	
June	June Evidence of Progress



Strategy 10: Educational Services: Campuses will hold consistent, collaborative team planning sessions in all core content areas to meet the needs of all learners.



Strategy's Expected Result/Impact: Improve student performance
 Increase teacher capacity
 Improve instructional practices
 Observe evidence of differentiated instruction

Staff Responsible for Monitoring: Deputy Superintendent for Educational Services

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Formative	
Nov	November Evidence of Progress These occur on a weekly schedule throughout the year.
	
Jan	January Evidence of Progress
Mar	March Evidence of Progress
Summative	
June	June Evidence of Progress

<p>Strategy 11: Educational Services: Provide instructional materials, such as software, hardware, hosted services, manipulatives, equipment, text and digital resources for PK-12 core content areas in order to improve instruction.</p> <p>Strategy's Expected Result/Impact: Improve student performance Increase teacher capacity Improve instructional practices Observe evidence of differentiated instruction</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services with the assistance of Curriculum Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Teachers and students have been provided with the available technology in the district. We are waiting on a large of of technology devices to arrive in the district.</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 12: Educational Services: Purchase supplemental core curriculum materials and contracted services to enhance online content areas and increase student success on state assessments for adjudicated students at the Esmond Juvenile Justice Center.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR/EOC results for DISD adjudicated students.</p> <p>Staff Responsible for Monitoring: Director of Federal and State Programs</p> <p>Title I Schoolwide Elements: 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress  This happens on an as needed basis.</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 13: Educational Services: Provide supplemental instruction and transition support for students at the Esmond Juvenile Justice Center.</p> <p>Strategy's Expected Result/Impact: Decrease in recidivism</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services</p> <p>Title I Schoolwide Elements: 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress As needed basis.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 14: 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), accommodations, and designated supports, using Frontline, across curriculum for all grade levels through contracted service providers, area conferences, service centers, and in-district training's.</p> <p>Strategy's Expected Result/Impact: Reduction in irregularities on STAAR/EOC and increase student performance.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.6 - Results Driven Accountability</p>	<p>Formative</p> <p>Nov November Evidence of Progress PD was provided in Sept. after school for new teachers for SST. Individualized support was provided for campuses in October.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p> 

Strategy 15: Special Programs: Provide professional development (e.g. Neuhaus, 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.

Strategy's Expected Result/Impact: Record of student progress on local and state assessments.

Staff Responsible for Monitoring: Executive Director of Special Programs

Title I Schoolwide Elements: 2.6 - Results Driven Accountability

Formative

Nov



November Evidence of Progress

Neuhaus and Reading by design has been provided. There have been 3 dyslexia team meetings. The team discussed plans for recruiting / training new dyslexia teachers and developing plans for Book 2 training.

Jan

January Evidence of Progress

Mar

March Evidence of Progress

Summative

June

June Evidence of Progress

Strategy 16: 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.

Strategy's Expected Result/Impact: Student IEP objectives being met or exceeded. Improved STAAR/EOC results.

Staff Responsible for Monitoring: Executive Director of Special Programs

Title I Schoolwide Elements: 2.6 - Results Driven Accountability - Equity Plan

Formative

Nov



November Evidence of Progress

ECSE was identified in RDA. Preliminary technical support meeting held with Region 4. Subcommittee formed. SEID team has met and worked on developing PD guidance for campus sped teachers. Teachers have attended training, however, one barrier is COVID, and if a teacher is out for PD, finding subs is difficult.

Jan

January Evidence of Progress



Mar



March Evidence of Progress



Summative



June


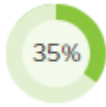
June Evidence of Progress

<p>Strategy 17: Special Programs: Provide customized instruction for qualified general education homebound students and professional development opportunities for teachers and counselors on 504 regarding compliance on homebound services.</p> <p>Strategy's Expected Result/Impact: Student progress reports, report cards, service logs of homebound students. Improved STAAR scores in 2019.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.6 - Results Driven Accountability</p>	<p>Formative</p> <p>Nov November Evidence of Progress  504 training was held for APs in October. HB teacher has also gone to a 3 part training with Region 4. 504 update for homebound will be done in mid-spring.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 18: Special Programs: 504, Nursing guidelines and Special Education A-Z procedures and processes will be consistently followed</p> <p>Strategy's Expected Result/Impact: Remain in compliance with TEA requirements</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.6 - Equity Plan</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Sped A-Z is updated. 504 A-Z subcommittee formed. Nurses have revised their guidelines to include COVID concerns (Conversion to A-Z suspended due to COVID at this time).</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 19: Special Programs: Provide Child Find to students not enrolled in DISD who live or attend a private school within district boundaries</p> <p>Strategy's Expected Result/Impact: Remain in compliance with TEA requirements</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs, Special Programs Coordinator of Instruction and Compliance, and Coordinator of Evaluations and Related Services</p> <p>Title I Schoolwide Elements: 2.6 - Results Driven Accountability</p>	<p>Formative</p> <p>Nov November Evidence of Progress  New Child Find lead selected and she leads monthly meetings. Child Find private/home school meeting was held in Oct. Staff are available for consultation upon request.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 20: Special Programs: Ensure Special Education teachers are attending PLC meetings aligned with their teaching assignment and implementing strategies learned in PLC's and other professional development</p> <p>Strategy's Expected Result/Impact: Progress on STAAR /EOC</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.6 - Results Driven Accountability</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Campus principals report teachers are attending PLCs.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 21: Special Programs: Ensure teachers are reviewing, uploading and analyzing progress monitoring data and using the information to drive teaching</p> <p>Strategy's Expected Result/Impact: Increase STAAR scores</p> <p>Ensure continuous classroom rigor through observation and feedback</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.6 - Results Driven Accountability</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Progress Monitoring data reports are ongoing. Teachers have struggled with the frequency requirement (which exceeded the technical legal requirement) and it was decided to scale back to give the teachers some relief due to COVID. Progress reporting is still being done on IDEA required time frame/ schedule.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 22: 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: Make progress on STAAR/EOC</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.6 - Results Driven Accountability</p>	<p>Formative</p> <p>Nov November Evidence of Progress  RISE ELA teachers have gone to Reading by Design. SEID has offered other PD opportunities. Lead4Ward is provided by the district.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 23: Advanced Academics: Implement regular GT, PAP/AP and STEM vertical team PLC opportunities in collaboration with curriculum specialists and teachers to ensure effective instruction of district curriculum, share rigorous instructional practices, and to collaborate on data review and team goal-setting for continuous improvement.</p> <p>Strategy's Expected Result/Impact: Consistent use of the district curriculum, improved instruction at Tier 1 for advanced learners, increased mastery performance, increased SAT/ACT and AP performance</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Implemented online GT shared resources for all GT teachers and staff. Resources are updated regularly. GT Campus Coordinators work with GT Teachers on each campus.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 24: Advanced Academics: Ensure GT, Pre-AP/AP and STEM academy teachers maintain annual and foundation training requirements through the provision of professional development, supplies, and research based materials that meet the needs of advanced or gifted learners.</p> <p>Strategy's Expected Result/Impact: Effective differentiated instruction observable through classroom walkthroughs</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	<p>Formative</p> <p>Nov November Evidence of Progress  All GT/STEM/PAP/AP Teachers received multiple training opportunities in the summer and the fall through virtual platforms. Partnership with HAC also provides free opportunities for teachers to receive required training. Deadline for completion is Dec 2020.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 25: Advanced Academics: Evaluate college readiness assessment data (SAT/ACT/TSIA/PSAT) to inform instruction and guide curriculum alignment in English and Math.</p> <p>Strategy's Expected Result/Impact: Increased rigor in instruction and assessment that is carefully aligned to college readiness expectations; increased performance on college readiness assessments.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics; Assessment Coordinator</p>	<p>Formative</p> <p>Nov November Evidence of Progress  SAT School day for 2020 was just completed; PSAT assessments also completed in Oct. Data will be received in January.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 26: Career & Technical Education: DISD Career & Technical Education (CTE) will increase certification options by providing students with opportunities to prepare for certification exams using online platforms.</p> <p>Strategy's Expected Result/Impact: The purchase of an online platform will increase the number of certifications earned by students (i.e. International Academies of Emergency Dispatch - 911).</p> <p>Staff Responsible for Monitoring: CTE Director CTE Assistant Principal(s)</p> <p>Title I Schoolwide Elements: 2.5</p>	<p>Formative</p> <p>Nov November Evidence of Progress Implementation is ongoing.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 27: MTSS/RtI: Provide training and ongoing support in teaching strategies, and the utilization of the district's RtI platform, Frontline, to document interventions, monitor student progress, and make adjustments as needed to support the needs of all students.</p> <p>Strategy's Expected Result/Impact: Improved identification of students in need of intervention for math and ELAR</p> <p>Staff Responsible for Monitoring: Director of At-Risk</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability</p>	<p>Formative</p> <p>Nov November Evidence of Progress  RtI/MTSS monthly meetings: September 16th October 12th -23rd</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 28: MTSS: Provide professional development and resources to teachers, staff, and administrators using Frontline and MAPS to ensure consistency from campus to campus.</p> <p>Strategy's Expected Result/Impact: Monitoring and certificates</p> <p>Staff Responsible for Monitoring: Director of At-Risk</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress Rtl/MTSS monthly meetings: September 16th Frontline Documentation MAPS training during the month of August</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 29: English Learners: Offer scholarships and transportation for English Language Learners who attend the STEM summer camp opportunities</p> <p>Strategy's Expected Result/Impact: Increase in STEM interest from At-Risk student population to increase language acquisition skills.</p> <p>Staff Responsible for Monitoring: Director of At-Risk Programs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p>	<p>Formative</p> <p>Nov November Evidence of Progress The contract agreement with Camp Invention has been finalized and the camp is scheduled for the summer of 2021 at Gene Kranz Junior High School for students entering grades K-6.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

Strategy 30: English Learners: Provide professional development to support the implementation of AVID EXCEL in grade 8 through provision of course materials, supplies, membership fees, and transportation for EXCEL Summer Bridge in order to equip English Learners with the skills needed to advance their language acquisition skills and prepare for college.

Strategy's Expected Result/Impact: Improved STAAR/EOC student performance of English Learners.

Staff Responsible for Monitoring: Director of At-Risk

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Formative

Nov



November Evidence of Progress

Curriculum planning for AVID EXCEL is taking place and is scheduled to meet with the teachers on November 30th.

Jan

January Evidence of Progress

Mar

March Evidence of Progress

Summative

June

June Evidence of Progress

Strategy 31: English Learners: Provide professional development to bilingual, dual language, ESL, and general education teachers and administrators through conferences, contracted service providers, service centers, and in-district training on effective implementation of the English Language Proficiency Standards (ELPS), Texas English Language Assessment System (TELPAS), Dual Language curriculum writing, 7 Steps, and Language Proficiency Assessment Committee (LPAC), instructional support strategies for EL learners, and sheltered instruction strategies.

Strategy's Expected Result/Impact: Improved 2020 RDA, TELPAS, STAAR/EOC data.

Staff Responsible for Monitoring: Director of At-Risk Programs

Title I Schoolwide Elements: 2.6 - **Results Driven Accountability**

Formative

Nov



November Evidence of Progress

Bilingual specialists and teachers attended the Texas Association of Bilingual Educators (TABE) on October 10th and 17th. LPAC Coordinators and administrators attended the BOY on September 18th. Teacher new DISD attended a training on Instructional support strategies for English Learners, sheltered instruction strategies, and ELPS overview was provided on August 13th.

Dual language curriculum writing is taking place the month of November.

Jan

January Evidence of Progress

Mar

March Evidence of Progress

Summative

June

June Evidence of Progress

Strategy 32: English Learners: Implement the Dual Language Program in 1st grade through the provision of classroom resources, materials and professional development, moving to implementation in grade 2 in the 2021-2022 school year.

Strategy's Expected Result/Impact: Increase TELPAS and STAAR/EOC data and improve English language development

Staff Responsible for Monitoring: Director of At-Risk Programs

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Formative

Nov



November Evidence of Progress

Dual Language supplies and materials were provided to pre-kindergarten, kindergarten, and 1st grade teachers in August. Dual Language curriculum writing is scheduled for the month of November.

Jan

January Evidence of Progress

The Dual Language Committee meeting will meet the month of December to continue working on the framework.

Mar

March Evidence of Progress

Summative

June

June Evidence of Progress

Strategy 33: English Learners: Implement a Summer English Learner Academy for secondary EL students by providing curriculum, teacher professional development, supplies and materials, and transportation for students.

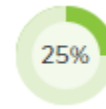
Strategy's Expected Result/Impact: Increase in TELPAS, STAAR/EOC data, and improve English language development to reduce the annual dropout rate.

Staff Responsible for Monitoring: Director of At-Risk Programs

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Formative

Nov



November Evidence of Progress

Planning meetings are scheduled for the month of November to ensure funds, supplies, materials, and transportation is available. Results Driven Accountability (RDA) conversations are taking place to support the Summer English Learner Academy. The planning for the Summer English Learner Academy begins in the spring and the camp will take place in the summer.

Jan

January Evidence of Progress



Mar



March Evidence of Progress

Summative

June

June Evidence of Progress

<p>Strategy 34: English Learners: Provide professional development for biliteracy development and strategies for making cross-language connections for pre-k and kindergarten Dual Language Program through the provision of classroom resources and materials.</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS and STAAR/EOC data and improve English language development.</p> <p>Staff Responsible for Monitoring: Director of At-Risk Programs</p> <p>Results Driven Accountability</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Planning has begun, but the majority of this does not occur until the spring semester.</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 35: MTSS/RtI: Provide after school tutorials in English 1, Biology, United States History, and Algebra 1 at-risk students.</p> <p>Strategy's Expected Result/Impact: Improved STAAR/EOC student performance of English Learners.</p> <p>Staff Responsible for Monitoring: Director of At-Risk Programs</p> <p>Results Driven Accountability</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Planning has begun with the Dickinson Continuation Center (DCC) to address the needs of students who are receiving Tier 2 and Tier 3 interventions and provide tutorials for students who need to retest for STAAR in December. A committee is being formed and work will begin with the committee in December to address the needs of At-Risk students.</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 36: English Learners: Implement an effective means of outreach to community members and parents of English Learners to inform them of how they can be involved in their child's education and English language development in order to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Improved STAAR/EOC student performance of English Learners.</p> <p>Staff Responsible for Monitoring: Director of At-Risk Programs.</p> <p>Results Driven Accountability</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Planning has begun with the campus bilingual specialist's to address the needs of the English Learner families in the community.</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 37: English Learners: Provide guided reading literacy resources for English Learners in grades K-4.</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS and STAAR/EOC data and improve English language development.</p> <p>Staff Responsible for Monitoring: Director of At-Risk Programs</p> <p>Results Driven Accountability</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Planning has begun with the campus bilingual specialist's to address guided reading needs for English Learners.</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>

Strategy 38: English Learners: Provide English as a Second Language (ESL) and Bilingual Certification information and opportunities for preparation courses to teachers, including partnership with TAMU's Project ETELL.

Strategy's Expected Result/Impact: Reduced waivers and exceptions by 25% of bilingual and ESL teachers submitted to TEA in November.

Staff Responsible for Monitoring: Director of At-Risk Programs

Formative

Nov



November Evidence of Progress

Teachers new to DISD, who are seeking ESL certification to be in compliance with state requirements, have the opportunity to sign up for the free online Texas A & M University Project ETELL (Empowering Teachers of English Language Learners). Project ETELL is a professional development project to help certify and prepare bilingual and English as a Second Language teachers for Texas classrooms. All teachers in the project will receive free Bilingual and BTLPT, or ESL online preparation courses, with opportunities for reimbursement of their exam fees upon passing and will earn TEA-approved professional development hours. The project aims to investigate the effectiveness of virtual observations, and instructional coaching and mentoring. Please visit the website for registration information.

Jan

January Evidence of Progress

Mar

March Evidence of Progress

Summative

June

June Evidence of Progress

Strategy 39: English Learners: Provide professional development and collaborate with campus Language Proficiency Assessment Committee (LPAC) to ensure effective monitoring in order to meet the needs of all English Learners.

Strategy's Expected Result/Impact: Increase in TELPAS and STAAR/EOC data and improve English language development.

Staff Responsible for Monitoring: Director of At-Risk Programs

Results Driven Accountability

Formative

Nov



November Evidence of Progress

LPAC administrators, coordinators, and bilingual specialist were trained extensively on the LPAC Framework with updated information provided by TEA. The training provided updates on state laws and policies for educating English Learners (ELs), LPAC duties and responsibilities, and guidelines for identifying, placing, exiting and monitoring ELs.

Jan

January Evidence of Progress

Mar

March Evidence of Progress

Summative

June

June Evidence of Progress

No Progress

Accomplished

Continue/Modify



Discontinue

Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.

Performance Objective 2: 100% of students will be provided a well-rounded education through a variety of experiences in order to be college, career, military ready.

Evaluation Data Sources: Course enrollment, Course Guides, Extra-Curricular Participation, Fitness Gram Results

Summative Evaluation: None

<p>Strategy 1: Educational Services: Provide elementary, middle, jr high, and high school summer school opportunities for promotion and advancement, including exploration of digital options for credit recovery at the high school level. This also includes opportunities for intervention and accelerated instructional materials and access to online programs for students in grades 5 and 8 not passing state math or reading STAAR for the 2nd time.</p> <p>Strategy's Expected Result/Impact: Student Attendance, Student performance on STAAR/EOC and student graduation rate.</p> <p>Staff Responsible for Monitoring: Directors of Advanced Academics, Director of At-Risk Programs</p> <p>Title I Schoolwide Elements: 2.6 - Results Driven Accountability</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Planning has begun, but the majority of this does not occur until the Spring Semester.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Educational Services: Provide students and parents with a summer reading program in order to encourage family reading time.</p> <p>Strategy's Expected Result/Impact: Increase in reading levels on MAP data.</p> <p>Staff Responsible for Monitoring: Director of Teacher Learning and Professional Development</p> <p>Title I Schoolwide Elements: 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Due to COVID-19 the program last summer was canceled. All materials and lesson plans were retained for a future program.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

Strategy 3: Educational Services: A comprehensive shared vision, strategic framework and system of measures will be developed to provide a culture of trust, collaboration, continuous improvement and innovation. A design team, consisting of teachers, parents, students, administrators, and community members, will work together to design a local vision for learning and strategic plan to ensure a culture of high performance and student achievement so that Dickinson ISD prepares students who are engaged, collaborative problem-solvers, critical thinkers, and ready for life beyond high school.

Strategy's Expected Result/Impact: Improve student performance

Staff Responsible for Monitoring: Superintendent

Formative

Nov



November Evidence of Progress

The district has recently continued the strategic planning work that was pre-empted by COVID.

Jan

January Evidence of Progress

Mar

March Evidence of Progress

Summative

June

June Evidence of Progress

Strategy 4: Educational Services: Each campus in conjunction with the registrar will track students who leave the district and do not return to their home campus in an effort to reduce the district drop-out rate.

Strategy's Expected Result/Impact: Reduced drop-out rate for students in Grades 7-12

Staff Responsible for Monitoring: Director of At-Risk

Title I Schoolwide Elements: 2.6

Formative

Nov



November Evidence of Progress

PEIMS verification meetings were held in October with each campus At-risk/RtI administrator's, specialist, registrars, and campus principals to review data to ensure appropriately coding and help reduce the district drop-out rate.

Jan

January Evidence of Progress



Mar





March Evidence of Progress



Summative



June



June Evidence of Progress



<p>Strategy 5: Educational Services: Provide online courses to students in grade 7-12, as well as students located on alternative campuses for the primary purpose of credit recovery, including professional development to the teachers of record to support them in providing online credit-recovery courses.</p> <p>Strategy's Expected Result/Impact: Course enrollments and completion and passing rates.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services</p> <p>Title I Schoolwide Elements: 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress Ongoing through the year. The most widely resource used is Edgenuity.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 6: Educational Services: Provide Communities in Schools case managers for campuses to assist with at-risk students and their families.</p> <p>Strategy's Expected Result/Impact: Reduction in the number of students who drop out of school. Number of students who complete courses and meet passing standards on STAAR/EOC.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration</p> <p>Title I Schoolwide Elements: 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress We have CIS at all campuses, and they use Skyward to stay in contact with students and families to provide services.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>



<p>Strategy 7: Educational Services: Provide professional development opportunities for P.E. teachers in order to sustain a well-rounded education.</p> <p>Strategy's Expected Result/Impact: Fitness Gram results, teacher participation and feedback</p> <p>Staff Responsible for Monitoring: Director of Teacher Learning and Professional Development</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Virtual professional development opportunities were provided for all PE teachers during the summer of 2020. Additionally, each year teachers and coaches are provided opportunities to attend camps and programs to develop their specific skill sets.</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 8: Educational Services: Continue to offer Dickinson Continuation Center as an alternative setting for at-risk students to accelerate credit acquisition.</p> <p>Strategy's Expected Result/Impact: Increase the number of credits and courses completed.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services</p> <p>Title I Schoolwide Elements: 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress  DCC is in full operation.</p> <hr/> <p>Jan January Evidence of Progress </p> <hr/> <p>Mar March Evidence of Progress </p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>






<p>Strategy 9: Advanced Academics: Provide opportunities for all students to accelerate learning and develop areas of individual strengths, through credit-earning exams, accelerated learning experiences, above level testing on ACT/SAT (Duke TIP) and exam preparation materials and experiences.</p> <p>Strategy's Expected Result/Impact: Increase amount of students on track to meet CCMR by graduation, increase amount of college-ready graduates, increase number of at-risk students accessing and receiving college-credit in high school, increase number of at-risk students enrolling in 4-year college upon graduation</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p> <p>Title I Schoolwide Elements: 2.4</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Opportunities for acceleration are posted for 2020-2021 school year. Duke TIP has been dissolved, removing this acceleration opportunity. Students will be invited to consider above-level testing/acceleration based on screening data obtained from GT testing.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 10: Advanced Academics: Implement Advancement Via Individual Determination (AVID) school-wide system for students in grades 5th through 12th grade and on 5 elementary campuses in order to equip at-risk students with college readiness skills through the provision of ongoing professional development for teachers and administrators, materials and classroom resources, avid tutors, and campus supplies to promote AVID culture.</p> <p>Strategy's Expected Result/Impact: Increase number of students on track to meeting CCMR upon graduation, increase number of college ready graduates, increase number of at-risk students accessing and receiving college credit in high school, increase number of at-risk students enrolling in 4 year colleges upon graduation</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress  AVID campus plans are affixed to campus improvement plans (CIP) and campuses are implementing. Tutorials will begin in January due to COVID.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 11: Advanced Academics: Use SAT/ACT/TSIA data to inform decisions about curriculum and instruction in grades 9-12 to improve student performance on college-readiness benchmark exams.</p> <p>Strategy's Expected Result/Impact: Increase number of students on track to meeting CCMR upon graduation, increase number of college-ready graduates</p> <p>Staff Responsible for Monitoring: Executive Director of Accountability, Director of Advanced Academics</p>	<p>Formative</p> <p>Nov November Evidence of Progress SAT/PSAT assessments given in October and results return in January. Data for 19-20 is being reviewed.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 12: Advanced Academics: Promote well-rounded educational opportunities for all students, including those considered economically disadvantaged or at-risk, with supplies, materials, technology, hands-on learning opportunities, extra-curricular activities, and field experiences supporting enrichment or acceleration in STEM.</p> <p>Strategy's Expected Result/Impact: Develop early career interest and exploration, increase numbers of students on track to meet CCMR, increase number of college ready graduates</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p> <p>Title I Schoolwide Elements: 2.5</p>	<p>Formative</p> <p>Nov November Evidence of Progress Plans are in place for STEM Expansion to include 200 more students in the fall of 2021. Roll-out and applications will be accepted beginning in January. Middle-School pipeline project and InvestiGATORS with UHCL also promoting STEM experiences.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 13: Advanced Academics: Provide opportunities for students to learn about college and career decision making, financial planning, and grants and scholarships to support success beyond high school.</p> <p>Strategy's Expected Result/Impact: Increase in CCMR data.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p> <p>Title I Schoolwide Elements: 2.5</p>	<p>Formative</p> <p>Nov November Evidence of Progress  College/Career learning taking place in AVID elective classrooms in grades 7-12. Career Exploration modules implemented in grade 8 in STEM during Brainiac Block.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 14: Advanced Academics: Provide dual enrollment courses through the University of Texas OnRamps for students at-risk of missing CCMR measure to ensure college-readiness upon graduation, Provision includes professional development for teachers, supplies, and technology necessary for successful course implementation.</p> <p>Strategy's Expected Result/Impact: Increase number of students on track to meet CCMR upon graduation, increase number of college-ready graduates, increase number of at-risk students accessing and receiving college-credit in high school, increase number of at-risk students enrolling in 4 year colleges upon graduation</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress  On Ramps course for mathematics implemented at DHS. In planning discussions to expand offering for 2021-2022 for STEM. Increasing credit-weight for On Ramps for 2021-2022 school year to align with UT expectations making On-Ramps equal to AP and Dual Credit course credit weights for GPA.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 15: Advanced Academics: Implement PSAT and SAT preparation courses, summer programs, preparation sessions and teacher training to increase student performance on SAT and PSAT assessments.</p> <p>Strategy's Expected Result/Impact: Increased number of students earning National Merit Scholar or Commended Scholar distinctions, Increase number of students meeting CCMR upon graduation, Increase scholarship recipients</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	<p>Formative</p> <p>Nov November Evidence of Progress  The team at DHS are beginning the planning for prep courses beginning in the spring. All prep courses planned for summer were cancelled due to COVID.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 16: Advanced Academics: Develop and Implement a district-wide, virtual enrichment opportunity for GT students to explore interests, develop critical thinking, and create unique products.</p> <p>Strategy's Expected Result/Impact: Students will explore interests, develop critical thinking skills, and create unique products to showcase their learning.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Implemented pilot of Gator QUEST to all online GT students in grades 1-5. Analyzing feedback to make adjustment for district-wide participation.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 17: Advanced Academics: Develop and Implement district-wide supports for teachers and students for Texas Performance Standards Project lessons and products; facilitate showcase events at campus and district level for student projects.</p> <p>Strategy's Expected Result/Impact: Students will develop research and communication skills through TPSP projects of their choosing.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	<p>Formative</p> <p>Nov November Evidence of Progress  District training offered in summer for TPSP best practices. Online TPSP resources were created and shared with all GT teachers and staff. GT Coordinators working with campuses staff to ensure project is planned and supported.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 18: CTE: Career & Technical Education: DISD Career & Technical Education (CTE) will provide ALL CTE students with supplies, materials, technology, hands on learning experiences, and Career & Technical Student Organization (CTSO) non-profit competition support in order to provide an enriched and accelerated curriculum.</p> <p>Strategy's Expected Result/Impact: Enriched and accelerated curriculum will increase CCMR opportunities as follows:</p> <ol style="list-style-type: none"> 1. Increased state test scores in STEM 2. Increased number of students participating in CTE courses and/or dual credit college courses 3. Increased number of students graduating with STEM, Business & Industry, and Public Service endorsements <p>Staff Responsible for Monitoring: CTE Director</p> <p>Title I Schoolwide Elements: 2.5</p>	<p>Formative</p> <p>Nov November Evidence of Progress  CTE increased the number of students participating in CTE courses by adding 2 new pathways: Dental and Barbering . CTE also added several IBC certifications which are earned in advanced courses thus, increasing the number of students graduating with STEM, Business & Industry, and Public Service endorsements.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>



<p>Strategy 19: 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: Students will have the opportunity to participate in CCMR activities</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress Limited access to CBVI due to COVID restrictions. WAVE and SEALS are participating.</p> <p> 35%</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 20: Explore a community mentorship program for students with disabilities. (Follow county health guidelines addressing COVID.)</p> <p>Strategy's Expected Result/Impact: Students will have an opportunity to make community connections that will assist them in post secondary life.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p>	<p>Formative</p> <p>Nov November Evidence of Progress On hold due to COVID.</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	


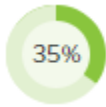
Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.



Performance Objective 3: Students who graduate on the foundation program with an endorsement or with a distinguished level of achievement will exceed the state percent and all student groups will meet or exceed the state graduation percentage.



Evaluation Data Sources: Graduation Results



Summative Evaluation: None







<p>Strategy 1: Advanced Academics: Implement STEM Academy in grades 8-12 and standards for earning STEM Endorsement upon graduation that target distinguished achievement in STEM, leadership, community service and advanced academics.</p> <p>Strategy's Expected Result/Impact: Increase number of graduates receiving distinguished level of achievement in STEM by 2024.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	<p>Formative</p> <p>Nov November Evidence of Progress STEM in place in grade 9. Students beginning work towards endorsement.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Advanced Academics: Expand the STEM Academy in grade 5 at all middle school campuses by the start of the 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: Expanded access to rigorous curriculum, accelerated math and science, and access to STEM enrichment.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	<p>Formative</p> <p>Nov November Evidence of Progress STEM Expansion will roll out in December to community, and applications will be accepted beginning in February.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 3: CTE: DISD Career & Technical Education (CTE) will provide additional high school credit course offerings at the middle school level.</p> <p>Strategy's Expected Result/Impact: Offering additional CTE courses at middle schools will provide students with increased opportunities to pursue advanced courses and earn CTE endorsements during their high school career</p> <p>Staff Responsible for Monitoring: CTE Director</p> <p>Title I Schoolwide Elements: 2.4</p>	<p>Formative</p> <p>Nov November Evidence of Progress  CTE collaborated with Junior High Schools to develop courses aligned to Programs of Study offered at DHS. Students will receive 1 high school credit in these instances.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Special Programs: Provide district wide staff development focusing on UDL, SDI, and cognitive processing.</p> <p>Strategy's Expected Result/Impact: Documented sign in sheets from trainings, implementation of processes observed in classrooms</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress  UDL, SDI and cognitive processing were addressed as an overview in August. UDL will be included in RDA: ECSE and LRE.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 5: Special Programs: Ensure evaluation staff have a thorough knowledge of all disabilities including monitoring the number of students identified as ID and ED and conducting Case Review for all evaluations of ID students.</p> <p>Strategy's Expected Result/Impact: Internal review of randomly sampled evaluations to determine compliance with procedures.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress Case review meetings are held weekly. Staff have attended training on ID and LD.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 6: Special Programs: Conduct 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: All ARDs completed within timelines</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress ARDs are ongoing using primarily Zoom format. There are some ARDs that have been out of timeline due to scheduling concerns because of COVID.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 7: Special Programs: Ensure 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: Improved STAAR / EOC results</p> <p>Review of compliance checklists</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.6 - Results Driven Accountability</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Coordinator and SEID team have done some classroom walkthroughs. One drawback has been expecting teachers to do remote instruction when they didn't have cameras to do so. We provided a summer PD for Google Classroom. Teachers are using accommodation logs.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 8: Special Programs: Conduct ARDs, provide special education services, complete evaluations, and provide related services at the Esmond Center</p> <p>Strategy's Expected Result/Impact: Continue to be in compliance with TEA requirements</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Esmond Center services are being provided.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<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: Students will make progress on their IEPs annually</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.6 - Results Driven Accountability</p>	<p>Formative</p> <p>Nov November Evidence of Progress RDA: LRE has been identified as a concern and a subcommittee has been formed.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 10: Special Programs: Evaluation staff will test students using iPads in a variety of instruments and write FIEs which lead to recommendations to develop standards based IEPs and specially designed instruction</p> <p>Strategy's Expected Result/Impact: Students will make progress on their IEPs annually</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress FIE template was reformatted to Google last year and everyone has been trained and is using it. Ipads are being used. New test kits were ordered using reallocated ReBuild funds. We are 3 people short in the assessment dept. and there is a lack of contract evaluators. After hours and weekend testing is being done with extra duty agreements with current staff.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>


<p>Strategy 11: Special Programs: Provide related services to ensure students make progress in their specially designed instruction</p> <p>Strategy's Expected Result/Impact: Students will make progress on annual IEP goals</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.6 - Results Driven Accountability</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Related services are being provided, including providing services in students' homes. However, some remote students are struggling with the remote format and ARDs are being held to address these concerns. We increased access to some assistive technology applications to assist student. The AT team is going to training.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 12: Create pathway for STEM Endorsements at 8th-12th grades.</p> <p>Strategy's Expected Result/Impact: Students interested in STEM careers will choose a STEM pathway and graduate STEM ready for a career or college courses.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Pathways are created and students are taking courses in line with them. Career exploration implemented in grade 8 STEM to assist with pathway selection for DHS.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	



Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 1: Increase the district retention rate of staff from 81% to 85% through support of First Year Teacher Academies, NaviGator Academies, teacher mentoring programs, a competitive compensation plan, on-going staff development for new and experienced staff, and aggressive hiring practices of high quality personnel.



Evaluation Data Sources: Number of highly effective teachers retained at the end of the school year.

Summative Evaluation: None

<p>Strategy 1: District will work collaboratively with colleges/universities and educational programs to provide resources and support for interns assigned to campuses throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increase rate of acquisition of teachers from affiliated programs.</p> <p>Staff Responsible for Monitoring: Director of Teacher Development & Professional Learning.</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Dir of Prof Learning & Teacher Dev works in collaboration with HR and the sending university and/or ACP candidates to support them throughout the year. Dir of Prof Learning & Teacher Dev serves as the field supervisor/professor for all UHCL Intern II clinical teachers and provides support through course assignments, classroom observations, professional development and individual communication and support.</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
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<p>Strategy 2: Assist teachers in identifying training opportunities for required certifications (ESL, GT, SpEd, Bilingual, etc.)</p> <p>Strategy's Expected Result/Impact: Identified teachers will have appropriate certifications by designated deadlines.</p> <p>Staff Responsible for Monitoring: Exec. Dir. for Human Resources</p>	<p>Formative</p> <p>Nov November Evidence of Progress  With the assistance of the Ed Serv Dept, teachers in need of additional certification are communicated with on a regular basis and informed of training opportunities.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 3: Actively participate in teacher recruitment activities, including career fairs and promote district incentives/stipends using a variety of communication methods to attract the very best candidates for positions.</p> <p>Strategy's Expected Result/Impact: Increase the number of qualified applicants available for each new position.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p>	<p>Formative</p> <p>Nov November Evidence of Progress  The HR department actively participates in university career fairs. We also promote the district through social media avenues on university job boards.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 4: Provide district maintained daycare for employees with children, ages birth to 5 years as a recruitment tool to attract and retain highly qualified candidates.</p> <p>Strategy's Expected Result/Impact: Survey results of employees recruited and retained by district who benefited from having their children in district for daycare.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p>	<p>Formative</p> <p>Nov November Evidence of Progress The Rosella Scott Gator Academy Daycare is fully operational and promoted at career fairs and on social media.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 5: Provide a comprehensive new teacher induction & mentor program lead by the Educational Services Department and supported at the campus level, with a focus on professional development, classroom support, and observations.</p> <p>Strategy's Expected Result/Impact: Increase in retention rate of new teachers within the first two years.</p> <p>Staff Responsible for Monitoring: Director of Teacher Development & Professional Learning</p>	<p>Formative</p> <p>Nov November Evidence of Progress The two-year teacher induction program includes targeted and ongoing support with all Proteges (FYT) and Navigators (SYT). All FYT receive 3-4 days of professional development in August before the start of school. FYT and SYT receive monthly professional development sessions on a variety of topics including classroom management and instructional strategies. Also, all FYT and SYT receive ongoing classroom observations and immediate feedback from the DTDPL. This year we are implementing a new Mentor program for all FYT. The program includes beginning of year training, ongoing support via Lead4ward Mentoring ePLC, as well as detailed duties and responsibilities including observations and weekly communication logs with their FYT. A \$250 stipend was approved for their services as a mentor.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 6: Provide summer PD opportunities through contracted service providers and associated travel to out of district events that focus on building expert and research-based instructional delivery in the classroom.</p> <p>Strategy's Expected Result/Impact: Evidence of implementation of skills and knowledge acquired.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services</p>	<p>Formative</p> <p>Nov November Evidence of Progress Planning occurs throughout the school year, but the actual PD does not occur until summer 2021.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 7: Provide a tiered system of professional development that aligns with the district professional development plan that supports a culture of lifelong learning and encourages employees to take ownership of their own professional learning as identified in the DISD equity plan.</p> <p>Strategy's Expected Result/Impact: Individual Student Growth, Improved Retention Rate, Decreased Equity Gap at campuses with the highest percentage of low-income students.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p> <p>Equity Plan</p>	<p>Formative</p> <p>Nov November Evidence of Progress The PD offered throughout each year is linked to district/campus goals as well as teacher professional learning growth goals. This tiered system is directly tied to student performance, with the ultimate goal being student growth.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

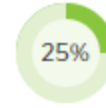
Strategy 8: Provide teachers access to training opportunities and instructional materials that are aligned to district initiatives and priorities.

Strategy's Expected Result/Impact: Increase in participation at Professional Development sessions, individual student growth, and positive survey feedback gathered from PD sessions.

Staff Responsible for Monitoring: Deputy Superintendent of Educational Services

Formative

Nov



November Evidence of Progress

This occurs on an ongoing and as needed basis.

Jan

January Evidence of Progress

Mar

March Evidence of Progress

Summative

June

June Evidence of Progress

No Progress

Accomplished

Continue/Modify



Discontinue





Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

Performance Objective 2: 100% of campus/district leadership team members will be offered the opportunity for professional learning in order to stay abreast of the latest research based trends in education in order to support classroom instruction.

Evaluation Data Sources: T-PESS/District Administrator Appraisal System -Professional Development opportunities aligned to performance and goal setting data

Summative Evaluation: None

<p>Strategy 1: Provide sustained support materials, coaching, and training for campus principals, assistant principals, associate principals, campus leadership teams, and dean of instruction through professional learning communities, book studies, professional memberships, area conferences, ESC service providers, and professional development sessions on how to improve teacher planning aligned to curriculum as well as how to monitor, assess and guide teachers to improve instruction in order to help all staff grow as instructional leaders.</p> <p>Strategy's Expected Result/Impact: Increased retention rate of campus and district leadership.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Department</p>	<p>Formative</p> <p>Nov November Evidence of Progress  This occurs on an ongoing basis. Currently, leaders are engaged in a book coaching others called The Impact Cycle.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Provide leadership members access to programs, training, and instructional materials which support core content-based instruction and provide sustained classroom support with experts in the field who model research based practices most effective in improving instruction for at-risk students.</p> <p>Strategy's Expected Result/Impact: Evidence of student improvement on local and state assessments in reading and math.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Leaders have access to the Leading Learning Series in our partnership lead4ward.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>

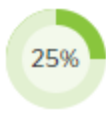

<p>Strategy 3: Provide administrators and staff with high quality, research-based instructional leadership development focused on the observation/feedback cycle and professional development activities.</p> <p>Strategy's Expected Result/Impact: Student success evidenced by increase in benchmarks, STAAR scores and reduced documented behavioral issues.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	<p>Formative</p> <p>Nov November Evidence of Progress Leaders take part in leadership development opportunities that are virtual through Region IV, lead4ward, Solution Tree, etc. through the year.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Provide professional development through contracted service providers as well as in and out of district training for district and campus administrative and support staff in order to achieve successful implementation of local, state, and federal programs.</p> <p>Strategy's Expected Result/Impact: Evidence of student improvement on state and local assessment.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress Leaders take part in leadership development opportunities that are virtual through Region IV, lead4ward, Solution Tree, etc. through the year.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	



Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.





Performance Objective 1: Through implementation of an effective discipline management plan and by concentrating on building relational capacity, DISD will reduce disciplinary incident rates by 10% from the previous year and increase attendance rates to 98%.



Evaluation Data Sources: Monthly/Yearly Discipline incident reports, Attendance Data in PEIMS



Summative Evaluation: None



<p>Strategy 1: Maintain consistent discipline management training and follow all procedures and policies that align with state laws as it relates to discipline incidents, as well as unwanted physical or verbal aggression and sexual harassment.</p> <p>Strategy's Expected Result/Impact: Accuracy in Disciplinary Coding and consistent policies and procedures throughout the district</p> <p>Staff Responsible for Monitoring: Assistant Supt. for Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Annual discipline training for APs and data entry personnel, Title IX training for all administrators, Restorative Practices update for all campus teams</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Campus behavior incident reporting will be carefully monitored in Skyward/PEIMS for coding accuracy.</p> <p>Strategy's Expected Result/Impact: End of month discipline referrals entered in Skyward are checked for verification and timely documentation. Follow-through for accuracy and notification procedures for discipline reported as violent acts are verified with campus principal and Assistant Supt..</p> <p>Staff Responsible for Monitoring: Executive Director of Accountability</p> <p>Results Driven Accountability</p>	<p>Formative</p> <p>Nov November Evidence of Progress  APs completed discipline verification for August - October</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>



<p>Strategy 3: The district and all campuses will continue to follow policies and regulations for identifying and investigating allegations of bullying as mandated in Policy FFI (Local).</p> <p>Strategy's Expected Result/Impact: Documentation recorded/procedures followed during investigation as required by District policy</p> <p>Staff Responsible for Monitoring: Assistant Supt. for Administration</p>	<p>Formative</p> <p>Nov November Evidence of Progress All bullying allegations have been investigated and handled in accordance with the Code of Conduct.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: DISD will continue to contract with Restorative Practices in order to build relational capacity.</p> <p>Strategy's Expected Result/Impact: Reduction in the number of suspensions for African American and Special Education</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Education Services</p> <p>Title I Schoolwide Elements: 2.4</p>	<p>Formative</p> <p>Nov November Evidence of Progress Restorative Practices update for all campus teams</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>







<p>Strategy 5: Continue to provide School Liaison Officers in order to strengthen the security at DISD campuses.</p> <p>Strategy's Expected Result/Impact: Reduction in campus safety issues and Enhancement of DISD Safety Operations</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration</p>	<p>Formative</p> <p>Nov November Evidence of Progress  SLOs are housed at DHS, KJH, MJH, BMS, DMS, and LMS. They are available to go to the elementary campuses when needed.</p> <p>Jan January Evidence of Progress </p> <p>Mar March Evidence of Progress </p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 6: Provide a social media monitoring service and an anonymous tip reporting service designed specifically for the educational community in order to monitor posts on social media and to anonymously report incidents that threaten the safety and well-being of students in the district.</p> <p>Strategy's Expected Result/Impact: Reduction in campus safety concerns</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration</p> <p>Title I Schoolwide Elements: 2.4</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Anonymous reporting service is available for all students. Social media monitoring service is still being used, but we are discussing the effectiveness of it.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 7: Provide information and access to students and staff on required safety trainings and support for staff focusing on restorative discipline practices, conflict resolution programs, violence prevention programs, character building programs, bullying, harassment, suicide prevention (including guardian notification procedure), safe and civil schools, trauma informed care, and school safety.</p> <p>Strategy's Expected Result/Impact: Documentation of required trainings, Reduction in the number of suspensions for African American and Special Education, transformation of school climate, reduction in bullying and harassment reports</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration</p> <p>Title I Schoolwide Elements: 2.5 - Results Driven Accountability</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Annual safety training, Restorative Practices update, new panic button app training, Gator Wellness Center, teaching students about health and safety (COVID-related), TSSC training related to virtual drills, campus updating safety plans</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 8: Implement additional programs of intervention directed at specific campus needs through training, materials and follow-through support for campuses staff throughout the year.</p> <p>Strategy's Expected Result/Impact: Reduction of campus discipline referrals</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Continuing to provide support and training as needed, campuses have been able to handle most discipline in-house, only doing mandatory removals</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 9: Continue to provide Emergency Operations Training to all Principals and campus personnel.</p> <p>Strategy's Expected Result/Impact: District and Campus Emergency Operations Plan submissions and practiced at the campus level.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration</p> <p>Title I Schoolwide Elements: 2.5</p>	<p>Formative</p> <p>Nov November Evidence of Progress Updating the template and modifying campus plans</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 10: District Attendance Intervention Specialists will work with campuses, students, and parents to help increase students daily attendance.</p> <p>Strategy's Expected Result/Impact: Decrease in absentee rate for targeted students. Insure the Truancy Prevention Methods (TPM) are being implemented with fidelity.</p> <p>Documentation of home visits, parent and student contact and implementation/results of Personal Intervention Plans for students with excessive absences.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration</p>	<p>Formative</p> <p>Nov November Evidence of Progress AIS completing home visits daily, holding student-parent meetings, and ensuring TPMs are being implemented</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 11: Provide supplies and transportation for homeless students and foster care students in order to support their personal and academic needs.</p> <p>Strategy's Expected Result/Impact: Daily attendance rate of identified homeless students will improve as well as the overall district attendance results</p> <p>Staff Responsible for Monitoring: Director of Federal Programs with assistance from the District Homeless Liaison</p> <p>Title I Schoolwide Elements: 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress Homeless services are being provided. Foster care services are being provided.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 12: Special Programs: Provide professional development for teachers, behavior coaches, administrators, and paraprofessionals on behavior strategies and interventions.</p> <p>Strategy's Expected Result/Impact: Teacher participation, classroom observations. Decreased classroom behavioral referrals.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.6 - Results Driven Accountability - Equity Plan</p>	<p>Formative</p> <p>Nov November Evidence of Progress Behavior coach meetings are held monthly. PD has been provided for behavior coaches and assistant principals. RDA: sped discipline is identified as an issue and a subcommittee has been formed.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 13: Special Programs: Provide training opportunities for DISD counselors, behavior coaches, nurses, social workers, teachers and administrators focused on restorative practices, mental health, trauma informed care, sexual abuse, sex trafficking maltreatment of children, dating violence, and more through a partnership with Mental Health America.</p> <p>Strategy's Expected Result/Impact: The creation of a sustainable social emotional learning model.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.5</p>	<p>Formative</p> <p>Nov November Evidence of Progress  ReBuild Texas has provided the final set of training to end in December. We have built solid capacity in all of the identified areas and we have a continuation plan.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 14: Special Programs: Utilize a Social Emotional Learning Specialist and a Licensed Professional Counselor to assist students and families with social/emotional situations and supply them with the tools needed to recover from mental trauma.</p> <p>Strategy's Expected Result/Impact: Increase in assistance for students and families in the area of mental health.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress  The SEL and LPC are continuously working to address the identified issues. SEL instituted Wellness Wednesdays and LPC does Friday updates.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>



<p>Strategy 15: Implement transition plan for students at an alternative campus moving back to home campus.</p> <p>Strategy's Expected Result/Impact: Students are well prepared to return to the home campus and are successful in placement.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services</p>	<p>Formative</p> <p>Nov November Evidence of Progress Completed as needed.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 16: Create a safety reunification transportation plan for students with cognitive, emotional and mobility concerns.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration Executive Director of Special Programs</p>	<p>Formative</p> <p>Nov November Evidence of Progress New campus plan template will address</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

Performance Objective 2: The district will create and implement a social and emotional learning framework that will address: suicide prevention programs, conflict resolution programs, comprehensive school counseling program and trauma informed care.

Evaluation Data Sources: SEL data collection will include professional development resources, sign in sheets, referral forms, counseling plans, Restorative Practice implementation data

Summative Evaluation: None


<p>Strategy 1: Provide PD to teachers on: a. suicide prevention programs, b. conflict resolution programs, c. comprehensive school counseling program and d. trauma informed care</p> <p>Strategy's Expected Result/Impact: Teachers will gain additional tools and insight to work with students who have been affected by trauma</p> <p>Staff Responsible for Monitoring: SEL Specialist</p> <p>Title I Schoolwide Elements: 2.5</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Emotional Backpack Project Facilitators are receiving updated training by MHA and it will be completed by December. EBP facilitators will start implementing training for all staff starting in January.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Two staff members per campus will implement the Emotional Backpack Project so that the trained employees can be District Trainers (this includes Suicide Prevention/Youth Mental Health / Trauma Informed Teaching Practices/Advanced Trauma Informed Teaching Practices / Self-Care / Mindfulness).</p> <p>Strategy's Expected Result/Impact: Teachers will gain additional tools and insight on mental health and suicide prevention.</p> <p>Staff Responsible for Monitoring: SEL Specialist</p> <p>Title I Schoolwide Elements: 2.5</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Emotional Backpack Project Facilitators are receiving updated training by MHA and it will be completed by December. EBP facilitators will start implementing training for all staff starting in January.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

Strategy 3: Offer "Character Strong", "2nd Steps", "Journey of Hope (Maintain) ", "Restorative Practices", "Youth Mental Health First Aid", "Equity Cultural Responsiveness Training", "Crisis Prevention Institute", "Self-Wellness: Yoga Trainer of Trainer", and in order to to build the capacity of Tier 1, 2, and 3 interventions.


Strategy's Expected Result/Impact: Increase in Tier 1-3 intervention supports


Staff Responsible for Monitoring: SEL Specialist

Title I Schoolwide Elements: 2.5

Formative	
Nov	November Evidence of Progress
	Teachers are implementing Character Strong and Restorative Practices. Counselors (elementary-Junior High) are implementing 2nd Steps through guidance curriculum. Journey of Hope is maintained through small group. Youth Mental Health First Aid is offered through Gulf Coast Center currently for free. Crisis Prevention Institute sessions are taking place on campuses. Niroga Mindfulness training (self-wellness) day 2 training was offered to counselors and behavior coaches.
Jan	January Evidence of Progress
Mar	March Evidence of Progress
Summative	
June	June Evidence of Progress

 No Progress

 Accomplished

 Continue/Modify

 Discontinue







Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.

Performance Objective 1: Through efficient and effective management, department/campus resources and support will be equitably distributed and maximized.

Evaluation Data Sources: 2018-2019 District Budget
2019-2020 Staffing

Summative Evaluation: Significant progress made toward meeting Objective

<p>Strategy 1: Provide annual training on management procedures/policies of district, state, and federal budgets, either individually or in groups for departments, administrators, and campus staff members.</p> <p>Strategy's Expected Result/Impact: Reduction of campus and department budget /account management errors. Departments, administrators, and campus staff personnel are knowledgeable and accountable.</p> <p>Staff Responsible for Monitoring: Exec. Director of Business Operations, Exec. Director of Payroll</p>	<p>Formative</p> <p>Nov November Evidence of Progress Plans are being made for a zoom training to take place in the spring semester.</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Provide on-going beginning and end of year inventories of district/campus assets.</p> <p>Strategy's Expected Result/Impact: Accurate tracking of district assets.</p> <p>Staff Responsible for Monitoring: Exec. Director of Business Operations</p>	<p>Formative</p> <p>Nov November Evidence of Progress Plans are being made to begin this inventory process. This was pre-empted by COVID.</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>



<p>Strategy 3: The District Energy Management Program provides and monitors procedures in place to promote energy conservation district-wide while educating students and faculty.</p> <p>Strategy's Expected Result/Impact: Increased savings on energy costs.</p> <p>Staff Responsible for Monitoring: Director of Energy Management</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Faculty and staff are reaching mastery level of procedures and implement them effectively. Student interest in the energy management program is growing as evidenced by questions asked and district energy data in projects.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Facility safety features will be added to enhance the district's educational services.</p> <p>Strategy's Expected Result/Impact: Enhanced safety district wide.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Administration</p> <p>Title I Schoolwide Elements: 2.4</p>	<p>Formative</p> <p>Nov November Evidence of Progress  We have completed the Planning and design for security vestibles at all campuses.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	


Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.





Performance Objective 2: Ensure 100% of staff, students, and departments have the necessary infrastructure, training, hardware and software to support effective and efficient operations.

Evaluation Data Sources: Inventory, network usage, five year technology plan, work orders, and help desk calls

Summative Evaluation: None

<p>Strategy 1: Maintain infrastructure with scheduled maintenance times to provide all district departments with the supports needed for effectively performing job duties.</p> <p>Strategy's Expected Result/Impact: Students, staff, and departments are able to perform responsibilities with minimum disruptions.</p> <p>Staff Responsible for Monitoring: Executive Director of Technology</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Upgrades to network closets continue. E-Rate funding was secured and equipment ordered for a December installation core areas. SIS upgrades have been completed and SSO set up work is complete.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Provide training and support for all employees based upon the technology utilized to perform individual specific job functions.</p> <p>Strategy's Expected Result/Impact: Efficient use of technology.</p> <p>Staff Responsible for Monitoring: Executive Director of Technology</p>	<p>Formative</p> <p>Nov November Evidence of Progress  All instructional employees have been trained in remote instruction techniques as have campus administrators. Continued professional developed occurs daily on an as needed basis.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 3: Technology hardware will be replaced when it no longer supports the required student academic needs, specifications of software used in departments and instructional resources</p> <p>Strategy's Expected Result/Impact: Maintenance of effective hardware utilized throughout the district.</p> <p>Staff Responsible for Monitoring: Executive Director of Technology</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Continued progress with orders completed and equipment installation planned for December in network closets via Federal and Local Funding. End user equipment continues to be replaced on an as needed basis with local funding.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Software utilized for instructional needs will be evaluated annually by curriculum and Instructional Technology Teams to determine the effectiveness of the software for student growth</p> <p>Strategy's Expected Result/Impact: Software that promotes student academic growth</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services</p>	<p>Formative</p> <p>Nov November Evidence of Progress This process will occur later in the year.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>


<p>Strategy 5: Software used to run district operations will be supported by the Technology Team in conjunction with support from the software company</p> <p>Strategy's Expected Result/Impact: District operations will support district functioning with minimal outages</p> <p>Staff Responsible for Monitoring: Executive Director of Technology</p>	<p>Formative</p> <p>Nov November Evidence of Progress An analysis of current HR, Business and SIS programs is in progress at currently.</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	





Goal 5: DISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.








Performance Objective 1: All stakeholders within the district will have multiple methods to communicate with district.

Evaluation Data Sources: Number of Community/Family events hosted in DISD as shown by agendas and sign-in sheets from the events

Summative Evaluation: None

<p>Strategy 1: Create a district parent and community survey. Analyze survey data to identify areas of strengths and needs in the district.</p> <p>Strategy's Expected Result/Impact: Identification of parent and community needs for DEIC.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Ed Services</p> <p>Title I Schoolwide Elements: 3.2</p>	<p>Formative</p> <p>Nov November Evidence of Progress This will be done later in the year.</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Provide high quality and timely feedback addressing community questions and/or concerns at the district level.</p> <p>Strategy's Expected Result/Impact: Improved communication</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration, Campus Administration Deputy Superintendent of Ed Services</p>	<p>Formative</p> <p>Nov November Evidence of Progress  This is done on an ongoing basis. Communication has occurred through multiple media methods.</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 3: Provide parents with timely information regarding their child's assessment results, access to the district curriculum.</p> <p>Strategy's Expected Result/Impact: Parent awareness of student performance and curriculum expectations.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services</p> <p>Title I Schoolwide Elements: 3.2</p>	<p>Formative</p> <p>Nov November Evidence of Progress  When assessments results are received, students and parents receive the information. The MAP assessment is the most recent.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Distribute information to parents, businesses, apartment complexes, and publish notifications on the DISD website and social media in order to identify and enroll Pre-K and Kindergarten students.</p> <p>Strategy's Expected Result/Impact: Increased early enrollment of Pre Kindergarten and kindergarten students.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services</p> <p>Title I Schoolwide Elements: 3.2</p>	<p>Formative</p> <p>Nov November Evidence of Progress  The community in DISD received information regarding registration throughout the summer and at the start of the year through multiple methods of media communication.</p> <p>Jan January Evidence of Progress </p> <p>Mar March Evidence of Progress </p> <p>Summative</p> <p>June June Evidence of Progress</p>



<p>Strategy 5: Increase Spanish translation of verbal and written communications.</p> <p>Strategy's Expected Result/Impact: Improved parent communication</p> <p>Staff Responsible for Monitoring: Director of Federal Programs</p> <p>Title I Schoolwide Elements: 3.1</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Campus Parent and Engagement Policies are posted in English and Spanish on the district website. Other translations are provided throughout the year as needed.</p> <p>Jan January Evidence of Progress </p> <p>Mar March Evidence of Progress </p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 6: Multiple methods will be used to communicate with parents and the community.</p> <p>Strategy's Expected Result/Impact: Variety of communication methods to reach more parents and community members.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Communication remains consistent through the year and is delivered using multiple methods of social media.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	



Goal 5: DISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.



Performance Objective 2: Increase opportunities for stakeholders to partner with and be involved in the district.



Evaluation Data Sources: Evidence of marketing events i.e. posts, sign in sheets, flyers, parent surveys, meeting notes, sign-in sheets, formation of new partnerships






Summative Evaluation: None

<p>Strategy 1: Utilize the DEIC and other district committees to assist in the decision-making process regarding community needs and district activities.</p> <p>Strategy's Expected Result/Impact: Increased committee and parent input.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services</p> <p>Title I Schoolwide Elements: 3.2</p>	<p>Formative</p> <p>Nov November Evidence of Progress  The DEIC has met and will continue to meet through zoom meetings. Items requiring DEIC input and approval are presented to the DEIC at the appropriate times during the year.</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 2: Provide Parent Engagement Coordinators on each campus to facilitate, monitor, and market campus activities in order to increase parent engagement throughout the district.</p> <p>Strategy's Expected Result/Impact: Increase in parent engagement</p> <p>Staff Responsible for Monitoring: Director of Federal Programs</p> <p>Title I Schoolwide Elements: 3.2</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Campus Parent Engagement liaisons are assigned at each campus and virtual meetings and trainings are ongoing throughout the school year.</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 3: Provide supplies/materials, snacks, transportation, and/or childcare for parent meetings, training's, and/or instructional activity nights to increase parental engagement.</p> <p>Strategy's Expected Result/Impact: Positive parent surveys. Increased parent attendance and increased parent volunteers on campuses.</p> <p>Staff Responsible for Monitoring: Director of Federal and State Programs</p> <p>Title I Schoolwide Elements: 3.2</p>	<p>Formative</p> <p>Nov November Evidence of Progress Due to CDC guidelines, parent engagement activities are virtual.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 4: Provide planned opportunities for transitional activities as students move from one grade level to the next by offering students and parents with the opportunity to visit with campus personnel, tour transitioning DISD campuses, attend parent meetings.</p> <p>Strategy's Expected Result/Impact: Parents and students will have an increased understanding of the expectations for the next school year and new campus.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services</p> <p>Title I Schoolwide Elements: 3.2</p>	<p>Formative</p> <p>Nov November Evidence of Progress These activities will happen in the spring of 2021.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 5: Hold parent conferences.</p> <p>Strategy's Expected Result/Impact: Communicate a clear understanding of the student's academic progress and expected growth.</p> <p>(Skyward, phone calls, email, parent conferences, progress reports, report card, parent compact, etc.)</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services</p> <p>Title I Schoolwide Elements: 3.2</p>	<p>Formative</p> <p>Nov November Evidence of Progress This communication is ongoing through the year using multiple methods of communication. Academic progress is officially report 4 times per year as well as mid 9 weeks and at other times as appropriate.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 6: Promote college campus tours for high school students.</p> <p>Strategy's Expected Result/Impact: Students will have a smooth transition from school to college.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	<p>Formative</p> <p>Nov November Evidence of Progress College campus tours are limited currently to virtual experiences due to COVID. AVID has prepared resources to assist with virtual tours.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 7: CTE: DISD Career & Technical Education Department will host fall and spring District Advisory meetings with business and industry in order to increase partnerships.</p> <ol style="list-style-type: none"> Hands on demonstrations and guest speakers provided by partners as related to curriculum Input in regards to certifications, credentials and courses offered to CTE students in regards to workforce readiness Increased paid/unpaid internship opportunities <p>Strategy's Expected Result/Impact: Partnerships will provide increased College, Career, and Military Ready students.</p> <p>Staff Responsible for Monitoring: CTE Director</p> <p>Title I Schoolwide Elements: 2.5</p>	<p>Formative</p> <p>Nov November Evidence of Progress CTE hosted a spring District Advisory meeting with business and industry in order to increase partnerships. Partnerships were solidified and are ongoing. Due to COVID, the fall District Advisory meeting was canceled and each program area scheduled their own individual meetings with business partners. The meetings have been very productive. The 2021 District Advisory meeting is tentative pending CDC recommendations.</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 8: Provide a district homeless liaison to identify and assist at-risk homeless students, and their families in accessing resources necessary to be successful in school and access outside resources to assist with day to day health and safety needs.</p> <p>Strategy's Expected Result/Impact: Increased number of families accessing resources necessary to help students be successful in school and access outside resources to assist with day to day health and safety needs.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.6</p>	<p>Formative</p> <p>Nov November Evidence of Progress  We relocated the Homeless liaison to the Gator Wellness Center in August in order to work within the Gator Wellness Center.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>Strategy 9: Utilize the DISD education foundation to expand new and existing community partnerships.</p> <p>Strategy's Expected Result/Impact: Increase the number of community partnerships.</p> <p>Staff Responsible for Monitoring: Executive Director of Education Foundation</p>	<p>Formative</p> <p>Nov November Evidence of Progress  Ongoing</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>Summative</p> <p>June June Evidence of Progress</p>

<p>Strategy 10: Partner with Communities in Schools to expand services.</p> <p>Strategy's Expected Result/Impact: Meet students' physical, social, and emotional needs at multiple campuses.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration</p>	<p>Formative</p> <p>Nov November Evidence of Progress  We have CIS at all campuses, and they are using Skyward to stay in contact with students and families to provide support.</p> <hr/> <p>Jan January Evidence of Progress</p> <hr/> <p>Mar March Evidence of Progress</p> <hr/> <p>Summative</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: December 7, 2020

Item Title: Measures of Academic Progress (MAP) BOY Results

Agenda Item: Lee Courville/Dr. Noffsinger

Background Information:

The MAP assessment is used to measure a student's progress or growth in reading. The assessment is given at the beginning of the year, middle of the year, and end of the year. The results are reported with a number called RIT, Ready for Instruction Today, which is an equal-interval scale much like feet and inches on a yardstick.

Recommendation:

The Superintendent and Deputy Superintendent for Educational Services recommends to the board that these scores be reviewed as a baseline for growth comparison with future MAP assessments.

Action Item: _____ Yes _____[√] No

NWEA MAP BOY DISD

Projected Proficiency Summary Report

Aggregate by District by Grade

Term Fall 2020-2021
Tested:

Math: Math K-12

State of Texas Assessments of Academic Readiness

spring

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	773	224	29%	361	47%	148	19%	40	5%
3	770	302	39%	305	40%	119	16%	44	6%
4	785	312	40%	338	43%	98	13%	37	5%
5	721	179	25%	302	42%	171	24%	69	10%
6	701	186	27%	354	51%	125	18%	36	5%
7	597	175	29%	276	46%	108	18%	38	6%
8	502	137	27%	295	59%	66	13%	4	1%
Total	4849	1515	31%	2231	46%	835	17%	268	6%

reference data

2019-20	2019-2020		1 year change Not Met	Change in # of tests
	Count	Percent		
Total Tested	Count	Percent		
789	185	23%	6%	-16
798	243	31%	8%	-28
843	263	31%	9%	-58
849	170	20%	5%	-128
803	229	29%	-3%	-102
781	195	25%	4%	-184
847	211	25%	2%	-345
5710	1496	26%	5%	-861

Language Arts: Reading

State of Texas Assessments of Academic Readiness

spring

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	628	161	26%	318	51%	102	16%	47	8%
3	659	170	26%	222	34%	154	23%	113	17%
4	756	198	26%	308	41%	139	18%	111	15%
5	722	199	28%	240	33%	153	21%	130	18%
6	729	188	26%	301	41%	154	21%	86	12%
7	715	195	27%	239	33%	171	24%	110	15%
8	572	94	16%	188	33%	191	33%	99	17%
Total	4781	1205	25%	1816	38%	1064	22%	696	15%

reference data

2019-20	2019-2020		1 year change Not Met	Change in # of tests
	Count	Percent		
Total Tested	Count	Percent		
631	161	26%	0%	-3
746	199	27%	-1%	-87
857	249	29%	-3%	-101
860	229	27%	1%	-138
819	247	30%	-4%	-90
810	228	28%	-1%	-95
853	185	22%	-6%	-281
5576	1498	27%	-2%	-795



Clear Form

Print Form

Texas Education Agency - Department of Review and Support Strategic Support Plan

Description: The LEA will refer to multiple sources of data to identify and prioritize areas for continuous improvement. The self-assessment summary and other pertinent data sources (i.e. RDA, STAAR scores, discipline reports) to identify all areas for improvement that have been selected and prioritized for inclusion in the SSP. Include 3-4 systemic areas from the self-assessment summary, RDA, STAAR data, and any additional areas requiring priority action that are addressed elsewhere in the special education monitoring process.

District Name: _____

District ESC: _____

County District Number: _____

DCSI: _____

Superintendent Name: _____

Date: _____

Program Area: _____ **Area of Improvement:** _____

Problem Statement / Root Cause:

Annual Goal:

Strategy for Implementation:



Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:

Program Area: _____ **Area of Improvement:** _____

Problem Statement / Root Cause:
Annual Goal:

Strategy for Implementation:

Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:

Program Area: _____ **Area of Improvement:** _____

Problem Statement / Root Cause:
Annual Goal:

Strategy for Implementation:



Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:



Clear Form

Print Form

Texas Education Agency - Department of Review and Support Strategic Support Plan

Description: The LEA will refer to multiple sources of data to identify and prioritize areas for continuous improvement. The self-assessment summary and other pertinent data sources (i.e. RDA, STAAR scores, discipline reports) to identify all areas for improvement that have been selected and prioritized for inclusion in the SSP. Include 3-4 systemic areas from the self-assessment summary, RDA, STAAR data, and any additional areas requiring priority action that are addressed elsewhere in the special education monitoring process.

District Name: _____

District ESC: _____

County District Number: _____

DCSI: _____

Superintendent Name: _____

Date: _____

Program Area: _____ **Area of Improvement:** _____

Problem Statement / Root Cause:

Annual Goal:

Strategy for Implementation:



Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:

Program Area: _____ **Area of Improvement:** _____

Problem Statement / Root Cause:
Annual Goal:

Strategy for Implementation:



Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:

Program Area: _____ **Area of Improvement:** _____

Problem Statement / Root Cause:

Annual Goal:

Strategy for Implementation:



Activity:	Goal for this Activity:	Activity Completion:	Personnel Responsible for Implementation:	Personnel Responsible for Supervision of Implementation:

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: December 7, 2020
Item Title: HB3 (2019) Board Goals
Agenda Item: Carla Voelkel/Lee Courville/Dr. Jeff Pack

Background Information:

In 2019, the Texas Legislature passed HB3. One of the requirements is for school boards to adopt detailed plans developed by their management teams that achieve goals in two key areas:

- Early childhood literacy and mathematics (EC-LM) proficiency
- College, career, and military readiness (CCMR)

Both EC-LM and CCMR Plans have the requirements to:

- Set specific, quantifiable, annual goals for five years for the district and each campus
- Be reviewed at least annually by the board at a public meeting
- Post annual report on district and campus websites

Originally, these plans were to be adopted by the end of the 2019-2020 school year. The due date was changed to January 2021 due to the pandemic.

Recommendation:

The Superintendent, Deputy Superintendent for Educational Services, and the Executive Director for Data Quality recommend approval.

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____

PROUD TRADITIONS, EXCITING FUTURES

DICKINSON

INDEPENDENT SCHOOL DISTRICT

HB 3 Board Goals

EARLY CHILDHOOD LITERACY

District

Early Childhood Literacy Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 44 % to 55 % by August 2024

Yearly Target Goals (All Students)

2020	2021	2022	2023	2024
44%	46%	51%	53%	55%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	42%	38%	53%	N/A	60%	N/A	24%	28%	29%	27%	25%	43%	43%
2021	45%	41%	56%	N/A	63%	N/A	27%	30%	31%	30%	28%	46%	46%
2022	48%	44%	59%	N/A	66%	N/A	30%	32%	34%	33%	31%	49%	49%
2023	50%	47%	62%	N/A	69%	N/A	33%	34%	37%	36%	34%	52%	52%
2024	55%	50%	65%	N/A	72%	N/A	36%	36%	40%	39%	37%	55%	55%

N/A: Fewer than 10 students

District

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score "On Track" or above on the Phonological Awareness Section of the Circle Assessment will increase from 29% to 37% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
29%	31%	33%	35%	37%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	41%	22%	31%	N/A	N/A	N/A	N/A	28%	14%	N/A	-	-	-
2021	43%	24%	33%	N/A	N/A	N/A	N/A	30%	16%	N/A	-	-	-
2022	45%	26%	35%	N/A	N/A	N/A	N/A	32%	18%	N/A	-	-	-
2023	47%	28%	37%	N/A	N/A	N/A	N/A	34%	20%	N/A	-	-	-
2024	49%	30%	39%	N/A	N/A	N/A	N/A	36%	22%	N/A	-	-	-

N/A: Fewer than 10 students

District

Early Childhood Literacy Progress Measure 2

The percent of K through 1st grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 38% to 46% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
38%	40%	42%	44%	46%

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	30%	36%	42%	N/A	40%	N/A	67%	33%	48%	23%	-	-	-
2021	32%	38%	44%	N/A	42%	N/A	69%	35%	50%	25%	-	-	-
2022	34%	40%	46%	N/A	44%	N/A	71%	37%	52%	27%	-	-	-
2023	36%	42%	48%	N/A	46%	N/A	73%	39%	54%	29%	-	-	-
2024	38%	44%	50%	N/A	48%	N/A	75%	41%	56%	31%	-	-	-

N/A: Fewer than 10 students

District

Early Childhood Literacy Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 31% to 40% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
31%	33%	35%	37%	40%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	18%	30%	39%	N/A	38%	N/A	28%	26%	26%	10%	-	-	-
2021	20%	32%	41%	N/A	40%	N/A	30%	28%	28%	12%	-	-	-
2022	22%	34%	43%	N/A	42%	N/A	32%	30%	30%	14%	-	-	-
2023	24%	36%	45%	N/A	44%	N/A	34%	32%	32%	16%	-	-	-
2024	26%	38%	47%	N/A	46%	N/A	36%	34%	34%	18%	-	-	-

N/A: Fewer than 10 students

Bay Colony Elementary

Early Childhood Literacy Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 54% to 62% by August 2024

Yearly Target Goals (All Students)

2020	2021	2022	2023	2024
54	56	58	60	62

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	55	46	61	N/A	N/A	N/A	N/A	44	25	10	-	-	-
2021	57	48	63	N/A	N/A	N/A	N/A	46	27	12	-	-	-
2022	59	50	65	N/A	N/A	N/A	N/A	48	29	14	-	-	-
2023	61	52	67	N/A	N/A	N/A	N/A	50	31	16	-	-	-
2024	63	54	69	N/A	N/A	N/A	N/A	52	33	18	-	-	-

Bay Colony Elementary

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score "On Track" or above on the Phonological Awareness Section of the Circle Assessment will increase from 27% to 35% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
27	29	31	33	35

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	20	N/A	N/A	N/A	N/A	N/A	19	18	N/A	-	-	-
2021	N/A	22	N/A	N/A	N/A	N/A	N/A	21	20	N/A	-	-	-
2022	N/A	24	N/A	N/A	N/A	N/A	N/A	23	22	N/A	-	-	-
2023	N/A	26	N/A	N/A	N/A	N/A	N/A	25	24	N/A	-	-	-
2024	N/A	28	N/A	N/A	N/A	N/A	N/A	27	26	N/A	-	-	-

N/A: Fewer than 10 students

Bay Colony Elementary

Early Childhood Literacy Progress Measure 2

The percent of K through 1st grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 46% to 54% by June 2024.

Yearly Target Goals

	Yearly Target Goals													
	2020			2021			2022			2023			2024	
	46			48			50			52			54	
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	
2020	35	43	54	N/A	50	N/A	N/A	42	59	36	-	-	-	
2021	37	45	56	N/A	52	N/A	N/A	44	61	38	-	-	-	
2022	39	47	58	N/A	54	N/A	N/A	46	63	40	-	-	-	
2023	41	49	60	N/A	56	N/A	N/A	48	65	42	-	-	-	
2024	43	51	62	N/A	58	N/A	N/A	50	67	44	-	-	-	

N/A: Fewer than 10 students

Bay Colony Elementary

Early Childhood Literacy Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 37% to 45% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
37	39	41	43	45

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	27	33	49	N/A	N/A	N/A	N/A	31	29	0	-	-	-
2021	29	35	51	N/A	N/A	N/A	N/A	33	31	2	-	-	-
2022	31	37	53	N/A	N/A	N/A	N/A	35	33	4	-	-	-
2023	33	39	55	N/A	N/A	N/A	N/A	37	35	6	-	-	-
2024	35	41	57	N/A	N/A	N/A	N/A	39	37	8	-	-	-

N/A: Fewer than 10 students

Calder Road Elementary

Early Childhood Literacy Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 43% to 51% by August 2024

Yearly Target Goals (All Students)

2020	2021	2022	2023	2024
43	45	47	49	51

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	20	41	56	N/A	N/A	N/A	N/A	34	33	33	-	-	-
2021	22	43	58	N/A	N/A	N/A	N/A	36	35	35	-	-	-
2022	24	45	60	N/A	N/A	N/A	N/A	38	37	37	-	-	-
2023	26	47	62	N/A	N/A	N/A	N/A	40	39	39	-	-	-
2024	28	49	64	N/A	N/A	N/A	N/A	42	41	41	-	-	-

Calder Road Elementary

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score "On Track" or above on the Phonological Awareness Section of the Circle Assessment will increase from 38% to 46% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
38	40	42	44	46

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	23	N/A	N/A	N/A	N/A	N/A	32	9	N/A	-	-	-
2021	N/A	25	N/A	N/A	N/A	N/A	N/A	34	11	N/A	-	-	-
2022	N/A	27	N/A	N/A	N/A	N/A	N/A	36	13	N/A	-	-	-
2023	N/A	29	N/A	N/A	N/A	N/A	N/A	38	15	N/A	-	-	-
2024	N/A	31	N/A	N/A	N/A	N/A	N/A	40	17	N/A	-	-	-

N/A: Fewer than 10 students

Calder Road Elementary

Early Childhood Literacy Progress Measure 2

The percent of K through 1st grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 46% to 54% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46	48	50	52	54

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	41	44	54	N/A	N/A	N/A	N/A	39	52	38	-	-	-
2021	43	46	56	N/A	N/A	N/A	N/A	41	54	40	-	-	-
2022	45	48	58	N/A	N/A	N/A	N/A	43	56	42	-	-	-
2023	47	50	60	N/A	N/A	N/A	N/A	45	58	44	-	-	-
2024	49	52	62	N/A	N/A	N/A	N/A	47	60	46	-	-	-

N/A: Fewer than 10 students

Calder Road Elementary

Early Childhood Literacy Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 36% to 44% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
36	38	40	42	44

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	15	43	33	N/A	N/A	N/A	N/A	31	40	7	-	-	-
2021	17	45	35	N/A	N/A	N/A	N/A	33	42	9	-	-	-
2022	19	47	37	N/A	N/A	N/A	N/A	35	44	11	-	-	-
2023	21	49	39	N/A	N/A	N/A	N/A	37	46	13	-	-	-
2024	23	51	41	N/A	N/A	N/A	N/A	39	48	15	-	-	-

N/A: Fewer than 10 students

Hughes Road Elementary

Early Childhood Literacy Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 44 % to 55 % by August 2024

Yearly Target Goals (All Students)

2020	2021	2022	2023	2024
68%	70%	72%	74%	76%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	77%	67%	66%	N/A	N/A	N/A	N/A	64%	N/A	11%	-	-	-
2021	79%	69%	68%	N/A	N/A	N/A	N/A	66%	N/A	13%	-	-	-
2022	81%	71%	70%	N/A	N/A	N/A	N/A	68%	N/A	15%	-	-	-
2023	83%	73%	72%	N/A	N/A	N/A	N/A	70%	N/A	17%	-	-	-
2024	85%	75%	74%	N/A	N/A	N/A	N/A	72%	N/A	19%	-	-	-

Hughes Road Elementary

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score "On Track" or above on the Phonological Awareness Section of the Circle Assessment will increase from 29% to 37% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
92%	94%	96%	98%	100%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	90%	N/A	N/A	N/A	N/A	N/A	N/A	91%	N/A	N/A	-	-	-
2021	92%	N/A	N/A	N/A	N/A	N/A	N/A	93%	N/A	N/A	-	-	-
2022	94%	N/A	N/A	N/A	N/A	N/A	N/A	95%	N/A	N/A	-	-	-
2023	96%	N/A	N/A	N/A	N/A	N/A	N/A	97%	N/A	N/A	-	-	-
2024	98%	N/A	N/A	N/A	N/A	N/A	N/A	99%	N/A	N/A	-	-	-

N/A: Fewer than 10 students

Hughes Road Elementary

Early Childhood Literacy Progress Measure 2

The percent of K through 1st grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 38% to 46% by June 2024.

Yearly Target Goals

	Yearly Target Goals													
	2020			2021			2022			2023			2024	
	31%			33%			35%			37%			39%	
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	
2020	20%	27%	40%	N/A	33%	N/A	67%	22%	13%	29%	-	-	-	
2021	22%	29%	42%	N/A	34%	N/A	69%	24%	15%	31%	-	-	-	
2022	24%	31%	44%	N/A	36%	N/A	71%	26%	17%	33%	-	-	-	
2023	26%	33%	46%	N/A	38%	N/A	73%	28%	19%	35%	-	-	-	
2024	28%	35%	48%	N/A	40%	N/A	75%	30%	21%	37%	-	-	-	

N/A: Fewer than 10 students

Hughes Road Elementary

Early Childhood Literacy Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 31% to 40% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
27%	29%	31%	33%	35%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	20%	27%	40%	N/A	33%	N/A	67%	22%	13%	29%	-	-	-
2021	22%	29%	42%	N/A	35%	N/A	69%	24%	15%	31%	-	-	-
2022	24%	31%	44%	N/A	37%	N/A	71%	26%	17%	33%	-	-	-
2023	26%	33%	46%	N/A	39%	N/A	73%	28%	19%	35%	-	-	-
2024	28%	35%	48%	N/A	41%	N/A	75%	30%	21%	37%	-	-	-

N/A: Fewer than 10 students

K. E. Little Elementary

Early Childhood Literacy Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 37 % to 49% by August 2024.

Yearly Target Goals (All Students)

2020	2021	2022	2023	2024
37%	40%	43%	46%	49%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	55%	39%	32%	N/A	N/A	N/A	N/A	35%	42%	26%	-	-	-
2021	58%	42%	35%	N/A	N/A	N/A	N/A	38%	45%	29%	-	-	-
2022	61%	45%	38%	N/A	N/A	N/A	N/A	41%	48%	32%	-	-	-
2023	64%	48%	41%	N/A	N/A	N/A	N/A	44%	51%	35%	-	-	-
2024	67%	51%	44%	N/A	N/A	N/A	N/A	47%	54%	38%	-	-	-

K. E. Little Elementary

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score "On Track" or above on the Phonological Awareness Section of the Circle Assessment will increase from 16% to 28% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
16%	19%	22%	25%	28%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	13%	33%	N/A	N/A	N/A	N/A	16%	12%	N/A	-	-	-
2021	N/A	16%	36%	N/A	N/A	N/A	N/A	19%	15%	N/A	-	-	-
2022	N/A	19%	39%	N/A	N/A	N/A	N/A	22%	18%	N/A	-	-	-
2023	N/A	22%	42%	N/A	N/A	N/A	N/A	25%	21%	N/A	-	-	-
2024	N/A	25%	45%	N/A	N/A	N/A	N/A	28%	24%	N/A	-	-	-

N/A: Fewer than 10 students

K. E. Little Elementary

Early Childhood Literacy Progress Measure 2

The percent of K through 1st grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 25% to 37% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
25%	28%	31%	34%	37%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	30%	18%	N/A	N/A	N/A	N/A	25%	25%	25%	-	-	-
2021	N/A	33%	21%	N/A	N/A	N/A	N/A	28%	28%	28%	-	-	-
2022	N/A	36%	24%	N/A	N/A	N/A	N/A	31%	31%	31%	-	-	-
2023	N/A	39%	27%	N/A	N/A	N/A	N/A	34%	34%	34%	-	-	-
2024	N/A	42%	30%	N/A	N/A	N/A	N/A	37%	37%	37%	-	-	-

N/A: fewer than 10 students

K. E. Little Elementary

Early Childhood Literacy Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 21% to 33% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
21%	24%	27%	30%	33%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	22%	16%	N/A	N/A	N/A	N/A	21%	21%	21%	-	-	-
2021	N/A	25%	19%	N/A	N/A	N/A	N/A	24%	24%	24%	-	-	-
2022	N/A	28%	22%	N/A	N/A	N/A	N/A	27%	27%	27%	-	-	-
2023	N/A	31%	25%	N/A	N/A	N/A	N/A	30%	30%	30%	-	-	-
2024	N/A	34%	28%	N/A	N/A	N/A	N/A	33%	33%	33%	-	-	-

N/A: fewer than 10 students

Lobit Elementary

Early Childhood Literacy Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 49 % to 55 % by August 2024

Yearly Target Goals (All Students)

2020	2021	2022	2023	2024
49	51	53	55	57

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	40	58	47	N/A	N/A	N/A	N/A	45	N/A	25	-	-	-
2021	42	60	49	N/A	N/A	N/A	N/A	47	N/A	27	-	-	-
2022	44	62	51	N/A	N/A	N/A	N/A	49	N/A	29	-	-	-
2023	46	64	53	N/A	N/A	N/A	N/A	51	N/A	31	-	-	-
2024	48	66	55	N/A	N/A	N/A	N/A	53	N/A	33	-	-	-

Lobit Elementary

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score "On Track" or above on the Phonological Awareness Section of the Circle Assessment will increase from 38% to 46% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
38	40	42	44	46

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	30	N/A	N/A	-	-	-
2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	32	N/A	N/A	-	-	-
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	34	N/A	N/A	-	-	-
2023	N/A	N/A	N/A	N/A	N/A	N/A	N/A	36	N/A	N/A	-	-	-
2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38	N/A	N/A	-	-	-

N/A: Fewer than 10 students

Lobit Elementary

Early Childhood Literacy Progress Measure 2

The percent of K through 1st grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 36% to 44% by June 2024.

Yearly Target Goals

	2020		2021		2022		2023		2024				
	36		38		40		42		44				
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	33	28	42	N/A	N/A	N/A	N/A	30	36	20	-	-	-
2021	35	30	44	N/A	N/A	N/A	N/A	32	38	22	-	-	-
2022	37	32	46	N/A	N/A	N/A	N/A	34	40	24	-	-	-
2023	39	34	48	N/A	N/A	N/A	N/A	36	42	26	-	-	-
2024	41	36	50	N/A	N/A	N/A	N/A	38	44	28	-	-	-

N/A: Fewer than 10 students

Lobit Elementary

Early Childhood Literacy Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 31% to 40% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
36	38	40	42	44

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	18	34	45	N/A	N/A	N/A	N/A	37	N/A	20	-	-	-
2021	20	36	47	N/A	N/A	N/A	N/A	39	N/A	22	-	-	-
2022	22	38	49	N/A	N/A	N/A	N/A	41	N/A	24	-	-	-
2023	24	40	51	N/A	N/A	N/A	N/A	43	N/A	26	-	-	-
2024	26	42	53	N/A	N/A	N/A	N/A	45	N/A	28	-	-	-

N/A: Fewer than 10 students

San Leon Elementary

Early Childhood Literacy Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 38% to 46% by August 2024

Yearly Target Goals (All Students)

2020	2021	2022	2023	2024
38	40	42	44	46

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	29	57	N/A	N/A	N/A	N/A	29	18	11	-	-	-
2021	N/A	31	59	N/A	N/A	N/A	N/A	31	20	13	-	-	-
2022	N/A	33	61	N/A	N/A	N/A	N/A	33	22	15	-	-	-
2023	N/A	35	63	N/A	N/A	N/A	N/A	35	24	17	-	-	-
2024	N/A	37	65	N/A	N/A	N/A	N/A	37	26	19	-	-	-

San Leon Elementary

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score "On Track" or above on the Phonological Awareness Section of the Circle Assessment will increase from 22% to 30% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
22	24	26	28	30

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	14	26	N/A	N/A	N/A	N/A	25	N/A	N/A	-	-	-
2021	N/A	16	28	N/A	N/A	N/A	N/A	27	N/A	N/A	-	-	-
2022	N/A	18	30	N/A	N/A	N/A	N/A	29	N/A	N/A	-	-	-
2023	N/A	20	32	N/A	N/A	N/A	N/A	31	N/A	N/A	-	-	-
2024	N/A	22	34	N/A	N/A	N/A	N/A	33	N/A	N/A	-	-	-

N/A: Fewer than 10 students

San Leon Elementary

Early Childhood Literacy Progress Measure 2

The percent of K through 1st grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 43% to 51% by June 2024.

Yearly Target Goals

2020	2021		2022		2023		2024						
43	45		47		49		51						
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	22	43	43	N/A	N/A	N/A	N/A	40	58	7	-	-	-
2021	24	45	44	N/A	N/A	N/A	N/A	42	60	9	-	-	-
2022	26	47	46	N/A	N/A	N/A	N/A	44	62	11	-	-	-
2023	28	49	48	N/A	N/A	N/A	N/A	46	64	13	-	-	-
2024	30	51	50	N/A	N/A	N/A	N/A	48	66	15	-	-	-

N/A: Fewer than 10 students

San Leon Elementary

Early Childhood Literacy Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 32% to 40% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
32	34	36	38	40

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	32	33	N/A	N/A	N/A	N/A	27	35	6	-	-	-
2021	N/A	34	35	N/A	N/A	N/A	N/A	29	37	8	-	-	-
2022	N/A	36	37	N/A	N/A	N/A	N/A	31	39	10	-	-	-
2023	N/A	38	39	N/A	N/A	N/A	N/A	33	41	12	-	-	-
2024	N/A	40	41	N/A	N/A	N/A	N/A	35	43	14	-	-	-

N/A: Fewer than 10 students

Silbernagel Elementary

Early Childhood Literacy Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 25 % to 33 % by August 2024

Yearly Target Goals (All Students)

2020	2021	2022	2023	2024
25%	27%	29%	31%	33%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	17%	22%	38%	N/A	N/A	N/A	N/A	20%	6%	0%	-	-	-
2021	19%	24%	40%	N/A	N/A	N/A	N/A	22%	8%	2%	-	-	-
2022	21%	26%	42%	N/A	N/A	N/A	N/A	24%	10%	4%	-	-	-
2023	23%	28%	44%	N/A	N/A	N/A	N/A	26%	12%	6%	-	-	-
2024	25%	30%	46%	N/A	N/A	N/A	N/A	28%	14%	8%	-	-	-

N/A: Fewer than 10 students

Silbernagel Elementary

Early Childhood Literacy Progress Measure 1

The percent of PreK students that score "On Track" or above on the Phonological Awareness Section of the Circle Assessment will increase from 27% to 35% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
27%	29%	31%	33%	35%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	24%	N/A	N/A	N/A	N/A	N/A	26%	13%	N/A	-	-	-
2021	N/A	26%	N/A	N/A	N/A	N/A	N/A	28%	15%	N/A	-	-	-
2022	N/A	28%	N/A	N/A	N/A	N/A	N/A	30%	17%	N/A	-	-	-
2023	N/A	30%	N/A	N/A	N/A	N/A	N/A	32%	19%	N/A	-	-	-
2024	N/A	32%	N/A	N/A	N/A	N/A	N/A	34%	21%	N/A	-	-	-

N/A: Fewer than 10 students

Silbernagel Elementary

Early Childhood Literacy Progress Measure 2

The percent of K through 1st grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 37% to 45% by June 2024.

Yearly Target Goals

	Yearly Target Goals													
	2020			2021			2022			2023			2024	
	37%			39%			41%			43%			45%	
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	
2020	27%	37%	41%	N/A	N/A	N/A	N/A	35%	39%	18%	-	-	-	
2021	29%	39%	43%	N/A	N/A	N/A	N/A	37%	41%	20%	-	-	-	
2022	31%	41%	45%	N/A	N/A	N/A	N/A	39%	43%	22%	-	-	-	
2023	33%	43%	47%	N/A	N/A	N/A	N/A	41%	45%	24%	-	-	-	
2024	35%	45%	49%	N/A	N/A	N/A	N/A	43%	47%	26%	-	-	-	

N/A: Fewer than 10 students

Silbernagel Elementary

Early Childhood Literacy Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Reading will increase from 29% to 37% by June 2024.

64

2020

2021

2022

2023

2024

29%

31%

33%

35%

37%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	14%	24%	64%	N/A	N/A	N/A	N/A	27%	26%	N/A	-	-	-
2021	16%	26%	66%	N/A	N/A	N/A	N/A	29%	28%	N/A	-	-	-
2022	18%	28%	68%	N/A	N/A	N/A	N/A	31%	30%	N/A	-	-	-
2023	20%	30%	70%	N/A	N/A	N/A	N/A	33%	32%	N/A	-	-	-
2024	22%	32%	72%	N/A	N/A	N/A	N/A	35%	34%	N/A	-	-	-

N/A: Fewer than 10 students

EARLY CHILDHOOD MATHEMATICS

District

Early Childhood Math Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 53 % to 60 % by August 2024

Yearly Target Goals

2020	2021	2022	2023	2024
53%	55%	57%	59%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	40%	52%	61%	N/A	67%	N/A	29%	47%	52%	37%	55%	54%	48%
2021	42%	54%	63%	N/A	69%	N/A	31%	49%	54%	39%	57%	56%	50%
2022	44%	56%	65%	N/A	71%	N/A	33%	51%	56%	41%	59%	58%	52%
2023	46%	58%	67%	N/A	73%	N/A	35%	53%	58%	43%	61%	60%	54%
2024	48%	60%	69%	N/A	75%	N/A	37%	55%	60%	45%	63%	62%	56%

District

Early Childhood Math Progress Measure 1

The percent of PreK students that score "On Track" for the Math portion of the Circle Assessment will increase from 74% to 82% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
74%	76%	78%	80%	82%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	70%	70%	80%	N/A	N/A	N/A	N/A	72%	69%	N/A	-	-	-
2021	72%	72%	82%	N/A	N/A	N/A	N/A	74%	71%	N/A	-	-	-
2022	74%	74%	84%	N/A	N/A	N/A	N/A	76%	72%	N/A	-	-	-
2023	76%	76%	86%	N/A	N/A	N/A	N/A	78%	74%	N/A	-	-	-
2024	78%	78%	88%	N/A	N/A	N/A	N/A	80%	76%	N/A	-	-	-

N/A: Fewer than 10 students

District

Early Childhood Math Progress Measure 2

The percent of K through 1st grade students that score in the 63 percentile or above on MAP Growth Math will increase from 35% to 44% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
35%	37%	39%	41%	44%

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	30%	29%	42%	N/A	57%	N/A	51%	27%	26%	30%	-	-	-
2021	32%	31%	44%	N/A	59%	N/A	53%	29%	28%	32%	-	-	-
2022	34%	33%	46%	N/A	61%	N/A	55%	31%	30%	34%	-	-	-
2023	36%	35%	48%	N/A	63%	N/A	57%	33%	32%	36%	-	-	-
2024	38%	37%	50%	N/A	65%	N/A	59%	35%	34%	38%	-	-	-

N/A: Fewer than 10 students

District

Early Childhood Math Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Math will increase from 33% to 42% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
33%	35%	37%	40%	42%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	20%	30%	41%	N/A	67%	33%	48%	26%	23%	21%	-	-	-
2021	22%	32%	41%	N/A	69%	35%	50%	28%	25%	23%	-	-	-
2022	24%	34%	43%	N/A	71%	37%	52%	30%	27%	25%	-	-	-
2023	26%	36%	45%	N/A	73%	39%	54%	32%	29%	27%	-	-	-
2024	28%	38%	47%	N/A	75%	41%	56%	34%	31%	29%	-	-	-

N/A: Fewer than 10 students

Bay Colony Elementary

Early Childhood Math Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 63% to 71% by August 2024

Yearly Target Goals

2020	2021	2022	2023	2024
63	65	67	69	71

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	50	54	74	N/A	N/A	N/A	N/A	54	45	14	-	-	-
2021	52	56	76	N/A	N/A	N/A	N/A	56	47	16	-	-	-
2022	54	58	78	N/A	N/A	N/A	N/A	58	49	18	-	-	-
2023	56	60	80	N/A	N/A	N/A	N/A	60	51	20	-	-	-
2024	58	62	82	N/A	N/A	N/A	N/A	62	53	22	-	-	-

Bay Colony Elementary

Early Childhood Math Progress Measure 1

The percent of PreK students that score "On Track" for the Math portion of the Circle Assessment will increase from 71% to 79% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
71	73	75	77	79

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	76	N/A	N/A	N/A	N/A	N/A	67	85	N/A	-	-	-
2021	N/A	78	N/A	N/A	N/A	N/A	N/A	69	87	N/A	-	-	-
2022	N/A	80	N/A	N/A	N/A	N/A	N/A	71	89	N/A	-	-	-
2023	N/A	82	N/A	N/A	N/A	N/A	N/A	73	91	N/A	-	-	-
2024	N/A	84	N/A	N/A	N/A	N/A	N/A	75	93	N/A	-	-	-

N/A: Fewer than 10 students

Bay Colony Elementary

Early Childhood Math Progress Measure 2

The percent of K through 1st grade students that score in the 63 percentile or above on MAP Growth Math will increase from 46% to 54% by June 2024.

Yearly Target Goals

	Yearly Target Goals													
	2020			2021			2022			2023			2024	
	46			48			50			52			54	
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	
2020	35	43	54	N/A	50	N/A	N/A	42	59	36	-	-	-	
2021	37	45	56	N/A	52	N/A	N/A	44	61	38	-	-	-	
2022	39	47	58	N/A	54	N/A	N/A	46	63	40	-	-	-	
2023	41	49	60	N/A	56	N/A	N/A	48	65	42	-	-	-	
2024	43	51	62	N/A	58	N/A	N/A	50	67	44	-	-	-	

N/A: Fewer than 10 students

Bay Colony Elementary

Early Childhood Math Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Math will increase from 37% to 45% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
37	39	41	43	45

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	27	33	49	N/A	N/A	N/A	N/A	31	29	0	-	-	-
2021	29	35	51	N/A	N/A	N/A	N/A	33	31	2	-	-	-
2022	31	37	53	N/A	N/A	N/A	N/A	35	33	4	-	-	-
2023	33	39	55	N/A	N/A	N/A	N/A	37	35	6	-	-	-
2024	35	41	57	N/A	N/A	N/A	N/A	39	37	8	-	-	-

N/A: Fewer than 10 students

Calder Road Elementary

Early Childhood Math Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 57% to 65% by August 2024

Yearly Target Goals

2020	2021	2022	2023	2024
57	59	61	63	65

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	35	65	61	N/A	N/A	N/A	N/A	55	67	38	-	-	-
2021	37	67	63	N/A	N/A	N/A	N/A	57	69	40	-	-	-
2022	39	69	65	N/A	N/A	N/A	N/A	59	71	42	-	-	-
2023	41	71	67	N/A	N/A	N/A	N/A	61	73	44	-	-	-
2024	43	73	69	N/A	N/A	N/A	N/A	63	75	46	-	-	-

Calder Road Elementary

Early Childhood Math Progress Measure 1

The percent of PreK students that score "On Track" for the Math portion of the Circle Assessment will increase from 79% to 87% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
79	81	83	85	87

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	77	N/A	N/A	N/A	N/A	N/A	79	73	N/A	-	-	-
2021	N/A	79	N/A	N/A	N/A	N/A	N/A	81	75	N/A	-	-	-
2022	N/A	81	N/A	N/A	N/A	N/A	N/A	83	77	N/A	-	-	-
2023	N/A	83	N/A	N/A	N/A	N/A	N/A	85	79	N/A	-	-	-
2024	N/A	85	N/A	N/A	N/A	N/A	N/A	87	81	N/A	-	-	-

N/A: Fewer than 10 students

Calder Road Elementary

Early Childhood Math Progress Measure 2

The percent of K through 1st grade students that score in the 63 percentile or above on MAP Growth Math will increase from 42% to 50% by June 2024.

Yearly Target Goals

	Yearly Target Goals													
	2020			2021			2022			2023			2024	
	42			44			46			48			50	
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	
2020	34	39	52	N/A	N/A	N/A	N/A	32	41	40	-	-	-	
2021	36	41	54	N/A	N/A	N/A	N/A	34	43	42	-	-	-	
2022	38	43	56	N/A	N/A	N/A	N/A	36	45	44	-	-	-	
2023	40	45	58	N/A	N/A	N/A	N/A	38	47	46	-	-	-	
2024	42	47	60	N/A	N/A	N/A	N/A	40	49	48	-	-	-	

N/A: Fewer than 10 students

Calder Road Elementary

Early Childhood Math Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Math will increase from 36% to 44% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
36	38	40	42	44

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	15	43	33	N/A	N/A	N/A	N/A	38	N/A	21	-	-	-
2021	17	45	35	N/A	N/A	N/A	N/A	40	N/A	23	-	-	-
2022	19	47	37	N/A	N/A	N/A	N/A	42	N/A	25	-	-	-
2023	21	49	39	N/A	N/A	N/A	N/A	44	N/A	27	-	-	-
2024	23	51	41	N/A	N/A	N/A	N/A	46	N/A	29	-	-	-

N/A: Fewer than 10 students

Hughes Road Elementary

Early Childhood Math Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 53 % to 60 % by August 2024

Yearly Target Goals

2020	2021	2022	2023	2024
73%	75%	77%	79%	81%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	77%	70%	74%	N/A	N/A	N/A	N/A	65%	N/A	11%	-	-	-
2021	79%	72%	76%	N/A	N/A	N/A	N/A	67%	N/A	13%	-	-	-
2022	81%	74%	78%	N/A	N/A	N/A	N/A	69%	N/A	15%	-	-	-
2023	83%	76%	80%	N/A	N/A	N/A	N/A	71%	N/A	17%	-	-	-
2024	85%	78%	82%	N/A	N/A	N/A	N/A	73%	N/A	19%	-	-	-

Hughes Road Elementary

Early Childhood Math Progress Measure 1

The percent of PreK students that score "On Track" for the Math portion of the Circle Assessment will increase from 74% to 82% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
92%	94%	96%	98%	100%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	90%	N/A	N/A	N/A	N/A	N/A	N/A	91%	N/A	N/A	-	-	-
2021	92%	N/A	N/A	N/A	N/A	N/A	N/A	93%	N/A	N/A	-	-	-
2022	94%	N/A	N/A	N/A	N/A	N/A	N/A	95%	N/A	N/A	-	-	-
2023	96%	N/A	N/A	N/A	N/A	N/A	N/A	97%	N/A	N/A	-	-	-
2024	98%	N/A	N/A	N/A	N/A	N/A	N/A	99%	N/A	N/A	-	-	-

N/A: Fewer than 10 students

Hughes Road Elementary

Early Childhood Math Progress Measure 2

The percent of K through 1st grade students that score in the 63 percentile or above on MAP Growth Math will increase from 35% to 44% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
32%	34%	36%	38%	40%

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	26%	27%	41%	N/A	N/A	N/A	N/A	23%	20%	29%	-	-	-
2021	28%	29%	43%	N/A	N/A	N/A	N/A	25%	22%	31%	-	-	-
2022	30%	31%	45%	N/A	N/A	N/A	N/A	27%	24%	33%	-	-	-
2023	32%	33%	47%	N/A	N/A	N/A	N/A	9%	26%	35%	-	-	-
2024	34%	35%	49%	N/A	N/A	N/A	N/A	11%	28%	37%	-	-	-

N/A: Fewer than 10 students

Hughes Road Elementary

Early Childhood Math Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Math will increase from 33% to 42% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
29%	31%	33%	35%	37%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	11%	27%	48%	N/A	N/A	N/A	N/A	24%	9%	28%	-	-	-
2021	13%	29%	50%	N/A	N/A	N/A	N/A	26%	11%	30%	-	-	-
2022	15%	31%	52%	N/A	N/A	N/A	N/A	28%	13%	32%	-	-	-
2023	17%	33%	54%	N/A	N/A	N/A	N/A	30%	15%	34%	-	-	-
2024	19%	35%	55%	N/A	N/A	N/A	N/A	32%	17%	36%	-	-	-

N/A: Fewer than 10 students

K. E. Little Elementary

Early Childhood Math Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 44 % to 56% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	47%	50%	53%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	36%	50%	37%	N/A	N/A	N/A	N/A	42%	55%	37%	-	-	-
2021	39%	53%	40%	N/A	N/A	N/A	N/A	45%	58%	40%	-	-	-
2022	42%	56%	43%	N/A	N/A	N/A	N/A	48%	61%	43%	-	-	-
2023	45%	59%	46%	N/A	N/A	N/A	N/A	51%	64%	46%	-	-	-
2024	48%	62%	49%	N/A	N/A	N/A	N/A	54%	67%	49%	-	-	-

N/A: Fewer than 10 students

K. E. Little Elementary

Early Childhood Math Progress Measure 1

The percent of PreK students that score "On Track" for the Math portion of the Circle Assessment will increase from 68% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
68%	71%	74%	77%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	66%	83%	N/A	N/A	N/A	N/A	65%	64%	N/A	-	-	-
2021	N/A	69%	86%	N/A	N/A	N/A	N/A	68%	67%	N/A	-	-	-
2022	N/A	72%	89%	N/A	N/A	N/A	N/A	72%	70%	N/A	-	-	-
2023	N/A	75%	92%	N/A	N/A	N/A	N/A	75%	73%	N/A	-	-	-
2024	N/A	77%	95%	N/A	N/A	N/A	N/A	78%	76%	N/A	-	-	-

N/A: Fewer than 10 students

K. E. Little Elementary

Early Childhood Math Progress Measure 2

The percent of K through 1st grade students that score in the 63 percentile or above on MAP Growth Math will increase from 18% to 30% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
18%	21%	24%	27%	30%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	22%	10%	N/A	N/A	N/A	N/A	18%	18%	18%	-	-	-
2021	N/A	25%	13%	N/A	N/A	N/A	N/A	21%	21%	21%	-	-	-
2022	N/A	28%	16%	N/A	N/A	N/A	N/A	24%	24%	24%	-	-	-
2023	N/A	31%	19%	N/A	N/A	N/A	N/A	27%	27%	27%	-	-	-
2024	N/A	34%	22%	N/A	N/A	N/A	N/A	30%	30%	30%	-	-	-

N/A: Fewer than 10 students

K. E. Little Elementary

Early Childhood Math Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Math will increase from 20% to 32% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
20%	23%	26%	29%	32%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	8%	27%	N/A	N/A	N/A	N/A	20%	20%	20%	-	-	-
2021	N/A	11%	30%	N/A	N/A	N/A	N/A	23%	23%	23%	-	-	-
2022	N/A	14%	33%	N/A	N/A	N/A	N/A	26%	26%	26%	-	-	-
2023	N/A	17%	36%	N/A	N/A	N/A	N/A	29%	29%	29%	-	-	-
2024	N/A	20%	39%	N/A	N/A	N/A	N/A	32%	32%	32%	-	-	-

N/A: Fewer than 10 students

Lobit Elementary

Early Childhood Math Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 50 % to 58 % by August 2024

Yearly Target Goals

2020	2021	2022	2023	2024
50	52	54	56	58

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	33	58	53	N/A	N/A	N/A	N/A	40	20	40			
2021	35	60	55	N/A	N/A	N/A	N/A	42	22	42			
2022	37	62	57	N/A	N/A	N/A	N/A	44	24	44			
2023	39	64	59	N/A	N/A	N/A	N/A	46	26	46			
2024	41	66	61	N/A	N/A	N/A	N/A	48	28	48			

Lobit Elementary

Early Childhood Math Progress Measure 1

The percent of PreK students that score "On Track" for the Math portion of the Circle Assessment will increase from 75% to 83% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
75	77	79	81	83

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	70	N/A	N/A	-	-	-
2021	N/A	N/A	N/A	N/A	N/A	N/A	N/A	72	N/A	N/A	-	-	-
2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	74	N/A	N/A	-	-	-
2023	N/A	N/A	N/A	N/A	N/A	N/A	N/A	76	N/A	N/A	-	-	-
2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	78	N/A	N/A	-	-	-

N/A: Fewer than 10 students

Lobit Elementary

Early Childhood Math Progress Measure 2

The percent of K through 1st grade students that score in the 63 percentile or above on MAP Growth Math will increase from 47% to 55% by June 2024.

Yearly Target Goals

2020	2021		2022		2023		2024						
47	49		51		53		55						
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	41	35	53	N/A	N/A	N/A	73	36	55	48	-	-	-
2021	43	37	55	N/A	N/A	N/A	75	38	57	50	-	-	-
2022	45	39	57	N/A	N/A	N/A	77	40	59	52	-	-	-
2023	47	41	59	N/A	N/A	N/A	79	42	61	54	-	-	-
2024	49	43	61	N/A	N/A	N/A	81	44	63	56	-	-	-

N/A: Fewer than 10 students

Lobit Elementary

Early Childhood Math Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Math will increase from 48% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
48	50	52	54	56

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	25	46	53	N/A	N/A	N/A	N/A	N/A	N/A	45	-	-	-
2021	27	48	55	N/A	N/A	N/A	N/A	N/A	N/A	47	-	-	-
2022	29	50	57	N/A	N/A	N/A	N/A	N/A	N/A	49	-	-	-
2023	31	52	59	N/A	N/A	N/A	N/A	N/A	N/A	51	-	-	-
2024	33	54	61	N/A	N/A	N/A	N/A	N/A	N/A	53	-	-	-

N/A: Fewer than 10 students

San Leon Elementary

Early Childhood Math Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 48 % to 56% by August 2024

Yearly Target Goals

2020	2021	2022	2023	2024
48	50	52	54	56

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	44	64	N/A	N/A	N/A	N/A	39	29	22	-	-	-
2021	N/A	46	66	N/A	N/A	N/A	N/A	41	31	24	-	-	-
2022	N/A	48	68	N/A	N/A	N/A	N/A	43	33	26	-	-	-
2023	N/A	50	70	N/A	N/A	N/A	N/A	45	35	28	-	-	-
2024	N/A	52	72	N/A	N/A	N/A	N/A	47	37	30	-	-	-

San Leon Elementary

Early Childhood Math Progress Measure 1

The percent of PreK students that score "On Track" for the Math portion of the Circle Assessment will increase from 63% to 71% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
63	65	67	69	71

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	N/A	77	N/A	N/A	N/A	N/A	60	46	N/A	-	-	-
2021	N/A	N/A	79	N/A	N/A	N/A	N/A	62	48	N/A	-	-	-
2022	N/A	N/A	81	N/A	N/A	N/A	N/A	64	50	N/A	-	-	-
2023	N/A	N/A	83	N/A	N/A	N/A	N/A	66	52	N/A	-	-	-
2024	N/A	N/A	85	N/A	N/A	N/A	N/A	68	54	N/A	-	-	-

N/A: Fewer than 10 students

San Leon Elementary

Early Childhood Math Progress Measure 2

The percent of K through 1st grade students that score in the 63 percentile or above on MAP Growth Math will increase from 31% to 39% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
31	33	53	37	39

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	23	35	N/A	N/A	N/A	N/A	29	24	13	-	-	-
2021	N/A	25	37	N/A	N/A	N/A	N/A	31	26	15	-	-	-
2022	N/A	27	39	N/A	N/A	N/A	N/A	33	28	17	-	-	-
2023	N/A	29	41	N/A	N/A	N/A	N/A	35	30	19	-	-	-
2024	N/A	31	43	N/A	N/A	N/A	N/A	31	32	21	-	-	-

N/A: Fewer than 10 students

San Leon Elementary

Early Childhood Math Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Math will increase from 35% to 43% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
35	37	39	41	43

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	30	24	N/A	N/A	N/A	N/A	22	18	14	-	-	-
2021	N/A	32	26	N/A	N/A	N/A	N/A	24	20	16	-	-	-
2022	N/A	34	28	N/A	N/A	N/A	N/A	26	22	18	-	-	-
2023	N/A	36	30	N/A	N/A	N/A	N/A	28	24	20	-	-	-
2024	N/A	38	32	N/A	N/A	N/A	N/A	30	26	22	-	-	-

N/A: Fewer than 10 students

Silbernagel Elementary

Early Childhood Math Board Outcome Goal

Increase the percent of 3rd grade students that score meets grade level or above on STAAR Mathematics from 48% to 56% by August 2024

Yearly Target Goals

2020	2021	2022	2023	2024
48%	50%	52%	54%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	42%	48%	48%	N/A	N/A	N/A	N/A	43%	33%	22%	-	-	-
2021	44%	50%	50%	N/A	N/A	N/A	N/A	45%	35%	24%	-	-	-
2022	46%	52%	52%	N/A	N/A	N/A	N/A	47%	37%	26%	-	-	-
2023	48%	54%	54%	N/A	N/A	N/A	N/A	49%	39%	28%	-	-	-
2024	50%	56%	56%	N/A	N/A	N/A	N/A	51%	41%	30%	-	-	-

Silbernagel Elementary

Early Childhood Math Progress Measure 1

The percent of PreK students that score "On Track" for the Math portion of the Circle Assessment will increase from 78% to 86% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
78%	80%	82%	84%	86%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	N/A	77%	N/A	N/A	N/A	N/A	N/A	79%	79%	N/A	-	-	-
2021	N/A	79%	N/A	N/A	N/A	N/A	N/A	81%	81%	N/A	-	-	-
2022	N/A	81%	N/A	N/A	N/A	N/A	N/A	83%	83%	N/A	-	-	-
2023	N/A	83%	N/A	N/A	N/A	N/A	N/A	85%	85%	N/A	-	-	-
2024	N/A	85%	N/A	N/A	N/A	N/A	N/A	87%	87%	N/A	-	-	-

N/A: Fewer than 10 students

Silbernagel Elementary

Early Childhood Math Progress Measure 2

The percent of K through 1st grade students that score in the 63 percentile or above on MAP Growth Math will increase from 40% to 48% by June 2024.

Yearly Target Goals

	Yearly Target Goals													
	2020	2021	2022	2023	2024									
	40%	42%	44%	46%	48%									
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled	
2020	38%	35%	59%	N/A	N/A	N/A	N/A	34%	29%	25%	-	-	-	
2021	40%	37%	61%	N/A	N/A	N/A	N/A	36%	31%	27%	-	-	-	
2022	42%	39%	63%	N/A	N/A	N/A	N/A	38%	33%	29%	-	-	-	
2023	44%	41%	65%	N/A	N/A	N/A	N/A	40%	35%	31%	-	-	-	
2024	46%	43%	67%	N/A	N/A	N/A	N/A	42%	37%	33%	-	-	-	

N/A: Fewer than 10 students

Silbernagel Elementary

Early Childhood Math Progress Measure 3

The percent of 2nd grade students that score in the 63 percentile or above on MAP Growth Math will increase from 31% to 39% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
31%	33%	35%	37%	39%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	21%	26%	50%	N/A	N/A	N/A	N/A	27%	9%	N/A	-	-	-
2021	23%	28%	52%	N/A	N/A	N/A	N/A	29%	11%	N/A	-	-	-
2022	25%	30%	54%	N/A	N/A	N/A	N/A	31%	13%	N/A	-	-	-
2023	27%	32%	56%	N/A	N/A	N/A	N/A	33%	15%	N/A	-	-	-
2024	29%	34%	58%	N/A	N/A	N/A	N/A	35%	17%	N/A	-	-	-

N/A: Fewer than 10 students

COLLEGE, CAREER, AND MILITARY READINESS

District

CCMR Board Outcome Goal

Increase the percent of graduates that met the college, career, or military readiness (CCMR) requirements from 57 % to 65 % by August 2023

Yearly Target Goals

2019	2020	2021	2022	2023
57%	59%	61%	63%	65%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont Enrolled	Non-Cont Enrolled
2019	49%	57%	59%	40%	85%	N/A	80%	54%	58%	78%	N/A	N/A	N/A
2020	51%	59%	61%	42%	87%	N/A	82%	56%	60%	80%	N/A	N/A	N/A
2021	53%	61%	63%	44%	89%	N/A	84%	58%	62%	82%	N/A	N/A	N/A
2022	55%	63%	65%	46%	91%	N/A	86%	60%	64%	84%	N/A	N/A	N/A
2023	57%	65%	67%	48%	93%	N/A	88%	62%	66%	86%	N/A	N/A	N/A

District

CCMR Progress Measure 1

The percent of students that are considered College Ready Graduates will increase from 35% to 43% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
35%	37%	39%	41%	43%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	26%	33%	46%	22%	62%	N/A	35%	29%	23%	12%	N/A	N/A	N/A
2021	28%	35%	48%	24%	N/A	N/A	37%	31%	25%	14%	N/A	N/A	N/A
2022	30%	37%	50%	26%	N/A	N/A	39%	33%	27%	16%	N/A	N/A	N/A
2023	32%	39%	52%	28%	N/A	N/A	41%	35%	29%	18%	N/A	N/A	N/A
2024	34%	41%	54%	30%	N/A	N/A	43%	37%	31%	20%	N/A	N/A	N/A

District

CCMR Progress Measure 2

The percent of students who earn an industry-based certification from an approved list will increase from 8% to 16% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
8%	10%	12%	14%	16%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	6%	10%	5%	2%	12%	N/A	15%	9%	7%	7%	N/A	N/A	N/A
2021	8%	12%	7%	4%	N/A	N/A	17%	11%	9%	9%	N/A	N/A	N/A
2022	10%	14%	9%	6%	N/A	N/A	19%	13%	11%	11%	N/A	N/A	N/A
2023	12%	16%	11%	8%	N/A	N/A	21%	15%	13%	13%	N/A	N/A	N/A
2024	14%	18%	13%	10%	N/A	N/A	23%	17%	15%	15%	N/A	N/A	N/A

Dickinson High School

CCMR Board Outcome Goal

Increase the percent of graduates that meet the college, career, or military readiness (CCMR) requirements from 61% to 69% by August 2023

Yearly Target Goals

2019	2020	2021	2022	2023
61%	63%	65%	67%	69%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont Enrolled	Non-Cont Enrolled
2019	52%	61%	64%	40%	85%	N/A	80%	59%	58%	78%	N/A	N/A	N/A
2020	54%	63%	66%	42%	87%	N/A	82%	61%	60%	80%	N/A	N/A	N/A
2021	56%	65%	68%	44%	89%	N/A	84%	63%	62%	82%	N/A	N/A	N/A
2022	58%	67%	70%	46%	91%	N/A	86%	65%	64%	84%	N/A	N/A	N/A
2023	60%	69%	72%	48%	93%	N/A	88%	67%	66%	86%	N/A	N/A	N/A

Dickinson High School

CCMR Progress Measure 1

The percent of students that are considered College Ready Graduates will increase from 36% to 44% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
36%	38	40	42	44

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	25%	33%	47%	20%	60%	N/A	33%	30%	21%	10%	N/A	N/A	N/A
2021	27%	35%	49%	22%	62%	N/A	35%	32%	23%	12%	N/A	N/A	N/A
2022	29%	37%	51%	24%	64%	N/A	37%	34%	25%	14%	N/A	N/A	N/A
2023	31%	39%	53%	26%	68%	N/A	39%	36%	27%	16%	N/A	N/A	N/A
2024	33%	41%	55%	28%	70%	N/A	41%	38%	29%	18%	N/A	N/A	N/A

Dickinson High School

CCMR Progress Measure 2

The percent of students who earn an industry-based certification from an approved list will increase from 7% to 15% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
7%	9%	11%	13%	15%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	4%	10%	4%	0%	10%	N/A	13%	8%	5%	5%	N/A	N/A	N/A
2021	6%	12%	6%	2%	12%	N/A	15%	10%	9%	7%	N/A	N/A	N/A
2022	8%	14%	8%	4%	14%	N/A	17%	12%	11%	9%	N/A	N/A	N/A
2023	10%	16%	10%	6%	16%	N/A	19%	14%	13%	11%	N/A	N/A	N/A
2024	12%	18%	12%	8%	18%	N/A	21%	16%	15%	13%	N/A	N/A	N/A

DCC

CCMR Board Outcome Goal

Increase the percent of graduates that met the college, career, or military readiness (CCMR) requirements from 10 % to 25 % by August 2023

Yearly Target Goals

2019	2020	2021	2022	2023
12%	15%	18%	22%	25%

Closing the Gaps Student Groups Yearly Targets

	All Student Groups	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont Enrolled	Non-Cont Enrolled
2019	12%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020	15%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021	18%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022	22%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2023	25%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

DCC

CCMR Progress Measure 1

The percent of students that are considered College Ready Graduates will increase from 5% to 25% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
7%	12%	17%	22%	25%

Closing the Gaps Student Groups Yearly Targets

	All Students	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	7%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021	12%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022	17%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2023	22%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2024	25%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

DCC

CCMR Progress Measure 2

The percent of students that are considered Career/Military Ready Graduates will increase from 5% to 20% by August 2024

Yearly Target Goals

2020	2021	2022	2023	2024
8%	11%	14%	17%	20%

Closing the Gaps Student Groups Yearly Targets

	All Students	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	EL	Special Ed	Special Ed (Former)	Cont. Enrolled	Non-Cont. Enrolled
2020	8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021	11%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2022	14%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2023	17%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2024	20%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: December 7, 2020

Item Title: 2021-2022 Dickinson High School Academic Handbook

Agenda Item: Lee Courville and Dr. Billye Smith

Background Information:

The 2021-2022 Dickinson High School Academic Handbook is attached.

Recommendation:

The Superintendent, Deputy Superintendent for Educational Services, and Dickinson High School Principal recommend approval.

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____

DICKINSON HIGH SCHOOL **ACADEMIC HANDBOOK**

9TH - 12TH GRADE



On Time. On Task. On Mission. On Time. On Task. On Mission. On Time. On Task. On Mission. On Time. On Task. On Mission. On Time. On Task. On Mission.

DICKINSON HIGH SCHOOL

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Dickinson High School

Promoting Excellence and Equity

Academic Handbook 2021-22

This guide has been designed to provide curriculum information for the 2021-22 school-year. Since it is the responsibility of students and parents to ensure that all graduation requirements are met, please refer to this guide for information regarding course selections that will meet student goals for the future and satisfy graduation requirements. The guide is designed to provide students with information about courses they will need to meet the increasingly demanding challenges in the work place or a university program.

All students are expected to complete the Foundation Plan with an endorsement to graduate from Dickinson High School. Even though each student receives the same diploma, the transcript is the official record of all grades earned and all credits awarded. This transcript indicates which state-mandated graduation program the student has achieved. Please see Section 2 for an explanation of the types of graduation programs required by the Texas Education Agency (TEA).

Students must also pass ELA 1, ELA 2, Algebra I, Biology, and US History STAAR EOC assessments as part of their graduation requirement.

Notification to Parents/Guardians about Teacher and Paraprofessional Qualifications

As a parent/guardian of a student in Dickinson Independent School District, you have the right to know the professional qualifications of the classroom teachers and paraprofessionals who instruct your child. The federal law requires that the school district provide this information to you in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's teachers and paraprofessionals:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches;
- Whether the teacher is teaching under emergency or professional status because of special circumstances;
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree; and
- Whether the paraprofessionals provide services to your child, and, if so, their qualifications.

If you would like to receive any of this information, please contact your child's school.



Dear Dickinson High School Parents and Students,

Welcome to our Dickinson High School Academic Handbook and Course Selection Guide. Dickinson High School offers many opportunities and a variety of career pathways so that our students develop their full potential and are well-prepared academically, socially, and emotionally for post high school success. We want to partner with our parents, our community, and our business/industry partners to ensure the success of every student. This Academic Handbook and Course Selection Guide will assist you and your student in making strategic choices that will prepare your student for the rapidly changing economic, technological, and social world in which we live and work.

The Dickinson High School Academic Handbook provides an outline of courses, a variety of programs of study, and career ready endorsement plans that are closely aligned to the College, Career, and Military Readiness standards. The academic decisions that your student makes in high school will significantly impact his or her future options in college and/or the work place. We encourage our students to take the most challenging courses available while in high school.

Our Academic Handbook serves as your student's personal, four-year high school planning guide. It is our hope that our students will use it as a roadmap to their future and as a way of recording their accomplishments and lessons learned along the way. Our Dickinson High School administrators, counselors, and teachers are available to provide specific information regarding courses and to provide on-going guidance as students progress through their chosen pathways and endorsement plans. With your parental support and with the outstanding professional guidance counseling from our staff, there are no limits or boundaries to what your student can accomplish at Dickinson High School. We look forward to working and learning with your student.

Sincerely,

Billye Smith, Ed.D.
Dickinson High School Principal



DISD MISSION STATEMENT

The mission of the Dickinson Independent School District is to ensure that all students have safe and successful learning opportunities that help them reach their full potential and add quality throughout their lives.

VISION OF DISD As Established by the Board of Trustees

VISION FOR DISD AS PERCEIVED BY BOARD OF TRUSTEES:

I see a time in the future where

All stakeholders and patrons will view the district as having purpose with consistency. This will be evidenced by campuses which exhibit safety, control and discipline as guiding principles. Child-focused leadership will be evident to all as each child is able to develop to his/her best through challenging offerings. Curriculum/program review/ improvement will be continuous and will result in rigorous programs, improved state assessment results, and other improvements which may be measured via established assessment means.

All space needs will be met with facilities conducive to learning. These facilities will provide the necessary technology and resources to insure the potential for excellence. The District's focus on providing attractive and functional facilities will set the stage for the campuses to develop an excellent learning and working environment which will display an atmosphere of teamwork and "family". In this arena the staff will accept the accountability standards while strengthening relationships, improving communications and insuring the best possible instructional program. As a result the district will be able to attract and retain quality staff. Staff members will be interacting freely and continuously with each other, parents and patrons.

The district will have a compensation plan that is affordable and effective while addressing significant concerns with a predictable, reliable revenue stream.

The district is recognized by all to be an exemplary school district.

Reviewed and Ratified June 2012

Dickinson Independent School District
District Goals 2019-2020

The Board of Trustees, in collaboration with the administration of DISD, establishes these District Goals:

- Goal 1 DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.
- Goal 2 DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.
- Goal 3 DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.
- Goal 4 DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.
- Goal 5 DISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.

Board Approved June 3, 2019

Dickinson High School Academic Handbook

2021-2022

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SECTION ONE **GENERAL INFORMATION**

DICKINSON HIGH SCHOOL



College, Career, and Military Readiness Standards

All Dickinson
High School
students are
expected to
meet one of
these
standards
upon
graduation.

College Credit

- Score a 3+ on any AP Exam in any subject
- 3 Dual Credit hours in ELA or math
- 9 hours Dual Credit in any subjects
- Complete an OnRAMPS dual enrollment course + earn UT college credit
- Earn an associate's degree while in high school

TSI Criteria: Reading & Math

- Meet the college-ready criteria on **either** the TSI/SAT/ACT for reading & math (highest score); **or**
- Successfully complete and earn credit for a college prep course as defined in TEC 28.014 for reading & math; **or**
- Any combination of the above for reading and math (i.e. SAT for Reading but CP course for math)

U.S. Armed Forces

- Enlist/intention to enlist in the U.S. Armed Forces

Industry-Based Certifications

- Earn an approved industry-based certification **or**
- Complete aligned pathway of courses***

CREDIT INFORMATION

Local vs. State Credits

State credit means the state of Texas recognizes the course as a credit towards graduation requirements. Local credit is awarded to students taking courses that are locally approved but not recognized by the state of Texas for graduation.

Transfer of Credits

Dickinson ISD recognizes and accepts credits from state accredited public and private high schools. Students entering Dickinson High School from non-accredited public, private, or parochial schools, including home schools, shall validate high school credits for transfer by testing. A student who falls into this category will work with his/her counselor to validate transfer credits.

Credit Opportunities

The following opportunities require counselor's approval, may not be included in the GPA, and may require a fee for enrollment.

- **Correspondence Course:** Students may take courses through distance learning options such as Texas Virtual School Network, Texas Tech, or other approved program. **Counselor approval is required prior to enrollment.**
- **Credit by Exam with Prior Instruction:** This exam is for students who have had prior instruction and failed the class. A score of 70 or above on the exam is required for credit. Each exam is equivalent to a semester course. See counselor for more information.
- **Credit by Exam without Prior Instruction:** Students may earn credit for a course in which they have received no prior instruction in the subject by taking an exam in December, March, June or July. A grade of 80% is required to receive credit for the respective course. See counselor for registration form.
- **Online Credit Recovery:** An online credit recovery program is available at DHS. Students may also work on the online courses from home. Courses are self-paced and require students to be self-motivated. Counselors recommend students for the course. Students receive credit for the courses successfully completed. The grades will not be calculated in the GPA. *Note to Student Athletes: Online credit recovery courses cannot be used to reinstate UIL eligibility nor are they recognized by the NCAA Eligibility Center.*
- **Night School or Summer School:** See counselor for information on approved night school and summer school programs. Classes must meet all TEA guidelines.

STUDENT GRADE LEVEL

Grade Classification

Grade classification is based on the total number of credits a student has accumulated:

Tenth Grade	6.0
Eleventh Grade	12.0
Twelfth Grade	19.0

GRADES and GRADING

Grading System

Progress report grades are reported for each student every 3 weeks. At the end of each 9 weeks grading period, grades are numerically reported for each student. At the end of each semester, a student receives credit for a course if the semester average for the course is a 70 or above. In order to receive credit, the student must be in attendance for more than 95% of the time that a course meets. The semester grade is calculated using the following formula:

First 9 Weeks (45%) + Second 9 Weeks (45%) + Semester Exam (10%) = 1st Semester Grade
Third 9 Weeks (45%) + Fourth 9 Weeks (45%) + Semester Exam (10%) = 2nd Semester Grade

Grade Averaging to Receive Credit

Grade averaging will be utilized for year- long courses if the grade is at least a 60 for either semester. The other semester must have a grade higher than a 70 that averages with the failing semester grade to achieve a final grade of 70. Courses must be taken during same school year. **Courses taken in summer school or credit recovery are not considered for grade averaging. The failed semester is not counted for NCAA.**

Exception to the rule: math and year one foreign language courses. These courses will only be eligible for grade averaging if the student earns a grade of 60-69 during the first semester and a grade of 71 or higher second semester. Courses must be taken during same school year. Should a student pass the first semester of the math or foreign language I course but fail the second semester, grade averaging is not permitted, and .5 credits will be awarded only for the first semester.

Example:

<u>Course</u>	<u>1st Semester</u>	<u>2nd Semester</u>	<u>Credit Earned</u>
English	63.	78	1.0
History	78	62.	1.0
Algebra 1	78	62	0.5
Spanish 1	78	65	0.5

Grade Points/Grade Point Averaging for Class Ranking

Class ranking for each student in the graduating class shall be determined by averaging the semester grade points through the 7th semester of high school. Honor graduates, including Valedictorian and Salutatorian, will be named after the 7th semester ranking. No distinction is made between four-year and three-year graduates.

All courses taken within the regular school day and regular school year shall carry grade points, including those grades transferred from other accredited high schools. Grades for courses in which credit was earned in credit recovery, outside the regular school day (i.e. evening school) or outside of the regular school year (i.e. summer school) shall not be included in the computation of a student's GPA. In addition, courses for which high school credit was earned before the student entered high school shall not be included in the computation. Grade points shall be awarded for course work according to the following scales based on the year student started 9th grade:

Grade Points Earned						
Numerical Grade	Letter Grade	*Dual Credit/ AP/ On Ramps (4 point weighted scale)	Pre-AP/ Honors/ CTE** (4 point weighted scale)	Academic (4 point scale)	Alternate Courses (3 point scale)	
95-100	A+ / A	6.0	5.0	4.0	90-100	3.0
90-94	A-	5.5	4.5	3.5		
85-89	B+ / B	5	4.0	3.0	80-89	2.0
80-84	B-	4.5	3.5	2.5		
75-79	C+ / C	4	3.0	2.0	70-79	1.0
70-74	C-	3.5	2.5	1.5		
0-69	D / F	0	0.0	0.0	0-69	0.0

*Core academic dual credit courses (i.e. English, Math, Science, Social Studies, and LOTE) taken at DHS and Collegiate High School will be calculated on the Dual Credit/ AP grading scale. On Ramps courses will also be calculated on the 6.0 scale starting the 2021-22 school year.

**Some advanced CTE courses will be on the 5.0 scale beginning with Freshman starting 2020-21 school year and thereafter. Courses are designated in *Section 3: Course Descriptions* of this handbook.

Determining Class Rank

Class rank will be based on a cumulative GPA of grades 9, 10, 11, and 12. The GPA is determined by dividing the total number of grade points earned by the total number of semester units attempted.

Example:

Course	1 st Semester	Grade Points	Credit Attempted	Credit Earned
English	90	3.5	.5	.5
Algebra	60	0.0	.5	0
Science AP	88	5.0	.5	.5
History	75	2.0	.5	.5

Total Grade Points/ Semester Units Attempted= GPA or $10.5 / 4 = 2.63$

Class Rank

First ranking of a class occurs spring semester of freshman year (around February). Ranks and GPAs are updated at the close of each semester. Students may get their GPA and rank from Skyward. The final ranking occurs after the student's 7th semester. DCC students are not included in the DHS ranking.

Criteria For Valedictorian And Salutatorian

Additional criteria for determining and recognizing the valedictorian and salutatorian are as follows:

- Must have been enrolled in Dickinson High School for at least three consecutive years.
- Must be a full time student at Dickinson High School during his/her entire senior year. Students graduating through the Collegiate High School program, DCC program, or other alternative programs are not eligible for recognition as valedictorian or salutatorian.
- No distinction will be made between four-year and three-year graduates when determining which students to recognize.
- The eligible student having the highest grade point average resulting from the 7th semester calculation only shall be recognized as the valedictorian.
- The eligible student with the second highest GPA resulting from the 7th semester calculation only shall be recognized as the salutatorian.
- Should a tie develop for valedictorian or salutatorian, the GPA of the students involved will be recalculated based on the numerical grades earned in each course.

Honor Graduates

First 9 Weeks (45%) + Second 9 Weeks (45%) + Semester Exam (10%) = 1st Semester Grade Students will be designated the following honor graduate status based on their 7th semester GPA:

Magna Cum Laude: Top 5%

Cum Laude: Top 6-15%

Top 10%

Senate Bill 510 C §51.803 requires that each Texas public institution of higher education automatically admit students who graduated from high school in the top 10% of students in the graduating class based on grade point average. (University of Texas will be limiting their automatic admissions to the top 6% effective 2019). **To be considered for admission, one must complete the application process to the intended college. Students must complete Algebra 2 and complete an endorsement to be eligible for automatic admissions.**

TRANSCRIPTS and REQUESTS

Students have access to the most recent transcript on their Skyward account beginning with the second semester of 9th grade. Students who need an official transcript sent to an educational institution or scholarship committee must make a request on Naviance. All students have a Skyward and Naviance account. Students may go to the College and Career Center for assistance with these accounts. Transcripts cost \$2 each and will not be processed until payment has been received. Payments for transcripts are to be made in the College and Career Center. Transcripts are processed within 5-10 business days upon payment. **Student fees must be cleared in order to fulfill transcript requests.** Seniors are allowed to request four (4) transcripts at no charge during the school year and then one (1) final transcript upon graduation.

EXIT LEVEL TEST

Students will be required to take the STAAR EOC assessments as part of their graduation requirement. Students must meet the level 2 score for each subject area in order to graduate. Students may take the STAAR EOC assessments as many times as they want in order to achieve required passing score. Required STAAR assessments are:

- English Language Arts I
- English Language Arts II
- Algebra I
- Biology
- US History

REQUIREMENTS TO PARTICIPATE IN THE GRADUATION CEREMONY

Only those students who have met all requirements for graduation, including passing all required STAAR assessments (or met IGC requirements) and attended mandatory graduation practices shall be allowed to participate in graduation exercises. Students who have passed all course requirements with the exception of STAAR/ IGC requirements, may participate in graduation upon request. Students must write a letter to the principal committing to taking the needed STAAR tests until requirements are met.

All students participating in the graduation ceremony must attend all mandatory graduation practices set by the Principal. Students who do not participate in practices will not participate in the ceremony.

Students who have a **parent** who is also an employee of Dickinson ISD may request to have their parent present their diploma to them during graduation. These requests must be **made in writing by the student and submitted to the Principal by May 1 or the first business day in May.** Parents are asked to follow the protocol outlined by the campus administration so that the ceremony is not interrupted or delayed.

STUDENT SCHEDULES

Schedule Process

During the second semester, students register for classes they will need the following year. It is important for students to plan their choices carefully since class size and staffing decisions will be determined from their choices.

January- March: Students given updated Academic Handbook and sample course selection sheet during class presentation. Students meet with counselors to complete course request based on endorsement pathway.

March-April: Parents and students can view course requests in Skyward. Parents may request updates/ changes by emailing the student's counselor. It will be implied that all courses meet the approval of both the student and parent if the counselor is not notified of any changes.

June: All changes will be reflected in Skyward.

Schedule Changes

Once school starts, schedule changes will be made for the following reasons by using the Schedule Change Request Form (available in the counseling office on the 2nd day of school).

- Data entry error such as missing classes or too many classes scheduled (will receive immediate attention).
- Student needs remedial coursework for state assessment.
- Student already received credit for a class on schedule.
- Student is scheduled in an inappropriate course i.e. male in female PE class.
- Student is enrolled in a course for which they have not completed the appropriate prerequisite i.e. in Spanish II without earning credit in Spanish I.
- Student is a senior and needs particular courses for graduation.
- Student has a duplicate course on schedule i.e. PE and Athletics.
- Student has been accepted or dismissed from a program i.e. athletics, fine art, CTE, etc.

SECTION TWO

GRADUATION PLANS

DICKINSON HIGH SCHOOL



State Graduation Plans

Foundation Plan* 22 Credits		Foundation Plan* + Endorsement 26 Credits		
English — 4 credits English 1, 2, 3 and one advanced English credit		English — 4 credits English 1, 2, 3, and one advanced English credit		
Math — 3 credits Algebra I, Geometry, and one advanced Math credit		Math — 4 credits Algebra I, Geometry, and two advanced Math credits**		
Science — 3 credits Biology and two advanced Science credits		Science — 4 credits Biology and three advanced Science credits		
Social Studies — 3 credits World Geography or World History, U.S. History, Government, and Economics		Social Studies — 3 credits World Geography or World History, U.S. History, Government, and Economics		
Languages other than English — 2 credits		Languages other than English — 2 credits		
Fine Arts — 1 credit		Fine Arts — 1 credit		
Physical Education — 1 credit		Physical Education — 1 credit		
Electives — 5 credits		Electives — 7 credits See Endorsement 4 year plan		
		Distinguished Level of Achievement -Student must take Algebra 2 as an advanced math.**		
Endorsements Please refer to the course plans for specific course requirements necessary to earn each endorsement.				
Arts & Humanities	Business & Industry	Public Services	STEM (Science, Technology, Engineering, & Math)	Multidisciplinary Studies
<ul style="list-style-type: none"> • Fine Arts • Foreign Languages & Cultural Studies • Social Sciences 	<ul style="list-style-type: none"> • Agriculture, Food & Natural Resources • Arts, Audio Video Technology & Communications • Business, Marketing, and Finance • Information Technology (COM) • Manufacturing • Transportation, Distribution, & Logistics 	<ul style="list-style-type: none"> • AFJROTC • Education & Training • Health Science • Human Services • Law and Public Service 	<ul style="list-style-type: none"> • Engineering • Advanced Math • Advanced Science 	Student selects courses from each endorsement area and earns credits in a variety of advanced courses from multiple content sufficient to complete distinguished level under the foundation high school program
State Assessments Required for Graduation (EOC)		Performance Acknowledgements		
English I Algebra I Biology	English 2 US History	Outstanding Performance: Dual Credit coursework, bilingualism/biliteracy, AP Exam, PSAT, ACT- Plan, SAT or ACT		Certification: State, Nationally, or Internationally recognized business or industry certificate or license

*Algebra 2, World History and English 4 are highly recommended for college bound students. It is the student's responsibility to check prospective college requirements.

**Algebra 2 is required to be eligible for automatic admissions if in top 10% (6% for UT-Austin). The 86th Texas Legislature, Regular Session, 2019, passed SB 232 requiring school districts to notify parents that state graduation requirements do not require a student to complete an Algebra II course to graduate under the Foundation High School Program. Students who does not complete an Algebra II course will not be eligible for— automatic college admission or certain financial aid including: TEXAS grant program and Texas Educational Opportunity Grant Program.

4-Year Personal Graduation Plan (Sample)

Endorsement:

- Arts & Humanities Public Services Multidisciplinary
 Business & Industry STEM

Foundation Plan- 22 Credits	Endorsements- 26 credits	Planning for the Future
<p>English — 4 credits</p> <input type="checkbox"/> English 1 <input type="checkbox"/> English 2 <input type="checkbox"/> English 3 <input type="checkbox"/> Advanced English <p>Math — 3 credits</p> <input type="checkbox"/> Algebra I <input type="checkbox"/> Geometry <input type="checkbox"/> Advanced Math <p>Science — 3 credits</p> <input type="checkbox"/> Biology <input type="checkbox"/> Advanced Science <input type="checkbox"/> Advanced Science <p>Social Studies — 3 credits</p> <input type="checkbox"/> World Geography or <input type="checkbox"/> World History <input type="checkbox"/> U.S. History <input type="checkbox"/> Government <input type="checkbox"/> Economics <p>LOTE — 2 credits</p> <input type="checkbox"/> LOTE 1 <input type="checkbox"/> LOTE 2 <p>Fine Arts- 1 credit</p> <input type="checkbox"/> _____ <p>Physical Education — 1 credit</p> <input type="checkbox"/> _____ <p>Electives — 5 credits</p> <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2 <input type="checkbox"/> Elective 3 <input type="checkbox"/> Elective 4 <input type="checkbox"/> Elective 5	<p>Arts & Humanities</p> <input type="checkbox"/> 4 th Math <input type="checkbox"/> 4 th Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2 <p>Business & Industry</p> <input type="checkbox"/> 4 th Math <input type="checkbox"/> 4 th Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2 <p>Public Services</p> <input type="checkbox"/> 4 th Math <input type="checkbox"/> 4 th Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2 <p>STEM</p> <input type="checkbox"/> 4 th Math <input type="checkbox"/> 4 th Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2 <p>Multidisciplinary</p> <input type="checkbox"/> 4 th Math <input type="checkbox"/> 4 th Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2	<p>Testing</p> <input type="checkbox"/> TSI <input type="checkbox"/> PSAT <input type="checkbox"/> SAT <input type="checkbox"/> ACT <p>College Readiness Standards</p> <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Writing <p>Post- Secondary Applications</p> <input type="checkbox"/> Apply Texas <input type="checkbox"/> Common Application <input type="checkbox"/> Military Recruiter <input type="checkbox"/> Technical School <input type="checkbox"/> Local Employer <p>Financial Aid</p> <input type="checkbox"/> FAFSA/ TAFSA <input type="checkbox"/> Local Scholarship Application <input type="checkbox"/> Naviance <input type="checkbox"/> Financial Aid Night
	Distinguished- Eligible for Top 10% Automatic Admission	STAAR EOC Checklist
	<input type="checkbox"/> Algebra 2 (must be one of the student's math credits)	<input type="checkbox"/> English 1 <input type="checkbox"/> English 2 <input type="checkbox"/> Algebra 1 <input type="checkbox"/> US History <input type="checkbox"/> Biology

Performance Acknowledgements

A student may earn a performance acknowledgement on their transcript for outstanding performance in at least one of the following areas:

- **Dual Credit**
 - Complete 12 hours of dual credit courses with a 3.0 **OR**
 - Complete an associate degree (Collegiate High School)
- **Bilingualism and Biliteryacy**
 - Exit ESL and score Advanced High on TELPAS **AND**
 - Maintain an 80+ average in English Language Arts courses **AND**
 - Complete 3 credits of same language with an 80+ average **OR**
 - Complete Level 4 for of language other than English with an 80+ **OR**
 - Score a 3 or higher on an AP Exam for language other than English
- **Advanced Placement (AP) Exam**
 - Score a 3 or above on any AP Exam
- **PSAT, SAT, or ACT**
 - Earning a score on the PSAT that qualifies for recognition as a commended scholar or higher by the College Board National Merit Scholarship Corporation, National Hispanic Recognition Program, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Program. **OR**
 - Earning at least a 410 on reading and 520 on mathematics on the SAT **OR**
 - Earning a composite score on the ACT of 28 (excluding the writing subscore)
- **National, International or State Certification or License**

Program of Study	Certifications/Licenses offered at DHS
Agriculture, Food & Natural Resources	OSHA 30 Hours General Industry
	Texas State Floral Association Floral Skills Knowledge Based Certifications
	Texas State Floral Association Level One Floral Certification
	Feed-yard Technician & Cattle Care & Handling
Arts, Audio/Video Technology & Communications	Adobe Certified Associate (ACA) - Photoshop (Visual Design using Adobe Photoshop)
	Adobe Certified Associate (ACA) - Premier Pro (Digital Video Using Adobe Premier Pro)
Business, Marketing, & Finance	Microsoft Office Specialist (MOS) Word
	Microsoft Office Specialist (MOS) Excel
	Microsoft Office Specialist (MOS) PowerPoint
Education & Training	Educational Aide 1
Engineering	Certified SolidWorks Associate
	FAA Part 107 Remote Drone Pilot
Health Science	Certified 2018 ²⁰¹⁹ ERG Technician

	Certified Pharmacy Technician
	Medical Laboratory Technician
	Patient Care Technician
	Registered Dental Assistant
Human Services	Barber Operator License
	Cosmetology Operator License
Law, Public Safety, Corrections & Security	Basic Structure Fire Protection (TBD)
	Emergency Medical Technician (TBD)
	International Academy of Emergency Dispatch Emergency Telecommunicator
	Non-Commissioned Security Officer Level II
Manufacturing	AWS D1.1 Structural Steel
	AWS D9.1 Sheet Metal
	NCCER Core Curriculum
	NCCER Welding I
	Non-Destructive Testing (NDT)
Transportation, Distribution & Logistics	ASE Engine Repair
	ASE Automatic Transmission/Transaxle
	ASE Automobile Service Technology
	ASE Maintenance and Light Repair
	ASE Brakes
	ASE Electronic/Electrical Systems
	ASE Engine Performance
	ASE Heating and A/C
	ASE Manual Drive Train and Axels
	ASE Diesel Engines

Arts and Humanities Endorsement

Endorsement Pathways	9th Year	10th Year	11th Year	12th Year
Fine Arts	Art 1	Art 2	Art 3	Art 4
	Band 1	Band 2	Band 3	Band 4
	Choir 1	Choir 2	Choir 3	Choir 4
	Dance 1	Dance 2	Dance 3	Dance 4
	Dance Team 1	Dance Team 2	Dance Team 3	Dance Team 4
	Musical Theater 1 or Theater Arts 1 or Technical Theater 1 or Theater Productions 1	Musical Theater 2 or Theater Arts 2 or Technical Theater 2 or Theater Productions 2	Musical Theater 3 or Theater Arts 3 or Technical Theater 3 or Theater Productions 3	Musical Theater 4 or Theater Arts 4 or Technical Theater 4 or Theater Productions 4
Languages Other Than English (LOTE)	Spanish 1	Spanish 2	Spanish 3	Spanish 4
	French 1	French 2	French 3	French 4
Social Studies	World Geography or Human Geography	World History	US History	Government and Economics
	Plus 1 Social Studies elective credit from: African American Studies, Financial Literacy, History of Sports in the US, Psychology, or Sociology			

Arts & Humanities Endorsement

Career Pathway for Fine Arts

Art, Band, Choir, Dance or Theater Arts

26 credits

Job Opportunities in this Career Pathway:

Artist, Art Director, Painter & Illustrator, Multimedia Artist, Animator, Photographer, Graphic Designer, Art Gallery Manager, Curator, Set Designer, Exhibit Designer, Art Teacher, Theater Arts Teacher, Dancer, Production Manager, Actor, Choreographer, Director, Designer, Set Designer, Makeup Artist, Actor, Performer, Director, Lighting Technician, Play Writer, Editor, Sound Engineering Technician, Cinematographer, Music Director, Composer, Singer, Musician, Production Manager, Performer, Choir Teacher, Music Teacher, Sound Engineer Technician

Sample Graduation Plan

9 th Grade	10 th Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Fine Art 1	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Elective Fine Art 2
11 th Grade	12 th Grade
English 3 Advanced Math* US History Advanced Science Fine Art 3 Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science Fine Art 4 Elective Elective

*Algebra 2 and World History are recommended for college bound students.

Arts & Humanities Endorsement

Career Pathway for Foreign Language/Cultural Studies

26 credits

Job Opportunities in this Career Pathway:

Translator, Immigration and Customs, Interpreter, Journalist, International Law, Public Relations, Foreign Travel Advisors, Customer Service, Teacher, Peace Corps, Diplomatic Corps, United Nations

Sample Graduation Plan

9 th Grade	10 th Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Fine Art	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Elective Elective
11 th Grade	12 th Grade
English 3 Advanced Math* US History Advanced Science Foreign Language 3 Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science Foreign Language 4 Elective Elective

*Algebra 2 and World History are recommended for college bound students.

Arts & Humanities Endorsement

Career Pathway for Social Studies

26 credits

Job Opportunities in this Career Pathway:

Teacher or professor, Consultant in Business or Government, Public Official, Ecologist, Geographic Information Systems, Market Researcher, International Business, Satellite/Aerial Photo Analyst, Political Scientist, Urban Planner, Customs Agent, Political Risk Analyst, Urban Planner, Policy Researcher, Manager of Government Organizations

Sample Graduation Plan

9 th Grade	10 th Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Fine Art 1	English 2 Geometry World History * IPC or Chemistry Foreign Language 2 Elective Elective
11 th Grade	12 th Grade
English 3 Advanced Math* US History Advanced Science Social Studies Elective Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science Elective Elective Elective

*Algebra 2 and World History are recommended for college bound students.

Business and Industry Endorsement

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year
Agriculture, Food, and Natural Resources	Animal Science	Principles of Agriculture, Food, and Natural Resources	Small Animal Management/ Equine Science	Livestock Production	Advanced Animal Science
	Plant Science	Principles of Agriculture, Food, and Natural Resources	Horticulture Science	Floral Design	Advanced Floral Design + Environmental Plant & Soil Science
	Agribusiness	Principles of Agriculture, Food, and Natural Resources	Professional Communications (.5)/ Professional Standards in Agribusiness (.5)	Agribusiness Management & Marketing	Practicum in Agriculture, Food, and Natural Resources
Arts, Audio Video Technology, and Communications	Design and Multimedia Arts (Video Game Design)	Principles of Arts, A/V Technology, And Communications	Video Game Programming	Advanced Video Game Programming	Career Preparation
	Design and Multimedia Arts (Commercial Photography)	Principles of Arts, A/V Technology, And Communications	Commercial Photography	Commercial Photography 2	Practicum in Commercial Photography
	Design and Multimedia Arts (Graphic Design/ Illustration)	Digital Design & Media Production (Journalism)	Graphic Design and Illustration 1 (Yearbook/ Newspaper 1)	Graphic Design and Illustration 2 (Yearbook/ Newspaper 2)	Practicum in Graphic Design and Illustration (Yearbook/ Newspaper 3)
	Digital Communications	Principles of Arts, A/V Technology, And Communications	Audio/Video Production	Audio/Video Production 2	Practicum in Audio/Video Production
Business, Marketing, and Finance	Marketing and Sales	Principles of Business, Finance, and Marketing	Sports and Entertainment Marketing (.5) & Social Media Marketing (.5)	Sports Entrainment & Marketing 2 (.5) & Advertising (.5)	Career Preparation
	Business Management	Principles of Business, Marketing, & Finance 206	Business Information Management 1	Business Information Management 2	Career Preparation

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year
Manufacturing	Advanced Manufacturing and Machinery Mechanics	Principles of Applied Engineering	Robotics 1	Robotics 2	Career Preparation
	Welding		Introduction to Welding	Welding 1	Welding 2
Transportation, Distribution, and Logistics	Automotive	Automotive Basics	Automotive Technology 1	Automotive Technology 2	Practicum in Transportation Systems

Business & Industry Endorsement

Career Pathways for Agriculture, Food & Natural Resources

General Agriculture or Veterinary Application

26 credits

Job Opportunities in this Career Pathway:

Horticulturist, Floral Designer, Master Florist, Greenhouse Manager, Floral Department Supervisor, Custom Floral Decorating, Floral Sales, Retail Owner, Landscape Management, Turf Grass Management, Nursery Owner, Wholesale Grower, Animal Breeders, Fishery Workers, Farmers, Assistant Feedlot Manager, Livestock Sales, Animal Facility Manager, Agriculture Product Sales, Farm/Ranch Manager, Soil Scientist, Plant Scientist, Certified Crop Adviser, Agricultural Researcher, Agricultural Technician, Farm Equipment Mechanic, Agricultural Equipment Operators, Small Business Owner, Veterinarian Technician, Game Warden, Animal Control

Sample Graduation Plan

9 th Grade	10 th Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Principles of Agriculture, Food, and Natural Resources	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Fine Art Ag Course 2
11 th Grade	12 th Grade
English 3 Advanced Math* US History Advanced Science Ag Course 3 Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science Ag Course 4 Elective Elective

*Algebra 2 and World History are recommended for college bound students.

Business & Industry Endorsement

Career Pathway for Arts, A/V Technology & Communications

26 credits

Job Opportunities in this Career Pathway:

Producer, Director, Public Relations Specialist, Multimedia Artist and Animator, Graphic Designer, Broadcast Technician, Sound Engineering Technician, Photographer, Audio and Video Equipment Technician, Camera Operator for Television, Video, and Motion Pictures, Multimedia Artist and Animator, Video game Designer, Computer Programmer, Computer Hardware Engineer, Database Administrator, Computer Systems Analyst, Multimedia Artist and Animator, Network Systems and Data Communications Analyst, Computer Support Specialist, Desktop Publisher

Sample Graduation Plan

9 th Grade	10 th Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Principles of Arts, A/V Technology and Communications <u>or</u> Digital Design & Media Production	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Fine Art Video Game Programming <u>or</u> Commercial Photography 1 <u>or</u> A/V Production <u>or</u> Graphic Design & Illustration 1
11 th Grade	12 th Grade
English 3 Advanced Math* US History Advanced Science Elective Advanced Video Game Programming <u>or</u> Commercial Photography 2 <u>or</u> A/V Production 2 <u>or</u> Graphic Design & Illustration 2 Elective (if Video Game Programming or Commercial Photography)	English 4 Advanced Math Government/ Economics Advanced Science Elective Career Preparation <u>or</u> Practicum in Commercial Photography <u>or</u> Practicum in A/V Production <u>or</u> Practicum in Graphic Design & Illustration

*Algebra 2 and World History are recommended for college bound students.

Business & Industry Endorsement

Career Pathways for Business, Marketing, and Finance

26 credits

Job Opportunities in this Career Pathway:

Environmental Engineer, Commercial and Industrial Designer, General and operations Manager, Medical Equipment Repairer, Electromechanical Technician, Mechanical Engineering Technician, Avionics Technician, Welder, Cutter, Solder, Brazier, Manufactured Building and Mobile Home Installer, Painting, Coating, and Decorating Worker, Purchasing Agent

Sample Graduation Plan

9 th Grade	10 th Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Principles of Business, Marketing, and Finance	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Fine Art Sports and Entertainment Marketing/ Social Media Marketing <u>or</u> Business Information Management 1
11 th Grade	12 th Grade
English 3 Advanced Math* US History Advanced Science Sports Entertainment Marketing 2/ Advertising <u>or</u> Business Information Management 2 Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science Elective Career Preparation

*Algebra 2 and World History are recommended for college bound students.

Business & Industry Endorsement

Career Pathways for Manufacturing

26 credits

Job Opportunities in this Career Pathway:

Environmental Engineer, Commercial and Industrial Designer, General and operations Manager, Medical Equipment Repairer, Electromechanical Technician, Mechanical Engineering Technician, Avionics Technician, Welder, Cutter, Solder, Brazier, Manufactured Building and Mobile Home Installer, Painting, Coating, and Decorating Worker, Purchasing Agent

Sample Graduation Plan

9 th Grade	10 th Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Principles of Applied Engineering <u>or</u> Elective	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Robotics 1 <u>or</u> Introduction to Welding Fine Art
11 th Grade	12 th Grade
English 3 Advanced Math* US History Advanced Science Robotics 2 <u>or</u> Welding 1 Elective Elective (if in Robotics 2)	English 4 Advanced Math Government/ Economics Advanced Science Elective Career Preparation <u>or</u> Welding 2

*Algebra 2 and World History are recommended for college bound students.

Business & Industry Endorsement

Career Pathways for Transportation, Distribution, and Logistics

26 credits

Job Opportunities in this Career Pathway:

Air pilot, Co-Pilot, and Flight Engineer, Aerospace Engineering, Aircraft Mechanic, Service Technician, Automotive Service Technician and mechanic, Flight Attendant, Automotive Glass Installer, Motorboat Operator, Refuse and recyclable Material Collector, Sailor and Marine Oiler

Sample Graduation Plan

9 th Grade	10 th Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Automotive Basics	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Automotive Technology 1
11 th Grade	12 th Grade
English 3 Advanced Math* US History Advanced Science Automotive Technology 2 Fine Art	English 4 Advanced Math Government/ Economics Advanced Science Elective Practicum in Transportation Systems

*Algebra 2 and World History are recommended for college bound students.

Public Services Endorsement

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year
Education and Training	Teaching and Training	Principles of Education and Training	Child Development	Instructional Practice in Educational Training (RST1)	Practicum in Education and Training (RST2)
Health Science	Healthcare Therapeutics (EMT)	Principles of Health Science	Medical Terminology	Health Science Theory	Emergency Medical Technician
	Healthcare Therapeutics (PCT)	Principles of Health Science	Medical Terminology	Health Science Theory	Practicum in Health Science (PCT)
	Healthcare Therapeutics (Pharmacy)	Principles of Health Science	Medical Terminology	Pharmacology	Practicum in Health Science (Pharmacy)
	Healthcare Therapeutics (Dental)	Principles of Health Science	Medical Terminology	Health Science Theory	Practicum in Health Science (Dental)
	Healthcare Diagnostics	Principles of Health Science	Medical Terminology	Medical Microbiology	Anatomy & Physiology
Human Services	Barbering		Introduction to Cosmetology	Barbering 1/ Lab	Barbering 2/ Lab
	Cosmetology		Introduction to Cosmetology	Cosmetology 1/ Lab	Cosmetology 2/ Lab
Law, Public Safety, Corrections, and Security	Law Enforcement	Principles of Law, Public Safety, Corrections, and Security	Law Enforcement 1	Law Enforcement 2	Correctional Services and Forensic Science
Junior Reserve Officer Training Corps (JROTC)	JROTC	JROTC 1	JROTC 2	JROTC 3	JROTC 4

Public Services Endorsement

Career Pathways for Education and Training

26 credits

Job Opportunities in this Career Pathway:

Teacher, Before/After School Assistant, Coach/Physical Education Instructor, Community Youth Services Aide, Corporate Trainer, Day Care Director, Distance Learning Coordinator, Educational, Guidance, School and Vocational Counselor, Fitness and Wellness Coordinator, Fitness Trainer and Aerobics Instructor, Instructional Coordinator, Librarian, Library Assistant, Post-Secondary Instructors/Professors, Preschool Aide/Worker, Private Instructor, Recreation and Fitness Studies Teachers, Recreational Aide, School/Office Assistant, Summer Camp Counselor, Teacher Assistant, Child Care Worker, Day Care Director, School Principal, Superintendent

Sample Graduation Plan

9 th Grade	10 th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology	IPC or Chemistry
Foreign Language 1	Foreign Language 2
PE	Fine Art
Principles of Education and Training	Child Development
11 th Grade	12 th Grade
English 3	English 4
Advanced Math*	Advanced Math
US History	Government/ Economics
Advanced Science	Advanced Science
Elective	Elective
Instructional Practice in Educational Training (RST1)	Practicum in Education and Training (RST2)

*Algebra 2 and World History are recommended for college bound students.

Public Services Endorsement

Career Pathways for Health Sciences

26 credits

Job Opportunities in this Career Pathway:

Family and General Practitioner, Dentist, Audiologist, Physical Therapist, Medical and Health Services Manager, Dietitian and Nutritionist, Registered Nurse, Medical Laboratory Technician, Radiation Therapist, Licensed Vocational Nurse, Medical Records and Health Information Technician, Massage Therapist, Pharmacist, Pharmacy Technician, Psychiatric Technician, Nursing Aide, Radiologist, Home Healthcare, Psychologist, Paramedic

Sample Graduation Plan

9 th Grade	10 th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology	IPC or Chemistry
Foreign Language 1	Foreign Language 2
PE	Fine Art 1
Principles of Health Science	Medical Terminology
11 th Grade	12 th Grade
English 3	English 4
Advanced Math*	Advanced Math
US History	Government/ Economics
Advanced Science <u>or</u> Medical Micro Biology	Anatomy and Physiology
Health Science Theory <u>or</u> Pharmacology <u>or</u> Medical Micro Biology	Elective
Elective	Practicum in Health Science (Emergency Medical Technician, PCT, Pharmacy, or Dental)
Elective	

*Algebra 2 and World History are recommended for college bound students.

Public Services Endorsement
Career Pathways for Human Services
 26 credits

Job Opportunities in this Career Pathway:
 Skincare Specialist, Cosmetologist, Barber, Manicurist, Pedicurist

Sample Graduation Plan

9 th Grade	10 th Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Fine Art 1	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Introduction to Cosmetology Elective
11 th Grade	12 th Grade
English 3 Advanced Math* US History Advanced Science Elective Cosmetology 1 or Barbering 1	English 4 Advanced Math Government/ Economics Advanced Science Elective Cosmetology 2 or Barbering 2

*Algebra 2 and World History are recommended for college bound students.

Public Services Endorsement

Career Pathways for Law, Public Safety, Corrections and Security 26 credits

Job Opportunities in this Career Pathway:

Lawyer, Mediator, Judge, Social Worker, Paralegal, Court Reporter, Detective, Criminal Investigator, Private Detective, Police Officer, Fish and Game Warden, Firefighter, Bailiff, Jailer, Security Guard, Emergency Medical Technician

Sample Graduation Plan

9 th Grade	10 th Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Principles of Law, Public Safety, Corrections & Security	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Fine Art Law Enforcement 1
11 th Grade	12 th Grade
English 3 Advanced Math* US History Advanced Science Law Enforcement 2 Elective Elective	English 4 Advanced Math Government/ Economics Forensic Science Correctional Services Elective Elective

*Algebra 2 and World History are recommended for college bound students.

Public Services Endorsement

Career Pathways for Junior Reserve Officer Training Corps (JROTC)

26 credits

Job Opportunities in this Career Pathway:

Aviation, Combat Operations, Communications Equipment Technologist, Engineering, Scientific Research, Environmental Health and Safety, Intelligence Specialist, Computer Systems Officer, Interpreter, Translator, Military Police, Aircraft Mechanic, Ship Engineer, Seaman, Sonar Technician, Food Service Manager, Cargo Specialist, Comptroller

Sample Graduation Plan

9 th Grade\	10 th Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 ROTC 1 Fine Art	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 ROTC 2 Elective
11 th Grade	12 th Grade
English 3 Advanced Math* US History Advanced Science ROTC 3 Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science ROTC 4 Elective Elective

*Algebra 2 and World History are recommended for college bound students.

STEM Endorsement

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year
Engineering	Engineering	Introduction to Engineering Design (PLTW)	Engineering Science	Engineering Design and Presentation 1	Engineering Design and Presentation 2
	Engineering (Aerospace)	Introduction to Engineering Design (PLTW)	Engineering Science	Aerospace Engineering (PLTW)	Practicum in Information STEM
	Programming and Software Development	Fundamentals of Computer Science	Computer Programming 1	Computer Programming 2	Practicum in Information Technology
Math	Math	Algebra 1* or Geometry	Geometry and/or Algebra 2	PreCalculus	Advanced Math
Science	Science	Biology* or Chemistry	Chemistry or Physics	Physics and/or Advanced Science	Advanced Science

*May be taken in 8th grade

STEM Endorsement

Science, Technology, Engineering, and Mathematics Career Pathways for Engineering 26 credits

Job Opportunities in this Career Pathway:

Engineer (Aerospace, Biomedical, Chemical, Civil, Electrical, Mechanical, Petroleum, etc),
Geographer, Biological Technician, Chemical technician, Engineering technician, Surveying
and Mapping Technician

Sample Graduation Plan

9 th Grade	10 th Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Introduction to Engineering Design <u>or</u> Fundamentals of Computer Science	English 2 Geometry World History* or Elective Chemistry Foreign Language 2 Fine Art Engineering Science <u>or</u> Computer Programming 1
11 th Grade	12 th Grade
English 3 Algebra 2 US History Physics Engineering Design and Presentation 1 <u>or</u> Aerospace Engineering <u>or</u> Computer Programming 2 Elective	English 4 Advanced Math Government/ Economics Advanced Science Engineering Design and Presentation 2 <u>or</u> Practicum in Information STEM <u>or</u> Practicum in Information Technology

*Algebra 2 and World History are recommended for college bound students.

STEM Endorsement

Science, Technology, Engineering, and Mathematics Career Pathways for Math 26 credits

Job Opportunities in this Career Pathway:

Engineer, Mathematics Professor/ Teacher, Geophysical Mathematician, Environmental Mathematician, Inventory Strategist, Actuary, Mortgage Broker, Computer Science

Sample Graduation Plan

9 th Grade	10 th Grade
English 1 Algebra I or Geometry World Geography or Human Geography Biology Foreign Language 1 PE Fine Art	English 2 Geometry and/ or Algebra 2 World History* or Elective Chemistry Foreign Language 2 Elective Elective
11 th Grade	12 th Grade
English 3 Algebra 2 or Precalculus US History Physics Elective Elective Elective	English 4 Advanced Math Advanced Math or Elective Advanced Science Government/ Economics Elective Elective

* World History is recommended for college bound students.

STEM Endorsement

Science, Technology, Engineering, and Mathematics Career Pathways for Science 26 credits

Job Opportunities in this Career Pathway:

Aquacultural Manager, Aquarist, Climate Change Analyst, Environmental Compliance Inspector, Environmental Scientist, Geographer, Geoscientist, Hydrologist, Industrial Health & Safety Engineer, Meteorologist, Park Ranger, Soil and Water Conservationist, Soil Scientist, Surveyor, Water & Liquid Waste Treatment Plant & System Operator, Astronomer, Aviation Inspector, Chemical Technician, Chemist, Chemistry Teacher, Electrician, Food Scientist, Forensic Science Technician, Nuclear Monitoring Technician, Nuclear Power Reactor Operator, Occupational Health & Safety Specialist, Physicist, Physics Teacher, Pilot, Power Plant Operator, Precision Instrument & Equipment Repairer

Sample Graduation Plan

9 th Grade	10 th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology or Chemistry	Chemistry or Physics
Foreign Language 1	Foreign Language 2
PE	Elective
Fine Art	Elective
11 th Grade	12 th Grade
English 3	English 4
Algebra 2	Advanced Math
US History	Advanced Science
Physics or Advanced Science	Advanced Science or Elective
Elective	Government/ Economics
Elective	Elective
Elective	Elective

*World History is recommended for college bound students.

Multidisciplinary Endorsement

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year
4 Courses in each subject area	4x4	Four credits in each of the four foundation subject areas (English, Math, Science, and Social Studies) to include English 4 and Chemistry and/ or Physics			
Advanced Placement and/ or Dual Credit Courses	AP or Dual Credit	Four credits in Advanced Placement or Dual Credit courses			
Multiple Endorsement Areas	Multiple Endorsement Areas	Multiple endorsement area courses that are not in a coherent sequence (see other endorsement pathway courses)			

Multidisciplinary Endorsement

26 credits

Options:

- * Multiple endorsement area courses that are not in a coherent sequence
- * AP Courses and/or Dual Credit Courses
- * Four courses in each subject area (ELA, Math, Science, and Social Studies)

Sample Graduation Plan

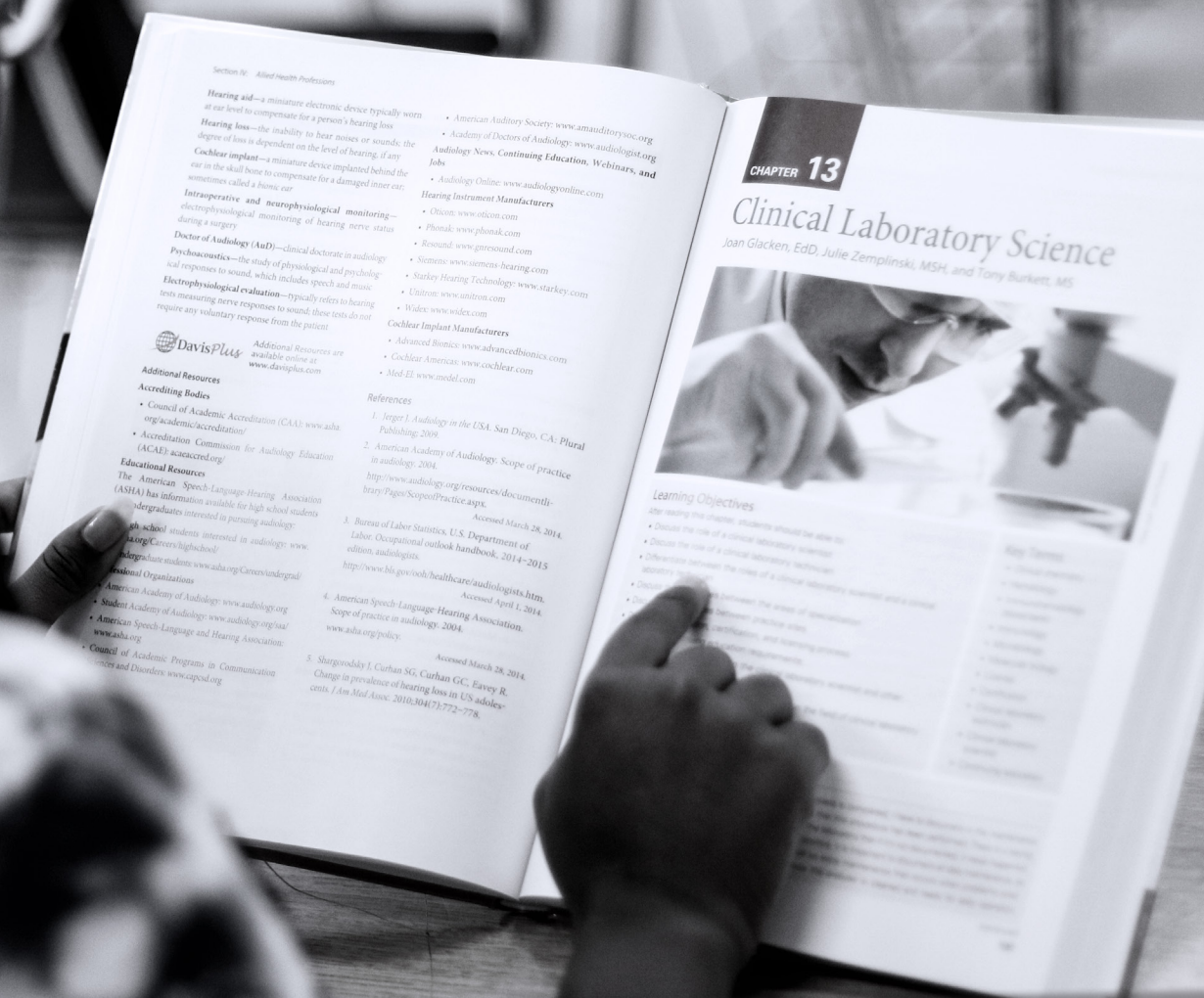
9 th Grade	10 th Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Fine Art	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Elective from Options Elective from Options
11 th Grade	12 th Grade
English 3 Advanced Math* US History Advanced Science Elective from Options Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science Elective from Options Elective Elective

*Algebra 2 and World History are recommended for college bound students.

SECTION THREE

COURSE DESCRIPTIONS

DICKINSON HIGH SCHOOL



Section IV: Allied Health Professions

Hearing aid—a miniature electronic device typically worn at ear level to compensate for a person's hearing loss

Hearing loss—the inability to hear noises or sounds; the degree of loss is dependent on the level of hearing, if any

Cochlear implant—a miniature device implanted behind the ear in the skull bone to compensate for a damaged inner ear; sometimes called a *bionic ear*

Intraoperative and neurophysiological monitoring—electro-physiological monitoring of hearing nerve status during a surgery

Doctor of Audiology (AuD)—clinical doctorate in audiology

Psychosoundics—the study of physiological and psychological responses to sound, which includes speech and music

Electro-physiological evaluation—typically refers to hearing tests measuring nerve responses to sound; these tests do not require any voluntary response from the patient

DavisPlus Additional Resources are available online at www.davisplus.com

Accrediting Bodies

- Council of Academic Accreditation (CAA): www.aaa.org/academic/accreditation/
- Accreditation Commission for Audiology Education (ACAE): acaecred.org/

Educational Resources

The American Speech-Language-Hearing Association (ASHA) has information available for high school students and graduates interested in pursuing audiology:

www.asha.org/Careers/highschool/

www.asha.org/Careers/undergraduate-students

Professional Organizations

- American Academy of Audiology: www.audiology.org
- Student Academy of Audiology: www.audiology.org/saa/
- American Speech-Language and Hearing Association: www.asha.org

• Council of Academic Programs in Communication Sciences and Disorders: www.capcd.org

- American Auditory Society: www.amauditorysoc.org
- Academy of Doctors of Audiology: www.audiologist.org

Audiology News, Continuing Education, Webinars, and Jobs

- Audiology Online: www.audiologyonline.com

Hearing Instrument Manufacturers

- Oticon: www.oticon.com
- Phonak: www.phonak.com
- Resound: www.gresound.com
- Siemens: www.siemens-hearing.com
- Starkey Hearing Technology: www.starkey.com
- Unitron: www.unitron.com
- Widex: www.widex.com

Cochlear Implant Manufacturers

- Advanced Bionics: www.advancedbionics.com
- Cochlear America: www.cochlear.com
- Med-El: www.medel.com

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CHAPTER 13

Clinical Laboratory Science

Joan Glacken, EdD, Julie Zemplinski, MSH, and Tony Burkett, MS



Learning Objectives

- After reading this chapter, students should be able to:
 - Discuss the role of a clinical laboratory scientist.
 - Differentiate between the roles of a clinical laboratory technician and a laboratory scientist.
 - Discuss the relationship between the areas of education, certification, and licensure processes.
 - Discuss the differences between the roles of a clinical laboratory scientist and a clinical laboratory technician.

Key Terms

- Clinical laboratory scientist
- Laboratory technician
- Laboratory scientist
- Laboratory technician
- Laboratory scientist
- Laboratory technician
- Laboratory scientist
- Laboratory technician
- Laboratory scientist
- Laboratory technician

English Language Arts

Course Title	Credit	Grade	Prerequisite
English 1-4	1	9-12	Taken in sequence
English 1-4 EOC	1	9-12	Coordinator approval
English 1-2 for Speakers of Other Languages (ESOL)	1	9-10	Taken in sequence
Pre-AP English 1-2	1	9-10	Taken in sequence. See Advanced Courses Entrance Criteria in Section 4.
STEM Pre-AP English 1	1	9	Coordinator approval
AP English 3-4	1	11-12	Taken in sequence. See advanced courses Entrance Criteria in Section 4.
College Prep English	1	12	English 3, Counselor approval
English 1301/1302 and 2322/2323 (Dual Credit)	1	11-12	Must meet COM requirements. See Dual Credit information in Section 4.
Academic Decathlon 1-3 (Honors)	1	9-12	Instructor approval
Analysis Visual Media	0.5	9-12	None
Creative Writing	0.5	9-12	None
Creative Writing EL	1	9	Taken concurrently with ESOL 1 and Reading 1 EL
Practical Writing EL	1	10-12	Taken concurrently with ESOL 2 or Reading EL
Reading 1	1	9	Coordinator approval
Reading 1-3 EL	1	9-12	Taken concurrently with ESOL 1-2

ELA Course Descriptions

English 1- 4

English 1-4 integrates the strands of traditional language arts skills: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. Each year, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills.

English 1- 4 EOC

These courses are designed for English 1-4 students who have yet to pass one or more English STAAR test. In each of these classes, students will meet the demands of the on level class that corresponds with the course. Students will focus on the expository and persuasive writing process in relation to the STAAR test. Students will also read extensively in multiple genres to deepen reading comprehension skills needed to be successful on the English 1 and/or English 2 STAAR test.

English 1 and 2 for Speakers of Other Languages (ESOL)

These courses are for students whose primary language is a language other than English. This course will meet the instructional needs of ESL students at the beginning and intermediate levels of English language proficiency. It includes state-mandated essential knowledge in four areas: listening, speaking, reading, and writing and is designed to accelerate proficiency in English. Students' cultural backgrounds are considered and incorporated with instruction. This course will count as English I or English II credit toward graduation.

Pre-AP English 1 and 2

Advanced courses are designed to prepare the highly language proficient student for the AP classes offered at the junior and senior levels. With emphasis on close reading and literary analysis of English language and literature that begins with a summer reading assignment, students read extensively in multiple genres, learn about various literary and rhetorical forms, analyze texts for author's craft, participate in research activities, speak effectively and with purpose, listen attentively, and refine grammar skills. Short analytical responses, essays, timed writings, presentations, discussions, and projects comprise the majority of assessments in addition to the STAAR End of Course exam and the Mock AP exam in May.

AP English 3 and 4

AP English Language and Literature courses are taught at the college-level using Advanced Placement materials. The student must be a fluent reader, self-motivated achiever, a diligent worker, and a proficient writer. The junior year focuses on writing with appropriate language and style as well as critical reading of novels and plays. Students write a documented literary research paper in MLA format during the second semester. The senior year focuses on the critical analysis of literature and include exercises in writing exposition, argument, and comparison-contrast as well as a documented literary paper and timed writings. Students engage in reading selections of recognized literary merit from world literature and develop critical standards for independent appreciation of literature. In May, students enrolled in the course will be required to take the College Board AP Examination.

College Prep English

This course is designed to prepare students for college level reading and writing intensive courses including ENGL 1301. The focus of this course will be to apply critical thinking skills for organizing, analyzing, and retaining material. Students will learn to write effective, logical essays, utilizing textual support. Students will develop reading comprehension strategies to analyze, synthesize, and make value judgments using critical thinking. Students that successfully complete this course with an 80 or better, make at least an 80 on the final writing assignment, and an 80 on the final exam will fulfill the TSI requirements for reading and writing.

Dual Credit English (1301/1302 and 2322/2323)

These college courses are offered at DHS in conjunction with College of the Mainland. They offer students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held in the spring for all potential dual credit students and their parents. See Dual Credit information in Section 4.

Academic Decathlon 1-3 (Honors)

Academic Decathlon is designed to prepare students for the Academic Decathlon contest. The purposes of Academic Decathlon are to: encourage students to develop a greater respect for knowledge, to promote wholesome competition in academic areas of study and interest, and to stimulate intellectual growth and achievement. This course is on the 5.0 grading scale. **Independent Study in Speech may count as the fourth year English requirement.**

Analysis Visual Media

Analysis of Visual Media is an elective course that examines advertising, photography, television and film. Students will learn the history of the development of visual media, the purpose of visual media, and the collective effects of visual media on American culture. Throughout the course students will view several examples of each form of media, all to be watched with a critical eye.

Creative Writing

Creative Writing is designed for students who have a genuine interest in writing short stories, poetry, and essays. Students will be encouraged to pursue their imaginations in creating literary works. They will be taught to use literary devices and figurative language in their own work and to identify them in the works of others. A variety of writing experiences will be offered and selections of literary merit will be read as models. **Creative Writing may count as one half of the fourth year English requirement.**

Creative Writing EL

Creative Writing is designed for students who have a genuine interest in writing short stories, poetry, and essays. Students will be encouraged to pursue their imaginations in creating literary works. They will be taught to use literary devices and figurative language in their own work and to identify them in the works of others. A variety of writing experiences will be offered and selections of literary merit will be read as models. **Creative Writing may count as one half of the fourth year English requirement.**

Practical Writing EL

Practical Writing is a supplemental class for students whose primary language is a language other than English. This course meets the instructional needs of ESL students at the beginning and intermediate levels of English language proficiency. State-mandated essential knowledge and skills are addressed in the domains of reading, writing, listening, and speaking with an additional concentration being placed upon the writing domain. Instruction focuses on writing mechanics, writing fluency, and real world writing applications. Students' cultural and language backgrounds are considered and integrated into instruction.

Reading 1

Recommended for students who did not pass a portion of the ELA EOC. Reading will help students develop the necessary comprehension and evaluation skills to be successful on the TEA exit assessment. Students will be selected by a teacher, counselor, or assistant principal.

Reading 1-3 EL

These Reading courses are designed for students whose primary language is a language other than English. Students at the beginning and intermediate level of English language proficiency will focus on language development as well as reading skills. Reading selections for various world literature incorporated with students' own cultural backgrounds will be utilized for accelerated English language proficiency in the listening, speaking, reading, and writing domains of language development.

Math

Course Title	Credit	Grade	Prerequisite
Algebra 1	1	9	None
Algebra 1 EOC	1	9	Coordinator approval
Geometry	1	9-10	Algebra 1
Geometry EOC	1	9-10	Algebra 1, Coordinator approval
Pre-AP Geometry	1	9-10	Algebra 1, See Advanced Courses Entrance Criteria in Section 4.
STEM Pre-AP Geometry	1	9	Coordinator approval
Math Models with Applications	0.5	10-11	Coordinator approval
Algebraic Reasoning	1	11-12	Algebra 1, Geometry, Passed Algebra 1 STAAR
Algebra 2	1	10-12	Algebra 1 and Geometry
Pre-AP Algebra 2	1	10-12	Algebra 1 and Geometry. See Advanced Courses Entrance Criteria in Section 4.
STEM Pre-AP Algebra 2	1	10	Coordinator Approval
Algebra 2 OnRamps (.5 Dual Credit)	1	10-12	Algebra 1 and Geometry; See OnRamps info in Section 4
College Prep Math	1	12	Algebra 2, Counselor approval
Precalculus	1	11-12	Algebra 1, Geometry, and Algebra 2
Precalculus OnRamps (.5 Dual Credit)	1	11-12	Algebra 1, Geometry, and Algebra 2; See OnRamps info in Section 4
Pre-AP Precalculus	1	11-12	Algebra 1, Geometry, and Algebra 2. See Advanced Courses Entrance Criteria in Section 4.
AP Calculus AB	1	11-12	Algebra 1, Geometry, Algebra 2, and Advanced Precalculus. See Advanced Courses Entrance Criteria in Section 4.
Statistics	1	11-12	Algebra 1 and Geometry
AP Statistics	1	11-12	Algebra 1, Geometry, and Algebra 2. See Advanced Courses Entrance Criteria in Section 4.

Math Course Descriptions

Algebra 1

Algebra 1 includes concepts, skills and applications of algebra. Problems are solved numerically, graphically, and algebraically. Students will use a graphing calculator to solve problems in relevant situations. Topics include linear and quadratic functions, equations, inequalities, and polynomials. Algebra 1 will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

Geometry

Geometry topics will integrate algebra skills with geometry models. Strong emphasis will be placed on vocabulary, models, and problem solving. Topics will include inductive reasoning, segments and angles, properties of geometric figures, properties of geometric solids, testing and proving conjectures. Students will use technology to solve relevant problems including SAT activities. Geometry will emphasize college and career readiness (CCRS) to prepare for success in job or college opportunities after graduation.

Pre-AP Geometry

In addition to topics covered in Geometry, students will extend higher level thinking skills, use logical strategies, and prove statements in math. Emphasis will be placed on projects, advanced placement and SAT activities. Geometry PAP will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

Mathematical Models with Applications

Mathematical Models with Applications includes topics in algebra and geometry. Relevant applications will involve money, data, patterns, music, design, and science. Math Models with Applications will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

Algebraic Reasoning

Students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, numeric and algebraic methods, and modeling from data using tools that build to workforce and college readiness. **This course is not NCAA approved.**

Algebra 2

Algebra 2 topics will extend Algebra 1 skills. Students will solve relevant problems with and without technology. Topics include graphing relations and functions, polynomials, rational functions, matrices, quadratics, exponential and logarithmic functions, conic sections, probability, and geometry. Algebra 2 will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

Required Notification Regarding Algebra 2

The 86th Texas Legislature, Regular Session, 2019, passed SB 232 requiring school districts, not later than September 1 of each school year, to notify by regular mail or e-mail the parents or guardians of each student enrolled in grade nine or above that state graduation requirements do not require a student to complete an Algebra 2 course to graduate under the Foundation High School Program. The notification must explain that if a student does not complete an Algebra 2 course, a student will not be eligible for— automatic college admission or certain financial aid including: the TEXAS grant program under Subchapter M, Chapter 56; and the Texas Educational Opportunity Grant Program under Subchapter P, Chapter 56.

Pre-AP Algebra 2

In addition to topics covered in Algebra 2, students will extend applications of problem solving. Higher level thinking skills are stressed through projects, advanced placement and SAT activities. Algebra 2 will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

Algebra 2 OnRamps (Dual Credit)

In this course, students deepen their critical thinking skills and develop their ability to persist through challenges as they explore function families: Linear, Absolute Value, Quadratic, Polynomial, Radical, Rational, Exponential, and Logarithmic. Students analyze data algebraically and with technology while developing their knowledge of properties of functions, matrices and systems of equations, and complex numbers. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin.

College Prep Math

The course is taught in a partnership with College of the Mainland and will follow their course outline for their 0310 and 0320 classes. Students getting a passing grade both semesters and passing the final exam with a minimum score of 64 will be granted admission directly into college algebra. This course is designed to develop skills and understanding in the following areas: equations, graphing, exponents, polynomials, factoring, radicals, systems of linear equations, relations and functions, inequalities, and algebraic expressions and equations (absolute value, polynomial, radical, rational), with a special emphasis on linear and quadratic expressions and equations. Online assignments are required.

Precalculus

Precalculus will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation. Students will strengthen algebra and geometry, and extend applications of linear, quadratic, exponential, polynomial, and trigonometric functions and identifies exponential and logarithmic functions

Precalculus OnRamps (Dual Credit)

In Discovery Precalculus, students will deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so they can successfully work with the concepts in a rigorous university-level calculus course. This course is designed to push students well beyond “drill and kill” type exercises, with an emphasis on unpacking mathematical definitions and making logical arguments to their peers.

AP Calculus AB

AP Calculus-AB is an advanced placement (AP) course in mathematics covering topics as presented in a one semester college calculus course. Topics include functions, and differential and integral calculus with applications. AP Calculus AB will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation. In May, students enrolled in the course will be required to take the College Board AP Examination.

Statistics

In Statistics, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8. Students will broaden their knowledge of variability, probability, and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.

AP Statistics

AP Statistics topics will introduce students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and making inferences based upon statistics. In May, students enrolled in the course will be required to take the College Board AP Examination.

Science

Course Title	Credit	Grade	Prerequisite
Biology	1	9	None
Pre-AP Biology	1	9	See Advanced Courses Entrance Criteria in Section 4.
AP Biology	1	11-12	Pre-AP Biology, Pre-AP Chemistry and Anatomy & Physiology recommended; See Advanced Courses Entrance Criteria in Section 4.
IPC	1	10	None
Chemistry	1	10-12	Algebra 1 and Biology. Pass Algebra I EOC.
Pre-AP Chemistry	1	10-12	Algebra 1 and Biology; See Advanced Courses Entrance Criteria in Section 4.
STEM Pre-AP Chemistry	1	9	Coordinator approval
AP Chemistry	1	11-12	Pre-AP Chemistry and Pre-AP Algebra 2 (or concurrent) recommended; See Advanced Courses Entrance Criteria in Section 4.
Physics	1	11-12	Algebra 2 (Concurrent) or Precalculus recommended
Pre-AP Physics	1	11-12	Algebra 2 (Concurrent) or Precalculus recommended; See Advanced Courses Entrance Criteria in Section 4.
STEM Pre-AP Physics	1	10	Coordinator Approval
AP Physics 1-Algebra Based	1	11-12	Pre-AP Physics and Pre-AP Algebra 2 recommended and concurrent enrollment in Pre-AP Precalculus; See Advanced Courses Entrance Criteria in Section 4.
AP Physics 2- Algebra Based	1	11-12	Pre-AP Physics and Pre-AP Precalculus strongly recommended. Concurrent enrollment in AP Calculus; See Advanced Courses Entrance Criteria in Section 4.
Forensic Science	1	11-12	Biology and Chemistry
Aquatic Science	1	11-12	Biology and Chemistry, Physics recommended

Course Title	Credit	Grade	Prerequisite
Aquatic Science (Honors)	1	11-12	Biology and Chemistry, Physics recommended; See Advanced Courses Entrance Criteria in Section 4.
Astronomy	1	11-12	Biology and 1 other science
Anatomy and Physiology (Honors)	1	11-12	Biology and Chemistry; See Advanced Courses Entrance Criteria in Section 4.
Medical Microbiology	1	11-12	Biology and Chemistry
Environmental Plant & Soil Science	1	11-12	Biology and 1 other science
AP Environmental Science	1	11-12	Algebra 1, Biology and Chemistry; See Advanced Courses Entrance Criteria in Section 4.
Earth, Wind & Fire OnRamps (.5 Dual Credit)	1	12	Biology, Chemistry and Physics; See OnRamps info in Section 4
PHYS 1403 Stars & Galaxies (Dual Credit)	1	12	Biology, Chemistry and Physics; Must meet COM requirements; See Dual Credit information in Section 4.

Science Course Descriptions

Biology

In Biology 1 students conduct field and laboratory investigations, use the scientific method during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in Biology 1 study a variety of topics that include structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and environment.

Pre-AP Biology

Biology 1 Pre-AP focuses on providing a strong foundation in biology for those pursuing a science/medical, mathematics, and/or engineering career. Students utilize laboratory investigations, scientific methods, critical thinking, and problem-solving to make informed decisions on biological issues. Topics include zoology, botany, biochemistry, genetics, microbiology, evolution, taxonomy, and ecosystems. Major units are the same as regular Biology but taught in depth. Individual projects are required each nine weeks and count as a major grade for the nine weeks. A single science fair project may be substituted for the two individual project grades during 2nd and 3rd nine weeks. A substantial amount of out-of-class time will be required for study and the individual projects.

AP Biology

This course is designed to provide high school students with a college level course taken by life science majors where future geneticists, ecologists, biology teachers, evolutionary biologists, and doctors begin their studies. The four big ideas of AP Biology are: evolution, cellular processes, genetics, and biological system interaction. Students may receive college credit for this course based on their AP Exam score. In May, students enrolled in the course will be required to take the College Board AP Examination.

Integrated Physics and Chemistry (IPC)

Students conduct field and laboratory investigations, use the scientific method during investigations, and make informal decisions using critical-thinking and scientific problem-solving. This course integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry. Recommended for students who have not passed Biology and/or Algebra I STAAR.

Chemistry

Students are given a rigorous foundation in chemistry. Mathematical calculations such as ratios, proportions, percents, and logarithms are absolutely essential to explore important concepts in chemistry; therefore algebra I is a **prerequisite** of this course. Chemistry encompasses a diverse range of topics including: significant figures, classification of matter, atomic theories, atomic structure, chemical periodicity, bonding, molecular geometry, moles, stoichiometry, thermochemistry, acids, bases, solutions, and properties of chemical reactions. Students will investigate how chemistry is an integral part of daily life.

Pre-AP Chemistry

Students conduct field and laboratory investigations, use the scientific method during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include characteristics of matter, energy transformations during physical and chemical changes, atomic structure, periodic table of elements, behavior of gases, bonding, nuclear fusion and nuclear fission, oxidation reduction reactions, chemical equations, solutes, properties of solutions, acids and bases, and chemical reactions. Students will investigate chemistry as an integral part of daily life. Major units are the same as regular Chemistry but will be taught in more depth and at a faster pace. Individual projects are required each nine weeks and count as a major grade for the nine weeks. A single science fair project may be substituted for the two individual project grades in the Fall semester. A substantial amount of class time will be required for study and the individual project. This course can be taken concurrently with Biology, Pre-AP Biology, Physics, or Pre-AP Physics.

AP Chemistry

Chemistry AP is a course designed to cover the material found in a standard first-year course in college chemistry, both lecture and laboratory. Topics covered during the course are the following: elements and compounds, chemical reactions, thermochemistry, atomic structure and periodicity, chemical bonding and molecular structure, gases and their behavior, intermolecular forces; solutions and their behavior; kinetics; equilibrium; acids, bases and their reactions; precipitation reactions; entropy and free energy; and electrochemistry. In May, students enrolled in the course will be required to take the College Board AP Examination.

Physics

A lab based course where students use scientific problem solving skills with an emphasis on applied algebra, to develop an analytical understanding of physical relationships in physics. Students study a variety of topics that include laws of motion, changes within physical systems and conservation of energy and momentum, force, thermodynamics, characteristics and behavior of waves, electricity, magnetism, and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. Students must understand basic algebra to be successful.

Pre-AP Physics

Students study a variety of topics that include laws of motion, changes within physical systems and conservation of energy and momentum, force, thermodynamics, characteristics and behavior of waves, electricity, magnetism, and quantum physics. Pre-AP Physics is recommended for those who plan to major in science or engineering in college. Individual projects are required each nine weeks and count as a major grade for the nine weeks summative grade. A single science fair project may be substituted for the two individual project grades in the Fall semester. A substantial amount of out-of-class time will be required for study and the individual project.

AP Physics 1- Algebra Based

AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. In May, students enrolled in the course will be required to take the College Board AP Examination.

AP Physics 2- Algebra Based

AP Physics 2 is the equivalent to a second semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, atomic and nuclear physics. In May, students enrolled in the course will be required to take the CollegeBoard AP Examination.

Forensic Science

Forensic Science utilizes a psychological, sociological and scientific approach to the investigation of crimes. Students will learn the field's terminology and basic procedures for the different divisions of forensic science career paths. Students will discover topics such as fingerprinting, ballistics, hair and fiber analysis, profiling, blood spatter, document reconstruction, anthropology, and impression evidence. Emphasis will be placed on the correct application of forensic discovery, evidence handling, innovations, and investigative techniques used in labs and in the field. Students will have the opportunity to utilize their skills through a mock crime scene investigation. Students will explore and apply forensic investigation as it relates to the law enforcement and legal systems.

Aquatic Science

Students study a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of aquatic organisms; impact of climate on aquatic environments; geological phenomena and fluid dynamics effects; impact human activities have on aquatic systems; and origin and use of water in a watershed. Course will highlight these topics using local aquatic systems. Students will participate in multiple hands on projects and field trips. The projects will require students to do research, utilize technology, equipment, and work in a group setting. **Fee: \$20 per semester for field observations and hands on activities.**

Aquatic Science (Honors)

In Aquatic Science students study a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of aquatic organisms; impact of climate on aquatic environments; geological phenomena and fluid dynamics effects; impact human activities have on aquatic systems; and origin and use of water in a watershed. Course will highlight these topics using local aquatic systems. Students will participate in multiple hands on projects and field trips throughout the school year. The projects will require students to do research, utilize technology, equipment, and work in a group setting. Students will write a full formal lab report after wetland restoration project. **Fee: \$20 per semester for field observations and hands on activities.**

Astronomy

This course presents an introduction to the field of Astronomy. It includes the familiarity of the sky, our place in space, reasons for the seasons, history of astronomy, astronomy as a physical science, properties of light, telescopes, structure and evolution of the Sun, planets, moons, and other bodies in the Solar System. Students will study the age and origin of the Solar System, characteristics and cycle of stars, variety and properties of galaxies, scientific theories of cosmology and black holes. Discussion topics will include the benefits and challenges of space exploration, the study of the universe, and the possibility of life on other planets.

Medical Microbiology

The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement.

Anatomy and Physiology (Honors)

Students in Anatomy and Physiology will study the human body to understand how anatomical structure affects physiological function. Several types of dissections accompany this course as well as independent work in the form of anatomy and physiology coloring workbooks and research. As a college prep course, students will utilize Cornell notes and journaling to improve study skills. Studies will include discussions, observations and research on cooperation between specific organ systems and any possible results of homeostatic imbalance. This course is on the Pre-AP weighted grading scale.

Environmental Plant & Soil Science

Students study a variety of topics that include: the 4 spheres of the earth, biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and environmental systems; sources and flow of energy through environmental systems; the relationship between carrying capacity and population changes in an ecosystem; environmental changes in ecosystems; and the natural world as it relates to how plant and soil science influences current and future applications for many other fields of science. Students will conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions using critical thinking and scientific problem solving.

AP Environmental Science

Students will look at a variety of topics including but not limited to: population, terrestrial and aquatic biodiversity, soil, pesticides, air, water, atmosphere, renewable and nonrenewable resources, energy and waste management. This course will provide laboratory investigations which allow students to learn about the environment through first-hand and field observations. In May, students enrolled in the course will be required to take the CollegeBoard AP Examination.

Earth, Wind & Fire OnRamps (Dual Credit)

Earth, Wind, and Fire is a course in geoscience literacy. It covers the fundamentals of how the Earth works, and how its various systems — the lithosphere, atmosphere, hydrosphere, and biosphere — interact to form the complex world in which we live. Geoscience is the study of the Earth. It is an integrated science drawing on the fundamental principles of physics, chemistry, biology, and geosciences to explain Earth processes. Many of the most complex and interesting scientific problems of this century, such as energy resources, water supply, and climate change, require the skills of geologic thinking to solve. This class introduces students to the major areas in geoscience and helps them develop critical, creative, and geologic problem solving skills, as applied to 21st century scientific problems.

PHYS 1403 Stars & Galaxies (Dual Credit)

This course is offered in conjunction with College of the Mainland. It may be taught at the DHS campus and offers students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held for all potential dual credit students and parents.

Social Studies

Course Title	Credit	Grade	Prerequisite
World Geography	1	9	None
Pre-AP World Geography	1	9	See Advanced Courses Entrance Criteria in Section 4.
AP Human Geography	1	9	See Advanced Courses Entrance Criteria in Section 4.
STEM AP Human Geography	1	9	Coordinator approval
World History	1	10	None
Pre- AP World History	1	10	See Advanced Courses Entrance Criteria in Section 4.
AP World History	1	10	Pre-AP World Geography or AP Human Geography recommended; See Advanced Courses Entrance Criteria in Section 4.
United States History	1	11	None
AP United States History	1	11	Pre-AP World History or AP World History recommended; See Advanced Courses Entrance Criteria in Section 4.
HIST 1301/1302 (Dual Credit)	1	11	Must meet COM requirements. See Dual Credit information in Section 4.
United States Government	0.5	12	None
AP United States Government	0.5	12	See Advanced Courses Entrance Criteria in Section 4.
GOVT 2305 Dual Credit	0.5	12	Must meet COM requirements. See Dual Credit information in Section 4.
Economics	0.5	12	None
AP Macroeconomics	0.5	12	See Advanced Courses Entrance Criteria in Section 4.
African American Studies	1	10-12	None
Sociology	0.5	11-12	None
Psychology	0.5	11-12	None
AP Psychology	0.5	10-12	See Advanced Courses Entrance Criteria in Section 4.

Course Title	Credit	Grade	Prerequisite
PSYCH 1300/2301 Dual Credit	1	10-12	Must meet COM requirements. See Dual Credit information in Section 4.
History of Sports in the United States (Special Topics in Social Studies)	0.5	9-12	None
Financial Literacy	0.5	9-12	None

Social Studies Course Descriptions

World Geography

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales. Students describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the political, economic, and social processes that shape cultural patterns of regions; patterns of settlement; and relationships among people, places, and environments. Students analyze how location affects economic activities and identify the processes that influence political divisions of the planet. Students compare how culture shapes the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

Pre-AP World Geography

The Pre-AP World Geography curriculum focuses on the world's people, places, and environments. Knowledge, skills, and perspectives of the course are centered on the world's population and cultural characteristics, its countries and regions, landforms and climates, natural resources and natural hazards, economic and political systems, and migration and settlement patterns. Spatial concepts of geography will be linked to chronological concepts of history to set a framework for studying human interactions. The course will emphasize how people in various cultures influence and are influenced by their physical and ecological environments. Using primary and secondary sources in the form of texts, maps, globes, graphs, pictures, stories, diagrams, charts, current news, a variety of geographic inquiry/research skills, and technology skills, students consider the relationships between people and places while asking and answering geographic questions. In this rigorous course students will begin to develop the reading, writing and thinking skills necessary to succeed in high school AP courses. Higher level thinking skills and essay writing techniques will be extensively practiced. Participation in History Fair is required.

AP Human Geography

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Participation in History Fair is required. In May, students enrolled in the course will be required to take the College Board AP Examination. **Fee: \$15 for materials**

World History

World History Studies is a survey of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Students identify and analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions, and analyze the connections between major developments in science and technology and the growth of industrial economies, using the process of historical inquiry to research, interpret, and use multiple sources of evidence.

Pre-AP World History

Students investigate continuity and change in the human experience, exploring great traditions that have developed around the world. This class includes content of the standard World History course but is adapted so that content is presented in greater depth allowing students to use tools and methods of historians to analyze issues in world history. Students are required to participate in extended reading, writing, and research activities that integrate topics from the social sciences, art, music, literature, and science. Pre-AP students are preparing for Advanced Placement Social Studies courses such as AP U.S. History in 11th grade or other college level work offered through DHS. Participation in History Fair is required.

AP World History

The World History AP course is designed to develop a greater understanding of the evolution of global process and contacts and to analyze the interaction between different types of human societies. The course emphasizes the nature of change, its causes and consequences, as well as comparisons of major societies. The class will cover all societies and cultures with no special emphasis of one over another. Extensive outside reading and research is required. Outside papers are assigned and essay tests are given. Students are expected to engage in college-level work. Participation in History Fair is required. In May, students enrolled in the course will be required to take the College Board AP Examination. **Required Text:** *The Ways of the World (3rd ed.)* by R. Strayer (Purchased by student.)

United States History

In United States History Studies Since 1877, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

AP United States History

The U.S. History AP course prepares students to take the AP exam for college credit. It covers American history in its entirety. The course will contain an extensive outside reading and research component. Students will be working with original sources and examining controversial issues in American history. They will be expected to become familiar with the work of prominent historians and a variety of historical perspectives. They may be expected to produce History Fair projects. Coursework includes outside papers and essay based exams. Students will be engaged in college-level coursework. In May, students enrolled in the course will be required to take the College Board AP Examination. **Required Text:** *The American Story* by H.W. Brands (5th ed.) (Purchased by student.)

HIST 1301/ 1302 Dual Credit

This course is offered in conjunction with College of the Mainland. It may be taught at the DHS campus and offers students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held for all potential dual credit students and parents.

United States Government

In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

AP United States Government

U.S. Government AP covers every major element of a college course in American government. This course is designed to provide the skills and knowledge necessary to pass the AP Exam. Solid reading and writing skills are required along with a willingness to be challenged. Emphasis is placed on critical and evaluative thinking skills in the interpretation of both governmental policy making and how government functions in the political arena. In May, students enrolled in the course will be required to take the College Board AP Examination. Students should be willing to attend Saturday and lunch reviews

GOVT 2305

This course is offered in conjunction with College of the Mainland in order to give students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held for all potential dual credit students and parents. See Section 4 for more information.

Economics

Economics focuses on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the U.S. and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy as well as types of business ownership and market structures. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.

Economics

Economics AP is a one-semester course that covers every major element of a college course in macroeconomics and is designed to provide the skills and knowledge necessary to pass the AP Economics Exam in the spring. Emphasis is placed on critical and evaluative thinking skills in the interpretation of economic principles, data and current events. Students are expected to engage in college-level work. In May, students enrolled in the course will be required to take the College Board AP Examination. **Required Text:** *Naked Economics* by Wheelan and *Naked Money* by Wheelan (Purchased by student.)

Sociology

This elective course serves as an introduction to the study of Sociology. This social science studies various groups of people and the society in which we live. Sociology focuses on how groups create and even define a society. Sociologists generate theories about social issues such as the role of gender, crime, age, racism and culture through three theoretical perspectives: Functionalist, Conflict and Symbolic Interactionist. Over the course of the semester students will learn to view various themes in sociology through these theoretical perspectives as well as develop skills for understanding and navigating our ever changing world.

Psychology

In Psychology, an elective course, students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.

AP Psychology

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. In May, students enrolled in the course will be required to take the College Board AP Examination.

PSYCH 1300/2301

This course is offered in conjunction with College of the Mainland. It may be taught at the DHS campus and offers students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held for all potential dual credit students and parents

African American Studies

African American Studies is a conceptually driven course that introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understanding of students interested in learning about history, citizenship, culture, economics, science, technology, geography, and the political realities of African Americans. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history.

History of Sports in the United States (Special Topics in Social Studies)

This elective will allow students to learn about US History through the evolution of a variety of sports starting at the beginning and developing into the major professional leagues of today. Sports eras of 1860 to 1940, 1940-1980, and to present day will be studied. Students will learn about sports heroes, mascots (and the history behind the names), movement of teams, impact of media, change in opportunities for women and minorities in athletics, the role of athletics on the high school and college campus, and the role of the U.S. in the Olympics. Connections will be drawn between the sports event and events that occur congruent in the U.S. during the same time period.

Financial Literacy

Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as the economy as a whole. When citizens make wise financial decisions, they gain opportunities to invest in themselves, build businesses, consume goods and services in a responsible way, and secure a future without depending on outside assistance. The economy benefits from the optimal use of resources, increased consumption, and strong local businesses. State and local governments benefit with steady revenue streams and reduced future obligations as our society ages.

Languages Other Than English (LOTE)

Course Title	Credit	Grade	Prerequisite
French 1-4	1	9-12	Taken in sequence
Pre-AP French 1-3	1	9-12	Taken in sequence; See Advanced Courses Entrance Criteria in Section 4.
AP French Language and Culture	1	11-12	Pre-AP French 3; See Advanced Courses Entrance Criteria in Section 4.
Spanish for Native Speakers	2	9-10	Fluent verbal and writing skills in Spanish Language; Counselor approval
Spanish 1-4	1	9-12	Taken in sequence
Pre-AP Spanish 1-3	1	9-12	Taken in Sequence; See Advanced Courses Entrance Criteria in Section 4.
AP Spanish Language and Culture	1	10-12	Pre-AP Spanish 3; See Advanced Courses Entrance Criteria in Section 4.

LOTE Course Descriptions

French 1

The French 1 student will demonstrate communication skills such as listening, speaking, reading, and writing. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas.

French 2

The French 2 student will progress from the beginning to intermediate stage of language learning. The student will expand his/her ability to communicate and increase accuracy of expression.

French 3

Students will continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of French, understanding oral and written messages in French, and making oral and written presentations in French. This course is designed to further students' knowledge of the French language by studying intermediate-level grammar as well as more specific vocabulary. Students will study various cultural and historical topics related to the Francophone world. The course is conducted almost entirely in French.

French 4

Students will continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of French, understanding oral and written messages in French, and making oral and written presentations in French. During this course, most students should move into the Intermediate level of proficiency. They will gain confidence in recombining learned material of the language, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the target language. They will be exposed to more complex features of the language, moving from concrete to more abstract concepts. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in the target culture(s). The course is conducted almost entirely in French.

Pre-AP French 1

The French 1 Pre-AP student will demonstrate communication skills such as listening, speaking, reading, and writing in French. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas. This course will focus on higher level thinking and analysis skills and be taught at an accelerated rate to prepare students for French 2 Pre-AP.

Pre-AP French 2

French 2 Pre-AP is a continuation of French 1 with an emphasis on higher learning skills. The course presents the same conversational material as French 2 with an emphasis on grammar to prepare students for French 3.

Pre-AP French 3

The French 3 Pre-AP student will become an independent language learner both in and beyond the school setting. Students will apply knowledge from the beginning levels in order to advance toward personal enrichment and career development. The course prepares student for French 4 AP.

AP French Language and Culture

The French 4 AP student will read a variety of literary works that reflect the culture of the French-speaking world. Preparation for the French AP Exams will be emphasized through the study of history, novels, poetry, plays, composition, and grammatical structures. In May, students enrolled in the course will be required to take the College Board AP Examination.

Spanish for Native Speakers

The student will demonstrate communication skills such as listening, speaking, reading, and writing in Spanish. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas. Student will receive credit for Spanish 1 and Spanish 2.

Spanish 1

The Spanish 1 student will demonstrate communication skills such as listening, speaking, reading, and writing in Spanish. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas.

Spanish 2

The Spanish 2 student will progress from the beginning to intermediate stage of language learning. The student will expand his/her ability to communicate and increase his/her accuracy of expression.

Spanish 3

The Spanish 3 student will progress from the beginning to intermediate stage of language learning. The student will expand his/her ability to communicate and increase his/her accuracy of expression. This course is designed for the student who wants to earn a 3rd year of credit but does not want to follow the AP Spanish plan.

Spanish 4

In Spanish 4, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. During this course, most students should move into the Intermediate level of proficiency. They will gain confidence in recombining learned material of the language, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the target language. They will be exposed to more complex features of the language, moving from concrete to more abstract concepts. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in the target culture(s). The course is conducted almost entirely in Spanish.

Pre-AP Spanish 1

The Spanish 1 Pre-AP student will demonstrate communication skills such as listening, speaking, reading, and writing in Spanish. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas. This course will focus on higher level thinking and analysis skills and be taught at an accelerated rate to prepare students for Spanish 2 Pre-AP. language, and making oral and written presentations in the target language. They will be exposed to more complex features of the language, moving from concrete to more abstract concepts. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in the target culture(s). The course is conducted almost entirely in Spanish.

Pre-AP Spanish 2

The Spanish 2 student will progress from the beginning to intermediate stage of language learning. The student will expand his/her ability to communicate and increase his/her accuracy of expression.

Pre-AP Spanish 3

The student will become an independent language learner both in and beyond the school setting. Students will apply knowledge from the beginning levels in order to advance toward personal enrichment and career development. This course is designed for the student who wants to prepare for AP credit in Spanish.

AP Spanish Language and Culture

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level. In May, students enrolled in the course will be required to take the College Board AP Examination.

Fine Arts

Course Title	Credit	Grade	Prerequisite
Art 1	1	9-12	None
Art 2	1	9-12	Art 1
Art Mentor 1-4	1	9-12	Application and Interview; Instructor approval
Rodeo Art 1-4	1	9-12	Instructor approval
Art Drawing 2-4	1	9-12	Art 1 and Instructor approval; Taken in sequence
AP 2-D Design	1	11-12	Art 1 and 2; Instructor approval; See Advanced Courses Entrance Criteria in Section 4.
Art Painting 2-4	1	9-12	Art 1 and Instructor approval; Taken in sequence
Art Sculpture 2-4	1	9-12	Art 1 and Instructor approval; Taken in sequence
AP 3-D Design	1	11-12	Art 1 and 2; Instructor approval; See Advanced Courses Entrance Criteria in Section 4.
Floral Design	1	9-12	None
Color Guard Band 1-4	1	9-12	Audition; Taken in sequence
Concert Band (A) 1-4	1	9-12	Director approval based on audition; Taken in sequence
Concert Band (B)1-4	1	9-12	Director approval based on audition; Taken in sequence
Instrumental Ensemble 1-4	1	9-12	Enrolled in band; Director approval based on audition
Symphonic Band 1-4	1	9-12	Director approval based on audition; Taken in sequence
Band 3-4 Honors	1	11-12	Director approval based on audition
AP Music Theory	1	9-12	Enrolled in choir or band; Director approval based on audition; See Advanced Courses Entrance Criteria in Section 4.
Freshman Girls' Choir	1	9	None
Concert Singers Choir 1-4	1	9-12	Taken in sequence

Course Title	Credit	Grade	Prerequisite
Advanced Women's Choir 1-4	1	9-12	Audition; Taken in sequence
Men's Choir 1-4	1	9-12	Audition; Taken in sequence
Varsity Mixed Choir 1-4	1	9-12	Audition; Taken in sequence
Choir 3-4 Honors	1	11-12	Application and exam
Dance 1	1	9-12	None
Dance 2-4	1	9-12	Dance 1 and Audition
Dance Mentor 1-4	1	9-12	Instructor approval; Taken in sequence
Diamonds Dance Team 1-4	1	9-12	Audition; Taken in sequence
Diamonds Dance Officer	1	10-12	Audition
Dance Team 3-4 Honors	1	11-12	Application and Dance terminology exam
Musical Theater 1	1	9-12	None
Musical Theater 2-4	1	9-12	Musical Theater 1; Taken in sequence
Technical Theater 1	1	9-12	None
Technical Theater 2-4	1	9-12	C or higher in Tech Theater 1 and Instructor approval; Taken in sequence
Theater Arts 1	1	9-12	None
Theater Arts 2-4	1	9-12	C or higher in Theater 1 and Instructor approval; Taken in sequence
Advanced Theater Arts 1-2	1	9-10	Audition
Theater Production 1-4	1	10-12	Audition each semester
Theater Production Mentor 1-4	1	9-12	Instructor approval; Taken in sequence
Theater 3-4 Honors	1	11-12	Application and essay

Fine Arts Course Descriptions

Art 1

This course is an overview of the Elements and Principles of Art using various mediums and techniques with a concentration on two-dimensional work. It includes exposure to many different ways of creating art. The class requires a small supply list to be provided by the student and will also have a few homework assignments. Creative expression, production skills, and quality of finished product are stressed. This class will compete in various contests including Houston Livestock Show and Rodeo Art contest and possibly Visual Arts Scholastic Event (VASE).

Art 2

This advanced art class expands upon the elements of art and the principals of design with continued exploration of basic art media and techniques, such as drawing, painting, graphic design, ceramics, collage, printmaking and sculpture. This course is designed for the highly motivated art student. This course will consist of more in-depth study of art criticism, aesthetics, and art history. Students will develop an ability to talk about their work and the work of others in classroom critiques. Students will also have many opportunities to explore careers in the arts, showcase their artwork in the community as well as compete in competitions such as Visual Art Scholastic Event, Rodeo and much more! **Fee: \$25**

Art Mentor 1-4

Art Mentor is a peer assisting art program. Selected students work under the direction and supervision of the art instructor in direct instructional roles with structured learning high school students. Students learn to plan and direct art lessons, assist and mentor structured learning students, and complete other responsibilities of art education personnel.

Rodeo Art

In Rodeo Art, students work on advanced drawing problems that explore the elements of line, shape, form, texture, color, value, and the principles of movement, rhythm, unity, variety, emphasis, proportion, and balance. Drawing problems are explored through “Western” themed design projects with a variety of materials. Students will be required to exhibit their work and participate in Western themed art shows including HLS&R and Galveston County Rodeo Art Shows. Fee \$25

Drawing 2-4

Students work on advanced drawing problems such as portraiture, architecture, and drawing from life that explore the elements of line, shape, form, texture, color, value, and the principles of movement, rhythm, unity, variety, emphasis, proportion, and balance. Drawing problems are explored through design projects with a variety of materials. Independent research will be required for creative ideas. Students will be required to exhibit their work and participate in competitive shows. Students will be required to exhibit their work, and participate in competitive shows. **Fee: \$25**

AP 2-D Design

The Advanced Placement Program in Studio Art enables highly motivated students to do college-level art work in Studio Art while still in high school. AP Studio Art conforms to the national standards required by the College Board. Students who select Studio Art should be aware that AP work involves significantly more commitment and accomplishment than the typical high school course. In the course, a student develops a portfolio of work concentrating on a specific artistic endeavor. A primary goal is to encourage students to become independent thinkers who will contribute inventively and creatively to their culture through the making of art. In May, students enrolled in the course will be required to take the College Board AP Exam.

Painting 2-4

Painting is a visual art course where students will explore and experience a variety of painting techniques, media, and historical approaches to art. Painting is a problem-solving course dealing with form, color, line, and texture (figurative and abstract). Students will work on perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Through the use of the world outside the classroom, models, drawings, photographs, and imagination, students interpret and express the painter's world in a variety of materials including acrylic and tempera paint, watercolor, ink, paper and canvas as well as a variety of experimental media. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations. Independent research will be required for creative ideas. Work will be studio based to build up the art portfolio. Painting 4 Students will be required to exhibit their work and participate in competitive shows. **Fee: \$25**

Sculpture 2-4

Sculpture students use knowledge and skills from their foundations course, working on advanced three-dimensional projects using a variety of media such as clay, wire, plastiscine, paper and found objects. Composition and problem solving are stressed as well as conceptual works that create an artistic statement. Students will be required to exhibit their work and participate in competitive shows. **Fee: \$25**

AP 3-D Design

The Advanced Placement Program in 3 dimensional art enables highly motivated students to do college-level art work in 3-D art while still in high school. AP 3-D Art conforms to the national standards required by the College Board. Students who select AP art should be aware that AP work involves significantly more commitment and accomplishment than the typical high school course. In the course, a student develops a portfolio of work concentrating on a specific artistic endeavor. A primary goal is to encourage students to become independent thinkers who will contribute inventively and creatively to their culture through the making of art. In May, students enrolled in the course will be required to take the College Board AP Examination.

Floral Design

In Floral Design, students will develop the ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. **This course satisfies the fine arts graduation requirement.**

Band Color Guard 1-4

The Revolutionary Lyrical Company uses ballet and modern dance technique to visually represent any style of music/soundtrack. Members of the company may dance, or manipulate equipment during performances. Shows that the company will participate in include but are not limited to, marching show contests, Sports Events, Solo and Ensemble Contests, and different spring shows.

Fee: Varies

Band 1-4

The Band program is open to students who have a basic to advanced skills of tone production, tone control, rhythm, reading, and sight reading. Membership is determined by audition. Competitive and after school activities are required. In the first semester, Band members participate in marching band which satisfies one half of a PE credit. **Fee: Varies**

Instrumental Ensemble 1-4

Instrumental Ensemble is designed to provide students an opportunity to study the TMEA and UIL music in a more individual or small group setting. Because of its size, the learning of music phrasing, interpretation, intonation, etc. is intensified.

Band 3-4 Honors

Eligibility for admission into the Honors Fine Arts program will be determined based on previous performance, application, and an exam the first nine-weeks of school. Each course has specific pre-requisites for admission into the advanced courses. The Honors level coursework expectations are outlined in the course syllabus.

AP Music Theory

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

Choir 1-4

The choir program is open to students who have basic to advanced choral skills. Instruction leads students to a better understanding of vocal and sight-singing skills. Course placement is based on audition. Students are required to perform in events based on the choir course/level such as: concerts, musicals, community and after school events, pop show, and UIL contest. Participation at all after school rehearsals for designated concerts is required. Participation and uniform fees vary.

Choir 3-4 Honors

Eligibility for admission into the Honors Fine Arts program will be determined based on previous performance, application, and an exam the first nine-weeks of school. Each course has specific pre-requisites for admission into the advanced courses. The Honors level coursework expectations are outlined in the course syllabus.

Dance 1-4

The Dance program provides a progressing curriculum that emphasizes dance vocabulary, various choreographic skills, kinesthetic awareness, and a historical overview of dance. Ballet, jazz, theatrical dance, modern and choreography are the dance elements that will be emphasized. Students will have the opportunity to perform a variety of dance styles and techniques. Performances of dance skills achieved will help build self-confidence using the body as an expressive instrument.

Dance Mentor 1-4

Dance Mentor is a peer assisting dance program. Selected students work under the direction and supervision of the dance instructor in direct instructional roles with structured learning high school students. Students learn to plan and direct dance lessons, assist and mentor structured learning students, and complete other responsibilities of art education personnel. Performances of dance skills achieved will help build self-confidence using the body as an expressive instrument.

Diamonds Dance Team

The Diamonds Dance team is an elite organization on the DHS campus. The members of the Diamonds will perform at all Varsity football games including playoff games. They will compete as a team at various contests and will perform in the annual Spring Show in April.

Diamonds Dance Officer

The Diamonds Dance team officers receive a credit for Dance Production for coordinating dance performances for the Diamonds Dance Team. The officers work with the team on learning performances.

Dance Team 3-4 Honors

Eligibility for admission into the Honors Fine Arts program will be determined based on previous performance, application, and an exam the first nine-weeks of school. Each course has specific pre-requisites for admission into the advanced courses. The Honors level coursework expectations are outlined in the course syllabus. The student will perform at least one originally choreographed piece and research project as outlined in the course syllabus.

Musical Theater 1-4

Musical Theatre will expose students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre. Students will focus on research for musicals, choreography for class numbers & leadership skills. Students will also focus on directing and choreography. Students will be expected to put together a night of song and dance at the end of each semester. All students are required to see the department's live theatre productions.

Technical Theater 1-4

The Technical Theater classes provide sets for student productions. Topics include basic building, painting techniques, lighting applications, sound perspective, prop production, costume design, and publicity design, scene construction, technical paperwork, drafting, and beginning design work in scenery and lighting. Students develop a higher level of technical responsibility and are able to serve as crew heads and stage managers for productions if they choose to do so. The classes are required to attend the main stage productions that are produced by the department.

Theater Arts 1

Theater Arts 1 is a basic introduction to Theater arts. Topics include terminology, basic stage movement, pantomime, improvisation, overcoming stage fright, evaluating Theater productions, Theater etiquette, and basic performance skills including character development and script structure. All students are required to see the live stage productions produced by the department.

Advanced Theater Arts 1-2

Advanced Theater Arts is offered to those students who took a theater course during their 8th grade year and want to further their acting and theater career. Students will be reviewed in basic theater topics such as stage and acting terminology, basic stage movement, pantomime, improvisation, evaluating theater productions, theater etiquette, and basic performance skills including character development and script structure. Students will also participate in their own class one act play that will be performed for the public. All students are required to see the live stage productions produced by the department.

Theater Arts 2-4

Theater Arts 2 is a continuation of Theater Arts 1 and is designed for students with a genuine interest in Theater. Topics include advanced stage movement, voice and diction development, audition techniques, advanced character analysis, and Theater history. Students are introduced to a variety of techniques and theories that are put in to practice through memorized monologues, duets, and one act plays that are performed for the public each semester. Students will also begin basic directing work on individual scenes. Theater Arts 4 students will direct a one act play. All Theater arts students are required to see the live stage productions produced by the department. Performance work consists of scripted work as well as self-written work. Theater Arts students are expected to attend the live stage productions produced by the department. Students are highly encouraged to audition for productions as well.

Theater Production 1-4

Theater Production 1-4 is designed to prepare actors and technicians for a variety of dramatic productions. Skills learned in the Technical Theater and Theater Arts classes will be utilized in this class during rehearsals for the department's productions. Students are required to be involved in all productions during the semester in which they are enrolled. Performances include Black Box shows, Improvisation shows, Outreach performances, at district elementary and middle schools and community performances. Involvement includes onstage and offstage positions. Students enrolled in a Production course are strongly encouraged to be enrolled in either an upper level Theater Arts Course or Technical Theater Course as well. **Fees:** Vary

Theater Production Mentor 1-4

Theater Production Mentor is a peer assisting theater program. Selected students work under the direction and supervision of the theater director in direct instructional roles with structured learning high school students. Students learn to plan and direct theater lessons, assist and mentor structured learning students, and complete other responsibilities of theater education personnel. Students in this program are given the opportunity to work with a variety of students in a variety of settings.

Theater Arts 3-4 Honors

The student will maintain a portfolio and complete a project in the area of acting, directing, or technical theater. Requirements for the Honors level project options are outlined in the course syllabus.

Health and Physical Education

Course Title	Credit	Grade	Prerequisite
Health	.5	9-12	None
Athletics	1	9-12	Tryout
Cheerleading	1	9-12	Tryout
Diamonds Dance Team	1	9-12	Audition
Foundations of Personal Fitness	1	9-12	None
Physical Education (Individual or Team Sports)	.5-1	9-12	None
Sports Medicine 1	1	9-12	Interest in Health-related profession/Sports Medicine
Sports Medicine 2	1	9-12	Sports Medicine 1; Concurrent enrollment Student Trainer
Student Trainer	1	9-12	Tryout; Instructor approval
Weight Training and Conditioning	.5-1	9-12	None

Courses that substitute PE credits

Students may substitute certain courses for the required PE credit. Each semester of the following courses will count as a semester of PE:

- | | | |
|-----------------|-------------|--------------------|
| 1. Athletics | 3. Diamonds | 5. Marching band |
| 2. Cheerleading | 4. AFJROTC | 6. Student Trainer |

Health and Physical Education

Health

In Health, topics include personal health, safety and well-being, consumer health, care of the human body, nutrition, mental health, prevention of disease, chronic health conditions, environment and community health, accident prevention, and family life.

Athletics

Entry into all athletic programs is by try-out, selection, and APPROVAL OF THE HEAD COACH OF THAT SPORT. **Fee:** \$50

Cheerleading

Cheerleading is available to all students who make the cheerleading squad. Students will be required to perform for a panel of judges and are selected by their scores. It is a UIL violation to be enrolled in this course and athletics concurrently. **Fee:** Varies

Diamonds Dance Team

The Diamonds Dance team is an elite organization on the DHS campus. The members of the Diamonds will perform at all Varsity football games including playoff games. They will compete as a team at various contests and will perform in the annual Spring Show in April.

Foundations of Personal Fitness

The purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels of health, is the corner stone of this course and is exemplified by one of the course objectives-students designing their own personal fitness program.

Physical Education (Individual or Team Sports)

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan. **Fee:**\$16 uniform

Sports Medicine 1-2

This is an innovative elective course designed to introduce Sports Medicine and Athletic Training concepts.

Student Trainer

Entry into all athletic programs is by try-out, selection, and APPROVAL OF THE HEAD COACH OF THAT SPORT.

Weight Training and Conditioning

Physical education course will allow students to learn and apply weight training principles with an individualized approach as well as learn to design and implement a weight training program tailored to their own personal fitness goals. **Fee:** \$16.00 uniform

Electives

Course Title	Credit	Grade	Prerequisite
Advanced Via Individual Determination (AVID) 1-4	1	9-12	Application; Taken in sequence
Gator Aide (local)	.5-1	12	Counselor approval
Peer Coaching for AVID Students Honors	1	11-12	Application and Interview
PSAT Prep Honors (Fall Only)	.5	10-11	Counselor approval
SAT Prep Honors (Spring Only)	.5	11	Counselor approval
Off Period	0	12	Counselor approval; Must have transportation.

Electives Course Description

Advanced Via Individual Determination (AVID) 1-4

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Students may earn up to 4 credits in High School for AVID. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR), Character Development, Communication, and College Preparedness to support their academic growth. AVID I-IV provides a mechanism for elevating previously middle performing students for college readiness.

Gator Aide

Senior counselor screens applicants for service to main office, assistant principals, and counselors. Student's attendance and discipline record will be reviewed. This credit does not count towards graduation requirements.

Peer Coaching for AVID Students Honors

This course is designed for qualifying junior and senior students to assist in weekly AVID tutorials and as well as tutor at-risk students with a major emphasis in the core subject areas. Peer tutors will be assigned to a particular class and work directly with individual or small group tutorial sessions. Tutors are not to be considered teacher aides. All student tutors are to meet and maintain academic and citizen/conduct requirements stipulated by the course description and application guidelines. Peer tutors must be free of any major attendance issues. Peer tutors are selected through an application process during the spring prior to the year in which they serve as a peer tutor. Tutors must complete tutor training provided by AVID Elective teachers before they may begin peer tutoring. This course is on the Honors grading scale.

PSAT Prep Honors

Students will be selected for the PSAT prep course based on their PSAT score. This course prepares students for the PSAT and SAT exams and emphasizes Texas College and Career Readiness Standards. This course is designed for advanced skill development in critical reading, application of math skills, and essay writing. Students will develop skills such as test strategies, creative problem solving, interviewing, and application processes. This course is on the Honors grading scale.

SAT Prep Honors

This course prepares students for the SAT college entrance exam and emphasizes Texas College and Career Readiness Standards. This course is designed for advanced skill development in critical reading, application of math skills, and essay writing. Students will develop skills such as test strategies, creative problem solving, interviewing, and application processes. Students will be selected based on academic potential and post-secondary goals. This course is on the Honors grading scale.

Off Period

Seniors who have room in their schedule may have up to two off periods at the end of the day (7th only or 6th and 7th periods). Students must have transportation to leave campus immediately after their last class period. Students who do not have transportation and are on campus during the scheduled off times will be assigned classes during that time. Students do not receive credit for off periods.

Business and Industry

Course Title	Credit	Grade	Prerequisite
Principles of Agriculture, Food, and Natural Resources	1	9-12	None
Small Animal Management	.5	10-12	Principles of Agriculture, Food, and Natural Resources
Equine Science	.5	10-12	Principles of Agriculture, Food, and Natural Resources
Livestock Production	1	11-12	Principles of Agriculture, Food, and Natural Resources
Advanced Animal Science	1	12	Biology, Chemistry or IPC, Algebra 1 and Geometry, and Livestock Production
Horticulture Science	1	10-12	Principles of Agriculture, Food, and Natural Resources
Floral Design	1	9-12	Horticulture
Advanced Floral Design	1	12	Floral Design
Environmental Plant & Soil Science	1	11-12	Biology and 1 other science
Professional Communications	.5	9-12	None
Professional Standards in Agribusiness	.5	10-12	Principles of Agriculture, Food, and Natural Resources
Agribusiness Management & Marketing	1	11-12	2 credits in Agriculture, Food, and Natural Resources
Practicum in Agriculture, Food, and Natural Resources	2-3	12	3 credits in Agriculture, Food, and Natural Resources
Principles of Arts, A/V Technology, And Communications	1	9-12	None
Video Game Programming	1	10-12	Principles of Arts, A/V Technology, And Communications
Advanced Video Game Programming	1	11-12	Video Game Programming
Commercial Photography	1	10-12	Principles of Arts, A/V Technology, And Communications
Commercial Photography 2	1	11-12	Commercial Photography
Practicum in Commercial Photography	2	12	Commercial Photography 2
Audio/Video Production	1	10-12	Principles of Arts, A/V Technology, And Communications

Course Title	Credit	Grade	Prerequisite
Audio/Video Production 2	2	11-12	Audio/Video Production
Practicum in Audio/Video Production	2	12	Audio/Video Production 2
Digital Design & Media Production (Journalism)	1	9-12	None
Graphic Design & Illustration 1 (Yearbook/ Newspaper 1)	1-2	10-12	Digital Media or Journalism
Graphic Design & Illustration 2 (Yearbook/ Newspaper 2)	2	11-12	Graphic Design & Illustration 1
Practicum in Graphic Design & illustration (Yearbook/ Newspaper 3)	2	12	Graphic Design & Illustration 2
Principles of Business, Finance, and Marketing	1	9-12	None
Sports and Entertainment Marketing	.5	10-12	Principles of Business, Finance, and Marketing
Social Media Marketing	.5	10-12	Principles of Business, Finance, and Marketing
Sports and Entertainment Marketing 2	.5	11-12	Sports and Entertainment Marketing
Advertising	.5	11-12	Social Media Marketing and Sports Entertainment Marketing
Business Information Management 1	1	10-12	Principles of Business, Finance, and Marketing
Business Information Management 2	1	11-12	Business Information Management 1
Career Prep	2-3	12	None
Principles of Applied Engineering	1	9-10	None
Robotics 1	1	10-12	Principles of Applied Engineering
Robotics 2	1	11-12	Robotics 1
Introduction to Welding	1	10	Algebra 1 or concurrent
Welding 1	2	11-12	Introduction to Welding; Algebra 1
Welding 2	2	12	Welding 1
Automotive Basics	1	9-10	None
Automotive Technology 1	2	10-12	Automotive Basics and Algebra 1

Course Title	Credit	Grade	Prerequisite
Automotive Technology 2	2	11-12	Automotive Technology 1, Algebra 1, and Geometry
Practicum in Transportation Systems	2	12	Automotive Technology 2

Business and Industry Course Descriptions

Principles of Agriculture, Food, and Natural Resources

In Agriculture, Food, and Natural Resources, students will develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

Small Animal Management

In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.

Equine Science

In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules.

Livestock Production

In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

Advanced Animal Science

In Advanced Animal Science, students will examine the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. **This course counts as a 4th science.**

Horticulture Science

In Horticultural Science, students will develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

Floral Design

In Floral Design, students will develop the ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. **This course satisfies the fine arts graduation requirement.**

Advanced Floral Design

In Advanced Floral Design, students will further develop their ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Students will extensively develop skills that focus on leadership, communication, employer-employee relations, and problem solving as they relate to entrepreneurship, marketing, and business practices in the floral and event planning industry.

Environmental Plant & Soil Science

Students study a variety of topics that include: the 4 spheres of the earth, biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and environmental systems; sources and flow of energy through environmental systems; the relationship between carrying capacity and population changes in an ecosystem; environmental changes in ecosystems; and the natural world as it relates to how plant and soil science influences current and future applications for many other fields of science. Students will conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions using critical thinking and scientific problem solving.

Professional Standards in Agribusiness

Professional Standards in Agribusiness primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness. To prepare for careers in agribusiness systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to leadership development and the workplace, and develop knowledge and skills regarding agricultural career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Professional Communications

In Professional Communications, students will primarily focus on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness.

Agribusiness Management & Marketing

In Agribusiness Management and Marketing, students will develop an understanding of agribusiness management and the free enterprise system. Instruction includes the use of economic principles such as supply and demand, budgeting, record keeping, finance, risk management, business law, marketing, and careers in agribusiness.

Practicum in Agriculture, Food, and Natural Resources

In Practicum in Agriculture, Food, and Natural Resources students experience a supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

Principles of Arts, A/V Technology, and Communications

Careers in the Arts, Audio/Video Technology, and Communications career cluster require, a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

Video Game Programming

Video Game Programming expands on the foundation created in Video Game Design through programming languages such as: C# programming, XNA game studio, Java, and Android App. In this course, students will investigate the inner workings of a fully functional role-playing game (RPG) by customizing playable characters, items, maps, and chests and eventually applying customizations by altering and enhancing the core game code.

Advanced Video Game Programming

Advanced Video Game Programming students will be introduced to mobile application design and programming using Java and Eclipse for Android devices. Time will be spent learning basic Java programming and working with Android Studio to develop real working apps. Using Unity as an introduction to 3D game development, students will have exposure to and an understanding of: object-oriented programming concepts; game development skill with programs such as Unity; 3D modeling with programs such as Blender; image manipulation with programs such as GIMP; concepts related to the design process; and the ability to communicate and collaborate on group-based projects.

Commercial Photography

Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. Students in the Arts, Audio/Video Technology, and Communications career cluster will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

Commercial Photography 2

Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. Students in the Arts, Audio/Video Technology, and Communications career cluster will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs. This class will document different programs on campus such as the football, choir and dance, etc.

Practicum in Commercial Photography

The student develops an increased understanding of commercial photography. Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

Audio/ Video Production

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.

Audio/ Video Production 2

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology and Communication Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production in the audio/video industry. Audio/Video Production 2 has an emphasis on live production. This class records the Gator Nation News program as well as various live productions for the school such as the video board at Sam Vitanza Stadium.

Practicum in Audio/ Video Production

Building upon the concepts taught in Audio/Video Production II and its corequisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

Digital Design & Media Production

Students will demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

Graphic Design & Illustration 1

Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster®, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

Graphic Design & Illustration 2

Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster®, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

Practicum in Graphic Design & Illustration

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster®, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

Principles of Business, Finance, and Marketing

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

Sports and Entertainment Marketing

This course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. This course will also provide students an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans, and evaluation and management techniques.

Social Media Marketing

Students will gain the knowledge and skills needed to utilize social media to market a business. Students will learn the principles necessary to begin, operate, and market a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services.

Sports and Entertainment Marketing 2

Sports and Entertainment Marketing II is an advanced course designed to build upon students' prior knowledge of sports and entertainment marketing. Students will develop a thorough understanding of advanced marketing concepts and theories as they relate to the sports and entertainment industries.

Advertising

Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, cultural, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

Business Information Management 1

In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word- processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software

Business Information Management 2

In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

Career Prep

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

Principles of Applied Engineering

In Principles of Applied Engineering, students will be exposed to various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

Robotics 1

In Robotics I, students will transfer academic skills to component designs in a project- based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

Robotics 2

In Robotics 2, students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

Introduction to Welding

Introduction to Welding will provide an introduction to welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries. Students will develop knowledge and skills related to welding and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success. Students must pass the NCCER safety test with 70% to remain in course 2nd semester.

Welding 1

Rapid advances in technology have created new career opportunities and demands in many industries. Welding provides the knowledge, skills, and technologies required for employment in metal technology systems. Students develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success. Students are able to acquire AWS and API welding certification cards.

Required Safety Equipment (provided by student)

- Safety glasses (z87 coded)
 - Leather gauntlet style gloves no cloth, rubber or garden gloves of any kind
 - Leather boots
 - Blue jeans (no holes)
 - Long sleeve shirt with no pocket or pockets with flap cover (**cotton or fire retardant only**)
 - Welding hood preferable auto darkening (Available at Harbor Freight)
 - Welding cap
-

Welding 2

Advanced Welding builds on knowledge and skills developed in Welding 1. Students will develop advanced welding concepts and skills as they relate to personal and career development. This course integrates academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Students are able to acquire AWS certifications using Stick, Tig, and Mig processes. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

Automotive Basics

Automotive Basics includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Automotive Technology 1

Automotive Technology 1 includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. Students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Automotive Technology 2

Automotive Technology 2 includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. The course includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The students will reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

Practicum in Transportation Systems

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of courses in the Transportation, Distribution, and Logistics cluster. The Practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

Public Services

Course Title	Credit	Grade	Prerequisite
Principles of Education and Training	1	9-12	None
Child Development	1	10-12	Principles of Education and Training
Instructional Practice in Educational Training (RST1)	2	11-12	Principles of Education and Training or Child Development
Practicum in Education and Training (RST2)	2	12	Instructional Practice in Educational Training (RST1)
Principles of Health Science	1	9-10	None
Medical Terminology	1	10-12	Principles of Health Science
Health Science Theory	1	11-12	Medical Terminology and Biology
Pharmacology	1	11-12	Medical Terminology, Biology and Chemistry
Emergency Medical Technician (Basic)	2	11-12	Health Science Theory
Practicum in Health Science (PCT)	2	12	Health Science Theory
Practicum in Health Science (Pharmacy)	2	12	Health Science Theory
Practicum in Health Science (Dental)	2	12	Health Science Theory
Anatomy and Physiology (Honors)	1	11-12	Biology and Chemistry; See Advanced Courses Entrance Criteria in Section 4.
Medical Microbiology	1	11-12	Biology and Chemistry
Introduction to Cosmetology	1	10	Attendance, Grades, and attend mandatory parent meeting
Barbering 1	2	11-12	Introduction to Cosmetology
Barbering 2	2	12	Barbering 1/Lab with 500 clock hours
Cosmetology 1	2	11-12	Introduction to Cosmetology
Cosmetology 2	2	12	Cosmetology 1/ Lab with 500 clock hours
Principles of Law, Public Safety, Corrections, and Security	1	9-12	None
Law Enforcement 1	1	10-12	Principles of Law, Public Safety, Corrections, and Security
Law Enforcement 2	1	11-12	Law Enforcement 1
Correctional Services	2	11-12	Law Enforcement 1 or 2
Forensic Science	1	11-12	Biology and Chemistry
Junior Reserve Officer Training Corps (JROTC) 1-4	1	9-12	Permission of Senior Aerospace Science Instructor; Taken in sequence

Public Services Course Descriptions

Principles of Education and Training

Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. Students use self-knowledge and educational and career information to analyze various careers within the education and training career cluster. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster.

Child Development

Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

Instructional Practices in Education and Training (RST1)

Instructional Practices in Education and Training is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary, middle school, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. Students will participate in extended learning experiences such as service learning opportunities and other leadership or extracurricular activities.

Practicum in Education and Training (RST2)

Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel. Students will participate in extended learning experiences such as service learning opportunities and other leadership or extracurricular activities. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

Principles of Health Science

The Principles of Health Science provides an overview of health organizations, various health careers, medical terminology, and systems of the health care industry. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively.

Medical Terminology

This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, and combining forms in their singular and plural forms, in addition to medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

Health Science Theory

The Health Science course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will participate in hands-on experiences for continued knowledge and skill development for career preparation.

Pharmacology

The Pharmacology course is designed to study how natural and synthetic chemical agents such as drugs affect biological systems. Knowledge of the properties of therapeutic agents is vital in providing quality health care. It is an ever-changing, growing body of information that continually demands greater amounts of time and education from health care workers.

Emergency Medical Technology (Basic)

Emergency Medical Technicians provide out of hospital emergency medical care and transportation for critical and emergent patients who access the emergency medical services (EMS) system. EMTs have the basic knowledge and skills necessary to stabilize and safely transport patients ranging from non-emergency and routine medical transports to life threatening emergencies. Emergency Medical Technicians function as part of a comprehensive EMS response system, under medical oversight. Emergency Medical Technicians perform interventions with the basic equipment typically found on an ambulance. Emergency Medical Technicians are a critical link between the scene of an emergency and the health care system. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

Practicum in Health Science

The Practicum in Patient Care Technician, Pharmacy Technician, Medical Assistant, or Dental Assistant is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others. Industry certifications are required in these courses at the student's expense. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter. **Students will be required to purchase uniforms through the program, show proof of a negative TB test within the last year, and show proof of a negative urine drug screen test.**

Anatomy and Physiology (Honors)

Students in Anatomy and Physiology will study the human body to understand how anatomical structure affects physiological function. Several types of dissections accompany this course as well as independent work in the form of anatomy and physiology coloring workbooks and research. As a college prep course, students will utilize Cornell notes and journaling to improve study skills. Studies will include discussions, observations and research on cooperation between specific organ systems and any possible results of homeostatic imbalance. This course is on the PAP/Honors 5.0 grading scale.

Medical Microbiology

The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. Students must meet the 40% laboratory and fieldwork requirement. This course satisfies a high school science graduation requirement. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

Introduction to Cosmetology

Students explore areas such as bacteriology, sterilization and sanitation, hair styling, manicuring, shampooing and the principles of hair cutting, hair styling, hair coloring, skin care, and facial makeup. To prepare for success, students must have skills relative to this industry, as well as academic knowledge and skills. Students may begin to earn clock hours toward state licensing requirements. **Optional: There is a \$25 Registration fee for a student permit issued by TDLR toward their certification. The \$25 must be in the form of a money order payable to: The Texas Department of Licensing and Regulations.**

Barbering 1/ Lab

Barbering 1 is an extended course of study that enables students to become licensed barbers through Texas Department of Licensing and Regulation (TDLR). Barbering is one program of study that allows students to earn an industry certificate that launches them into a professional career immediately, yet

also specifies rigorous core curricula that prepares the student to be successful in a post-secondary learning environment. Course may require time outside of school to earn required clock hours. Students must wear barbering uniform. **Fee: approx. \$435 for barbering smock and supply kit and \$25 for permit if not previously purchased. Fees are subject to change based on the supplier's costs. Fees are due to DHS in the front office prior to the last day of school year prior to starting course. Attendance is required at the mandatory parent meeting in the spring semester prior to starting the course.**

Barbering 2/ Lab

Barbering 2 is an extended course of study that enables students to become licensed barbers through Texas Department of Licensing and Regulation (TDLR). Barbering is one program of study that allows students to earn an industry certificate that launches them into a professional career immediately, yet also specifies rigorous core curricula that prepares the student to be successful in a post-secondary learning environment. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter. **Fee: \$200 to take the State Board Test for Certification. Students are responsible for registering and paying for each exam fee and operator's licensing fee. Attendance is required at the mandatory parent meeting in the spring semester prior to starting the course.**

Cosmetology 1/ Lab

Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, haircare, nail care and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Course may require time outside of school to earn required clock hours. Students must wear Cosmetology uniform. **Fee: approx. \$475 for cosmetology smock and supply kit and \$25 for permit if not previously purchased. Fees are subject to change based on the supplier's costs. Fees are due to DHS in the front office prior to the last day of school year prior to starting course. Attendance is required at the mandatory parent meeting in the spring semester prior to starting the course.**

Cosmetology 2/ Lab

Students review academic knowledge and skills related to cosmetology. This course is designed to provide advanced training for employment in cosmetology careers. Instruction includes advanced training in sterilization and sanitation processes, haircare, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Students apply, combine, and justify knowledge and skills to a variety of settings and problems. Students must wear Cosmetology uniform. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter. **Fee: \$200 to take the State Board Test for Certification. Students are responsible for registering and paying for each exam fee and operator's licensing fee. Attendance is required at the mandatory parent meeting in the spring semester prior to starting the course.**

Principles of Law, Public Safety, Corrections, and Security

Principles of LPSCS is the beginning course of the Criminal Justice program. This course is the **Prerequisite** for all other courses offered. Students will gain information about the different career opportunities available in the law, public safety, corrections and security fields. This course provides an overview of the responsibilities and duties of police, corrections, private security, legal and fire services.

Law Enforcement 1

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, the classification and elements of crime, restraint and defensive tactics, arrest procedures and other various law enforcement related topics. This class is the introduction of law enforcement for those interested in a career in policing. **Students will be required to conduct physical activities including physical contact, bending, kneeling, and lifting.**

Law Enforcement 2

Law Enforcement II expands the previous first course in preparing a student for a career in law enforcement. This course includes additional education in law enforcement topics and special assignments to include: crime scene investigation, trial and courtroom, crime classifications and punishment. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter. **Students will be required to conduct physical activities including physical contact, bending, kneeling, and lifting.**

Correctional Services

In Correctional Services, students prepare for certification required for employment as a correctional officer. The student will learn the role and responsibilities of a correctional officer; discuss relevant rules, regulations, and laws; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the correctional setting. The student will analyze rehabilitation and alternatives to institutionalization. **Students will be required to conduct physical activities including physical contact, bending, kneeling, and lifting.**

Forensic Science

Forensic Science utilizes a psychological, sociological and scientific approach to the investigation of crimes. Students will learn the field's terminology and basic procedures for the different divisions of forensic science career paths. Students will discover topics such as fingerprinting, ballistics, hair and fiber analysis, profiling, blood spatter, document reconstruction, anthropology, and impression evidence. Emphasis will be placed on the correct application of forensic discovery, evidence handling, innovations, and investigative techniques used in labs and in the field. Students will have the opportunity to utilize their skills through a mock crime scene investigation. Students will explore and apply forensic investigation as it relates to the law enforcement and legal systems.

AEROSPACE SCIENCE

Air Force Junior Reserve Officer Training Corps (AFJROTC)

AFJROTC is a leadership and citizenship program that helps students develop leadership skills that will carry them through any post-high school career. It is a cadet-run organization, which means that students (cadets) may advance in rank, therefore putting them in leadership positions and eventually run the Corps. The Aerospace Science Instructors teach the academic portions of the program, but guide and teach the cadet leaders to manage the Corps effectively.

A mandatory requirement for successful completion of AFJROTC is to wear the AFJROTC uniform on designated days and abide by all AFJROTC grooming standards, including hair length, usually once a week. Failure to do so will result in dismissal from AFJROTC.

AFJROTC has a very active extracurricular program consisting of competitive and performance teams such as Armed and Unarmed Drill Teams, Color Guard, Saber Team, Rocketry Team, Physical Training Team, Orienteering Team, Junior Leadership Academic Bowl Team, and Music Corps. Participation in these teams is not mandatory, but is highly desirable.

Aerospace Science 1: Introductory Aerospace Science

Aerospace Science 1 focuses on wear and care of the uniform, customs and courtesies, drill and ceremonies, history, mission, purpose, goals, objectives, and organization of AFJROTC. The Aerospace Science component will cover Survival skills. The Leadership Education component will cover Life Skills and Preparedness. The Wellness/Physical Fitness portion will incorporate the Cadet Health and Wellness Program. This is an exercise program focused on individual baseline improvements with the goal of achieving a Presidential Physical Fitness standard calculated with age and gender.

Aerospace Science 2: Basic Aerospace Science

Aerospace Science 2 expands on lessons and skills taught during Aerospace Science 1 by giving limited leadership opportunities to rising cadets. These leadership positions will prepare these cadets for more demanding leadership positions offered during Aerospace 3 and 4. The Aerospace Science, Leadership Education, and Health/Wellness portions of the course will be the same as those offered in Aerospace Science 1 above.

Aerospace Science 3: Intermediate Aerospace Science

Aerospace Science 3 builds on lessons and skills taught during Aerospace Science 2 by giving expanded leadership opportunities to rising cadets. These leadership positions will “test” their leadership skills and prepare these cadets for the most demanding leadership positions available during Aerospace 4. The Aerospace Science, Leadership Education, and Health/Wellness portions of the course will be the same as those offered in Aerospace Science 1 above.

Aerospace Science 4: Advanced Aerospace Science

Aerospace Science 4 is the capstone AFJROTC course. It puts cadets into demanding leadership positions where they will be in charge of, and responsible for, the entire Dickinson High School AFJROTC. These leadership positions will “test” their leadership skills and prepare these cadets for the rigors of post-high school pursuits such as college or the beginning of a chosen career. The Aerospace Science, Leadership Education, and Health/Wellness portions of the course will be the same as those offered in Aerospace Science 1 above.

STEM

Course Title	Credit	Grade	Prerequisite
Introduction to Engineering Design (PLTW)	1	9-11	Algebra 1 or Concurrent enrollment
Engineering Science	1	10-12	Introduction to Engineering Design (PLTW) and Algebra 1
Engineering Design and Presentation 1	1	11-12	Engineering Science
Engineering Design and Presentation 2	2	12	Engineering Design and Presentation 1
Aerospace Engineering (PLTW)	1	11-12	Engineering Science
Practicum in STEM	2	11-12	Aerospace Engineering
Fundamentals of Computer Science	1	9-12	None
Computer Programming 1	1	10-12	Fundamentals of Computer Science
Computer Programming 2	1	11-12	Computer Programming 1
Practicum in Information Technology	2-3	12	Computer Programming 2

STEM Course Descriptions

Introduction to Engineering Design (PLTW)

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

Engineering Science

Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

Engineering Design and Presentation 1

Engineering Design and Presentation 1 is a continuation of the knowledge and skills learned in PLTW: IED and POE. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas.

Engineering Design and Presentation 2

Engineering Design and Presentation 2 is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Emphasis will be placed on using skills from ideation through prototyping. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

Aerospace Engineering (PLTW)

In this specialized course for Project Lead the Way (PLTW), students are taught about aerodynamics, astronautics, space-life sciences, and systems engineering through hands-on engineering problems and projects. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

Practicum in STEM

Practicum in STEM is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

Fundamentals of Computer Science

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts.

Computer Programming 1

Students will acquire knowledge of structured programming techniques and concepts appropriate to developing executable programs and creating appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer programming. Students will apply technical skills to address business applications of emerging technologies.

Computer Programming 2

Students will expand their knowledge and skills in structured programming techniques and concepts by addressing more complex problems and developing comprehensive programming solutions. Students will analyze the social responsibility of business and industry regarding the significant issues relating to environment, ethics, health, safety, and diversity in society and in the workplace as related to computer programming. Students will apply technical skills to address business applications of emerging technologies. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

Practicum in Information Technology

In the Practicum in Information Technology, students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology- driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation. This course is on the PAP/ Honors 5.0 grading scale for students who started 9th grade in 2020-21 school year and thereafter.

SECTION FOUR **PROGRAM GUIDELINES**

DICKINSON HIGH SCHOOL



Pre-Advanced Placement and Advanced Placement Program

Equity and Access to Pre-AP, AP and Honors Courses

Dickinson ISD has a genuine commitment to preparing ALL students for challenging high school coursework and post high school success in college, in the workplace, and/or in the military. Opportunities for enrollment in Pre-Advanced Placement (Pre-AP) and Advanced Placement (AP) courses are open and made available to ALL Dickinson High School students. Since Pre-AP and AP courses are designed as college preparation and/or college level courses, students must have demonstrated their academic preparedness and their willingness to invest the time and effort required for success in rigorous courses. College Board research clearly shows that students who participate in challenging coursework, including Pre-AP and AP courses, have considerably higher success in college.

Benefits of Pre-AP Courses

A Different Kind of Class:

- Through increased rigor, Pre-AP courses help students acquire the skills and academic habits needed for success in high school and beyond. Students will improve critical reading, writing, and problem-solving skills as a result of successful completion of these courses. In addition, students' time management, note-taking, and study skills will be greatly enhanced.
- A Pre-AP classroom is different from an academic class. Instruction in the Pre-AP classroom focuses on intense discussions, rigorous real-world applications, analytical thinking, critical reading, and persuasive/expository writing. Students are held to a high standard of academic engagement.
- Pre-AP courses provide preparation for success in the subsequent AP course and toward earning a qualifying score on the corresponding College Board AP Exam.

Advanced Placement (AP) Courses

A Different Kind of Class:

- AP courses are highly rigorous courses for which college credit may be earned.
- The course syllabus is approved by College Board.
- Teachers are highly trained through College Board workshops and institutes.
- AP courses conclude with a final examination written and scored by College Board.
- AP courses require a high level of student commitment and academic engagement.

Considerations for Entry into Pre-AP and AP Courses

Student's willingness and ability to:

- Prioritize time and interests
- Commit a minimum of three hours of out-of-class time per week for each course
- Approach challenging coursework with a positive attitude
- Complete summer and outside reading and writing assignments
- Maintain a strong work ethic
- Maximize independent study habits
- Critically question and discuss complex concepts
- Monitor and evaluate progress
- Meet expectations on state assessments
- Adhere to the district's class exit procedures and timelines

Pre-AP/ AP/ Honors Admission Criteria

In an effort to place students in appropriate level classes, admission criteria have been established for Pre-AP, AP, and Honors courses. The academic records for all students who register for a Pre-AP, AP and/or Honors course will be evaluated against the following criteria when students complete their course selections for the following school year:

1. **Previous Academic Performance.** Yearly average of current school year course immediately preceding requested course.

Grade	Current course	Requested course
80	Academic	Pre-AP or AP
75	Pre-AP	Pre-AP or AP
75	AP	AP

2. **STAAR, End of Course (EOC) Assessment, and PSAT.** It is highly recommended that students score “Meets” or “Masters” level on the relevant STAAR/EOC or meet the college readiness benchmarks on PSAT for entry into Pre-AP, AP, or Honors courses. Demonstrated academic achievement on these assessments indicate that the student has the knowledge and skills necessary for success in the rigorous college preparatory (Pre-AP), Honors, and college level (AP) courses. The chart on the following page identifies the relevant STAAR/ EOC and PSAT score recommended for entry into Pre-AP/AP courses.

Appeal of Criteria. Students and parents may appeal to the campus review committee which may consist of the course teacher, the department chairperson, the AVID teacher, the student's counselor, and/or campus administrator. Appeal forms are available in the counselor's office and will be due by the first Friday of the first week of school.

Expectations

Mandatory Parent Meeting in Spring. All parents are required to participate in the parent meeting held during the Spring semester.

Commitment Statement. A contract signed by both student and parent will be due the first week of school or upon enrollment for new students.

AP Exams. The purpose of AP courses is to earn college credit. Students enrolled in AP courses are expected to register and take the respective AP Exam(s) in May. Registration will be in October/November. Cost per exam ranges from \$53 to \$85 depending on state approved reductions. Students eligible for the free/reduced meal program will receive the reduced rate. Payment is due upon registration.

State assessments or PSAT scores may be used in determining eligibility. Students are expected to achieve “Meets” or “Masters” level on STAAR/EOC or meeting College Readiness Benchmark requirements set by CollegeBoard. The following scores and previous academic performance will be used to determine eligibility.

Assessment Score				Entry Into Course
STAAR	Score	PSAT	Score	
Grade 8 Reading	Meets	Reading + Writing	390	Pre-AP English I Pre-AP W. Geography Pre-AP Biology Pre-AP Spanish/ French AP Human Geography
Grade 8 Math	Meets	Math	430	Pre-AP Algebra I
Grade 8 Science	Meets	Reading + Writing	390	Pre-AP Biology
Grade 8 Social Studies	Meets	Reading + Writing	390	Pre-AP W. Geography AP Human Geography
English I EOC	Meets	Reading + Writing	410	Pre-AP English II Pre-AP Physics Pre-AP Spanish/French Pre-AP World History AP World History
Algebra I EOC	Meets	Math	450	Pre-AP Geometry Pre-AP Algebra II Pre-AP Pre-Calculus AP Calculus AP Statistics
Algebra 1 EOC	Meets	Reading	410	Pre-AP / AP Chemistry Pre-AP/AP Physics
		Math	450	
Biology EOC	Meets	Reading	410	AP Biology Pre-AP / AP Chemistry Honors Anatomy and Physiology AP Environmental Systems Honors Aquatic Science
		Math	450	
English II EOC	Meets	Reading + Writing	430	AP English III Language AP English IV Literature AP Spanish/French AP US History AP Government AP Psychology
English II EOC	Meets	Reading	430	Pre-AP/AP Physics AP Economics
		Math	480	

Exit from a Pre-AP /AP/ Honors Class

College and university admissions officers have repeatedly indicated that high school students who successfully complete a Pre-AP/AP course are given greater consideration when all other college admissions indicators are equal. A transcript that indicates that a student has earned a "C" in a Pre-AP/AP course is given higher consideration than one who earns an "A" in an academic course. For this reason, DHS counselors, administrators, and teachers strongly advise Pre-AP/AP students to stay in the course working through difficulties by attending tutorials, doing extra reading/work at home, joining a student study group, and taking copious notes in class. If a student indicates that he/she wants out of the class and scheduled into the corresponding academic class, the following timeline and procedure(s) must be followed. Exit points are built into our registration and master scheduling process.

- **Exit Point #1.** Students are registered for courses during the spring of the previous school year. It is important that students carefully select their coursework making wise decisions based on their time commitments, their interests, and their demonstrated academic achievement. Parents are given a course selection sheet in early March in order to provide parents with an opportunity for parental input in the course selections. Parents may make changes and return the course verification sheet to the counselor by mid-April. The first exit point after initial registration will be made available to all students prior to the last day of school. Students may request a course request change during this time. A parent/primary caregiver signature is required for the change.
- **Exit Point #2 End of the First Semester.** Any student who fails a Pre-AP/AP course with a grade below 70 for the first semester will be removed from the course at the end of the first semester. The student's parent or primary caregiver will be notified by the Pre-AP/AP teacher of the failing grade which will result in a schedule change. Parents may also request to remove the student from the course for the second semester. Parent or primary caregiver must notify the counselor before the first business day in December.

Additionally- Pre-AP/AP students who are failing the Pre-AP/AP course the end of the first 9 weeks are in danger of failing for the semester. Serious consideration must be given to the students' willingness to complete the rigorous coursework and to his/her time commitments in order for him/her to be successful and earn the .5 credit for the first semester. Pre-AP/AP students who are failing a Pre-AP/AP course at the end of the first 9 weeks will be moved to the respective academic course. Students with a 65-69 may remain in the course as long as the student, parent, and teacher agree the student has the ability to pass for the semester. The student's parent or primary caregiver will be notified by the Pre-AP/AP teacher about failing grade and course of action at the end of the 9 weeks.

Career and Technical Education (CTE) Courses

Dickinson Independent School District's Career and Technical Education Department strives to equip their students with the tools that will help them to be successful in today's business world and in post-secondary education. We offer a wide variety of career clusters for our students to choose from for their career paths. We emphasize rigor and relevance through problem solving and hands-on experience on real life projects. We also provide the opportunity for our students to receive industry certifications. The courses in this department are designed to move students through a set or sequence of courses that will lead toward a foundation in a specific career; toward an industry certification OR both! Students who have taken courses in a specific cluster should contact their current/former teacher to determine which course is the next in the sequence. Our students have received state and national recognition in our vocational clubs and UIL contests. Students can also take a Tech Prep class that merits college credit while they are in a CTE course at DHS. The courses are designed to move students from an introductory course in 9th/10th grade and have them working along with professionals in the final course through an internship or practicum by 12th grade. Some of the CTE courses have class size restrictions for safety and/or state law. If class size is restricted and more students request a course than we have spaces; the counselors will work together to determine which students are closest to filling graduation requirements and potential course certification requirements. We would look at seniors first then juniors, sophomores third and freshmen fourth. Some of the courses may offer credit in Science, Math, or English. Courses are organized in the Career Clusters created by the state also known as Achieve Texas. We are using their icons so you may easily research careers and potential workforce trends as you, the student, set your future goals. Some CTE courses have fees however, need based fee waivers are available.

Nondiscrimination Clause

The Dickinson Independent School District (DISD) offers career and technical education programs in Agriculture, Food and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communications; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Marketing; Science, Technology, Engineering and Mechanics; as well as Transportation, Distribution and Logistics. Admission to these programs is based on student interest, student needs and grade level requirements set by the Texas Education Agency. It is the policy of the DISD not to discriminate on the basis of race, color, national origin, sex or handicap for services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. It is the policy of the DISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. DISD works to ensure that the lack of English language skills will not be a barrier to admission and participation in all educational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator, Robert Cobb, at 2218 East FM 517, Dickinson, TX 77539, (281) 229-6000, and/or the Section 504 Coordinator, Laurie Rodriguez, at 2218 East FM 517, Dickinson, TX 77539, (281) 229-6000.

Notificación Publica de No Discriminación en Programas Vocacionales

El Distrito Escolar Independiente de Dickinson ofrece programas de carrera y educación técnica en Agricultura; Alimentos y Recursos Naturales; Arquitectura y Construcción; Artes; Tecnología y Comunicaciones de Audio/Video; Gerencia y Administración de Empresas; Educación y Entrenamiento; Finanzas; Administración Pública y Gubernamental; Ciencia Médica; Servicios Humanos; Informática; Derecho; Seguridad Pública; Correcciones y Seguridad; Manufactura; Mercadeo; Ciencia, Tecnología, Ingeniería y Mecánica; así como también Transportación, Distribución y Logística. La admisión para estos programas toma en cuenta el interés del estudiante, necesidades del estudiante y requerimientos de nivel académico impuestos por la Agencia de Educación de Texas.

Es política del Distrito Escolar Independiente de Dickinson no discriminar en base de raza, color, nacionalidad de origen, sexo o discapacidad, por servicios o actividades como es requerido en el Título VI del Acto de los Derechos Civiles de 1964, según enmendado; el Título IX de la Enmiendas de Educación de 1972, según enmendado; y la Sección 504 del Acto de Rehabilitación de 1973, según enmendada. Es política del Distrito Escolar Independiente de Dickinson no discriminar en base de raza, color, nacionalidad de origen, sexo, discapacidad, o edad en las prácticas de empleo como es requerido por el Título VI del Acto de los Derechos Civiles de 1964, según enmendado; el Título IX de la Enmiendas de Educación de 1972; el Acto de la Discriminación de Edades de 1975, según enmendado; y la Sección 504 del Acto de Rehabilitación de 1973, según enmendada. El Distrito Escolar Independiente de Dickinson trabaja para garantizar que la falta de habilidades en el idioma Inglés no sea una barrera para la admisión y participación en todos los programas educacionales. Para información sobre sus derechos o procedimientos de quejas, contacte el Coordinador del Título IX, Robert Cobb, en 2218 East FM 517 Dickinson, TX 77539, (281) 229-6000, y/o el Coordinador de la Sección 504, Laurie Rodríguez, en 2218 East FM 517 Dickinson, TX 77539, (281) 229-6000.

Collegiate High School

Collegiate High School (CHS) helps students earn an associate degree while simultaneously completing a high school diploma. Students save time and money on higher education. College of the Mainland (COM) waives 40 percent of tuition and fees for CHS students.

CHS is an exciting place for responsible, mature teens who are ready for the academic challenge of college-level courses. Students entering this program are considered college students. High school procedures will not be followed in the college classes and college professors follow their own grading and attendance procedures. Professors do not send progress reports and other parental notifications home. Students must be mature and self-motivated to be successful.

Review requirements:

- o DHS students must meet the requirements below to have application considered. Students may apply for junior or senior year.

Requirements	
GPA	Must be higher than a 3.0
Grades	Must PASS All Semester 1 Courses
Teacher rec.	Must have 2 Positive teacher recommendations
TSI	Have TSI Exemption/Waiver or meet required TSI scores outlined in chart below
Attendance	Must meet 90% attendance for semester 1
STAAR EOC	Must have passed ALL STAAR EOCs and Pass future EOCs to remain

- o Participants in the CHS program are ineligible for valedictorian or salutatorian recognition.
- o Discuss whether you are prepared for this academically advanced program.
- o For additional details, visit <https://www.com.edu/collegiate-high-school>.

Complete CHS and COM Applications:

- o COM Online application- www.applytexas.org
- o CHS Google form application available after Spring Open House in eligible student's DISD email and posted to Skyward

Essay 200 - 300 words (Typed):

- o Include why you believe you would be a good candidate and why you should be selected for the CHS program.
- o Career goals and personal aspirations should be an integral part of this essay.

Required Test Scores: Must meet one of the test requirements below for English and Math

	Test Score	
	English	Math
TSI Scores	CRC score \geq 945 and Essay \geq 5 OR CRC < 945 and Diagnostic level of 5 or 6 and Essay \geq 5	CRC score \geq 950 OR CRC score < 950 and Diagnostic level \geq 6
PSAT Scores	EBRW \geq 460	Math \geq 510
SAT Scores	EBRW \geq 480	Math \geq 510
ACT Scores	English \geq 19	Math \geq 19
STAAR Scores	English 2 \geq 4000	Algebra 1 \geq 4000 with passing grade in Algebra 2

* Due to possible governing board amendments, the chart above is subject to change.

Application Deadline:

- o Deadline to submit all pieces of the application including testing is May 1 or next school day.
- o Google Form application will open following the Spring Open House.
- o **Application that do not meeting the deadline, do not meet the requirements above, or are incomplete will not be considered.**

Complete Application Checklist	
<input type="checkbox"/> COM ApplyTexas Application submitted <input type="checkbox"/> COM ID received to start Google Form Application	CHS Google Form Application <input type="checkbox"/> Typed Essay Uploaded <input type="checkbox"/> TSI scores (or exemption scores) Uploaded <input type="checkbox"/> High School Transcript Uploaded <input type="checkbox"/> Recommendation Email addresses entered <input type="checkbox"/> Immunization Record with current Meningitis Vaccination (Last 5 years) Uploaded <input type="checkbox"/> Free Lunch letter from Food and Nutrition Department if qualified Uploaded <input type="checkbox"/> Latest State Assessment (STAAR) Score Report Uploaded

Interview-

- o Expect an email or call for an interview once your application is verified and submitted to CHS.

Questions?

Visit the College and Career Center in D101 or email hjackson@dickinsonisd.org
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Dual Credit

What is Dual Credit?

Dual Credit is a program that allows high school students to enroll in college classes for credit prior to high school graduation that can be applied towards high school and college graduation. The college credits can be transferred to other colleges or universities.

Steps to Enroll in Dual Credit

- High School GPA- 3.0 or higher**
- Apply to COM at www.applytexas.org.**
 1. First-time users, click on “Create your Account now”.
 2. After creating your profile,
 - a. Click on “My Applications” tab
 - b. Start a New Blank Application”
 - c. “2-year school”
 - d. Select College of the Mainland and select “YES” for dual credit
 3. If you need assistance, visit the College and Career Center in D101
- TSI 2 Test**
 1. Please refer to the chart below to see if you are exempt or waived from taking the TSI 2
 - a. Provide your exempting or waived Test score report by email to ldeluna@com.edu
 2. If not exempt or waived...
 - a. After receiving your COM ID #, Go to: <https://www.com.edu/testing-center/tsi-assessment> and complete the Pre-Assessment.
 - b. TSI testing opportunities will be available at DHS for Dual Credit students who complete the application a week prior to the first offered testing date
 - c. Students who miss the deadline to test at DHS, will need to get a voucher from D101 to test at COM’s testing center.
 - d. Three TSI failed attempts in one academic year will result in disqualification for that registration period
- Register and Pay before published Deadline**
 1. Registration form with eligible classes with parent, student, high school counselor, and college official signature turned into D101.
 - a. Payments accepted via online via COM Web Advisor account or at COM’s Administration/Enrollment Center.
 - b. Tuition and Fees 2020-2021
 - i. \$200 for 1-2 classes per semester
 - ii. \$75 for each additional class
 - iii. Online Fee \$35, hybrid fee \$25
 - iv. Books are NOT included
 - v. Additional fees for classes may be required.

Grade Level	10 th		11 th Grader		12 th Graders			
Term	Fall	Spring	Fall	Spring	Fall (1 st Period)		Spring (1 st Period)	
Offered Courses	PSYC 1300	PSYC 2301	ENGL 1301 HIST 1301 PSYC 1300	ENGL 1302 HIST 1302 PSYC 2301	ENGL 1301 OR ENGL 2328	MUSI 1310, PHYS 1403 OR GOVT 2305	ENGL 1302 OR ENGL 2323	MUSI 1310, PHYS 1403, OR GOVT 2305
					Fall (Elective in schedule)		Spring (Elective in schedule)	
					PSYC 1300		PSYC 2301	
Possible TSI 2 Exemptions								
PSAT Score	EBRW- 460							
SAT Score	EBRW- 480							
ACT Score	English- 19							
Possible TSI 2 Waiver (TSI 2 will be waived until successful completion of Dual Credit coursework)								
STAAR	English 2- 4000							
TSI 2 Score Requirement if exemption and waiver not met								
ELAR TSI 2 Score	CRC- 945 and Essay- 5 OR CRC- < 945 and Diagnostic level- 5 or 6 and Essay- 5							

* Due to class/instructor availability and possible governing board amendments, the chart above is subject to change.

Dual Credit Guidelines

Student Eligibility

High School Counselor's signature on Dual Credit Enrollment Form indicates the following guidelines have been met.

1. Student must have a 3.0 GPA to enroll in academic (core curriculum) courses.
2. Student cannot have excessive absences during the current school year.
3. Student cannot have any severe behavior incidents during the current school year.

Student Enrollment Process

College of the Mainland's signature on the Dual Credit Enrollment Form indicates the following guidelines have been met.

1. Student has attended a Dual Credit Advising Session or completed an individual advising session with a College Connections Advisor. Signed DC Advising Matrix on file.
2. Only the first three attempts on the TSI assessment will be used for student placement during a specific registration period (fall, spring or summer). Any scores received after the first three attempts will not be reviewed for that specific registration period. Students may retest on TSI again for future registration periods.

Student Registration

1. The deadline to register for dual credit for the fall semester will be July 1st or the first business day following July 1st if it falls on a weekend or holiday.
2. All new dual credit students must attend a Dual Credit Orientation Session. "CR" will be posted on student's record once completed.

Dual Credit Probation

If a dual credit student receives a grade of "F" in a college class, the student will not be eligible to register for additional college courses the following semester. The student may only register for the course in which a grade of "F" was earned. Once the student successfully completes the course, he will be eligible to register for additional college courses.

COURSE TITLE	COURSE Number	CREDIT HOURS	CONTACT HOURS	HIGH SCHOOL COURSE	PEIMS #	ABBR.	UNIT
Principles of Financial Accounting	ACCT 2301	3	64	Accounting II	13016700	ACCOUNT2	1.0
Introduction to Accounting I	ACNT 1303	3	48	Accounting I	13016600	ACCOUNT1	1.0
Design Communication II	ARTC 2347	3	96	Art II, Art & Media Comm II	3500230	ART2MCOM2	1.0
				Graphic Design & Illustration II	13008900	GRAPHDI2	1.0
Art Appreciation	ARTS 1301	3	48	Art I, Art Appreciation	03500110	ART1APP	1.0
Art History I	ARTS 1303	3	48	Art I, Art Appreciation	03500110	ART1APP	1.0
				Art II	03500200	ART2	1.0
				Art III	03500300	ART3	1.0
Art History II	ARTS 1304	3	48	Art I, Art Appreciation	03500110	ART1APP	1.0
				Art II	03500200	ART2	1.0
				Art III	03500300	ART3	1.0
Design I	ARTS 1311	3	96	Art I	03500100	ART1	1.0
Drawing I	ARTS 1316	3	96	Art II Drawing	03500500	ART2DRAW	1.0
Drawing II	ARTS 1317	3	96	Art III Drawing	03501300	ART3DRAW	1.0
Design Communications I	ARTS 2313	3	96	Art I, Art & Media Comm. I	03500120	ART1MCOM	1.0
				Graphic Design & Illustration I	13008800	GRAPHDI1	1.0
Painting I	ARTS 2316	3	96	Art II Painting	03500600	ART2PATG	1.0
Painting II	ARTS 2317	3	96	Art III Painting	03501400	ART3PATG	1.0
Sculpture I	ARTS 2326	3	96	Art II Sculpture	03501000	ART2SCLP	1.0
Ceramics I	ARTS 2346	3	96	Art II Ceramics	03500900	ART2CRMC	1.0
Ceramics II	ARTS 2347	3	96	Art III Ceramics	03501800	ART3CRMC	1.0
Photography I	ARTS 2356	3	96	Art II Photography	03501200	ART2PHOTO	1.0
Photography II	ARTS 2357	3	96	Art III Photography	03502200	ART3PHOTO	1.0
Business Computer Applications	BCIS-1305	3	64	Business Information Mgt I	13011400	BUSIM1	1.0
				Bus Info Mgmt I/Bus Lab	13011410	BUSMLAB1	2.0
Nutrition & Diet Therapy	BIOL 1322	3	48	Lifetime and Wellness	13024500	LNURTWEL	0.5
Biology for Sci Majors I	BIOL 1406	4	96	Biology A or B	03010200	BIO	1.0
				Scientific Research & Design 1	3037200	SCIRD	1.0
Biology for Sci Majors II	BIOL 1407	4	96	Biology A or B	03010200	BIO	1.0
				Scientific Research & Design 1	3037200	SCIRD	1.0
Biology for Non Science Majors I	BIOL 1408	4	96	Scientific Research and Design 1	037200	SCRID	1.0
				Biology A or B	03010200	BIO	1.0
Biology for Non Science Majors II	BIOL 1409	4	96	Scientific Research and Design 1	3037200	SCRID	1.0
				Biology A or B	03010200	BIO	1.0
Anatomy & Physiology I	BIOL 2401	4	96	Anatomy & Physiology	13020600	ANAT&PHY	1.0
Anatomy & Physiology II	BIOL 2402	4	96	Anatomy & Physiology	13020600	ANAT&PHY	1.0
Microbiology	BIOL 2420	4	96	Medical Microbiology	13020700	MICRO	0.5
Principles of Management	BMGT 1327	3	48	Business Management	13012100	BUSMGMT	1.0
Business Principles	BUSI 1301	3	48	Principles of Business, Marketing, & Finance	13011200	PRINBMF	1.0
Business Law	BUSI 2301	3	48	Business Law	13011700	BUSLAW	1.0
Business Report Writing & Correspondence	BUSI 2304	3	48	Business English	13011600	BUSENGL	1.0
				English III	03220300	ENG 3	1.0
				English IV	03220400	ENG 4	1.0
Introductory Chemistry I (PTAC)	CHEM 1405	4	96	Scientific Research and Design	13037200	SCRID	1.0
Introductory Chemistry I	CHEM 1406	4	96	Chemistry A or B	03040000	CHEM	1.0
				Scientific Research and Design	13037200	SCRID	1.0
General Chemistry I	CHEM 1411	4	96	Chemistry A or B	03040000	CHEM	1.0
				Scientific Research and Design II	13037210	SCRID II	1.0
General Chemistry II	CHEM 1412	4	96	Chemistry A or B	03040000	CHEM	1.0
				Scientific Research and Design II	13037210	SCRID II	1.0
Introduction to Computing	COSC 1301	3	64	Principles of Information Tech	13027200	PRINIT	1.0
Programming Fundamentals I	COSC 1436	4	64	Computer Science I	03580200	TACS1	1.0
Programming Fundamentals II	COSC 1437	4	64	Computer Science II	03580300	TACS2	1.0
Introduction to Criminal Justice	CRIJ 1301	3	48	Law Enforcement I	13029300	LAWENF1	1.0
Court Systems & Practices	CRIJ 1306	3	48	Courts Systems and Practices	13029600	COURTSP	1.0
Fundamentals of Criminal Law	CRIJ 1310	3	48	Legal Research & Writing	N1303014	LEGRW	1.0
Correctional Systems & Practices	CRIJ 2313	3	48	Correctional Services	13029700	CORRSRVS	1.0
Police Systems and Practices	CRIJ 2328	3	48	Law Enforcement II	13029400	LAWENF2	1.0
Principles of Skin Care	CSME 1348	3	96	Esthetics	N1302533	ESTHE	2.0
Orientation to Cosmetology	CSME 1401	4	128	Intro to Cosmetology	13025100	INTRCOSM	1.0
Fundamentals of Cosmetology	CSME 1405	4	160	Cosmetology II	13025300	COSMET2	1.0

COURSE TITLE	COURSE Number	CREDIT HOURS	CONTACT HOURS	HIGH SCHOOL COURSE	PEIMS #	ABBR.	UNIT
Intro to Haircutting & Related Theory	CSME 1410	4	160	Cosmetology I	13025200	COSMET1	2.0
Manicuring and Related Theory	CSME 1443	4	128	Nail Care, Enhancements & Spa Services	N1302531	NCESS	2.0
Artistry of Hair, Theory & Practice	CSME 1451	4	160	Principles of Cosmetology Design & Color Theory	13025050	PRICOSMO	1.0
Chemical Reformation & Related Theory	CSME 1453	4	160	Practicum in Human Services/ Extended Practicum	13025015	EXPRHUS2	3.0
Salon Development	CSME 2343	3	96	Cosmetology II C	13025300	COSMET2	0.5
Principles of Hair Coloring & Related Theory	CSME 2401	4	160	Practicum in Human Services/ Extended Practicum	13025005	EXPRHUS1	3.0
Preparation for the State Licensing Exam	CSME 2441	4	160	Cosmetology II B	13025300	COSMET2	0.5
Unit Operations	CTEC 2445	4	144	Manufacturing and Engineering	13032900	MANUENG	2.0
Technical Drafting	DFTG 1305	3	96	Engineering Design and Presentation	13036500	ENGDSPR	1.0
Rehearsal & Performance I	DRAM 1120	1	48	Theatre Production I	03250700	TH1PROD	0.5
Rehearsal & Performance II	DRAM 1121	1	48	Theatre Production I	03250700	TH1PROD	0.5
Introduction to Theater	DRAM 1310	3	48	Theater Arts I	03250100	TH1	1.0
Stagecraft I	DRAM 1330	3	96	Technical Theater I	03250500	TH1TECH	1.0
Acting I	DRAM 1351	3	96	Theatre Arts I	03250100	TH1	1.0
Acting II	DRAM 1352	3	96	Theatre Arts II	03250200	TH2	1.0
Rehearsal & Performance III	DRAM 2120	1	48	Theatre Production II A	03250800	TH2PROD	0.5
Rehearsal & Performance IV	DRAM 2121	1	48	Theatre Production II B	03250800	TH2PROD	0.5
Acting III	DRAM 2351	3	96	Theatre Arts III	03250300	TH3	1.0
Principles of Macroeconomics	ECON 2301	3	48	Economics	03310300	ECO-FE	0.5
				Economics	03310301	ECO-ADV	0.5
				Economics	03310321	ECO-ADV2	0.5
Principles of Microeconomics	ECON 2302	3	48	Economics	03310300	ECO-FE	0.5
				Economics	03310301	ECO-ADV	0.5
				Economics	03310321	ECO-ADV2	0.5
Clinical Emergency Medical Technology/Tech	EMSP 1260	2	64	Practicum in Health Science	13020500	PRACHLSC	1.0
Emergency Medical Technician-Basic	EMSP 1501	5	176	Practicum in Health Science	13020500	PRACHLSC	1.0
Composition I	ENGL 1301	3	48	English III A	03220300	ENG 3	0.5
				English IV A	03220400	ENG 4	0.5
Composition II	ENGL 1302	3	48	English III B	03220300	ENG 3	0.5
				English IV B	03220400	ENG 4	0.5
Creative Writing	ENGL 2307	3	48	Creative/Imaginative Writing	03221200	CREAT WR	0.5
				English III A	03220300	ENG 3	0.5
				English IV A	03220400	ENG 4	0.5
				English III B	03220300	ENG 3	0.5
				English IV B	03220400	ENG 4	0.5
Technical Writing	ENGL 2311	3	48	Research/Technical Writing	03221100	TECH WR	0.5
				English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
British Literature I	ENGL 2322	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
British Literature II	ENGL 2323	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
American Literature I	ENGL 2327	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
American Literature II	ENGL 2328	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
World Literature I	ENGL 2332	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
World Literature II	ENGL 2333	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
Forms of Literature	ENGL 2341	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
Mexican American Literature	ENGL 2351	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
Physical Geology	GEOL 1403	4	96	Earth and Space Science	03060200	ESS	1.0
Historical Geology	GEOL 1404	4	96	Earth and Space Science	03060200	ESS	1.0
Environmental Science	GEOL 1405	4	96	Earth and Space Science	03060200	ESS	1.0
Meteorology	GEOL 1447	4	96	Earth and Space Science	03060200	ESS	1.0

COURSE TITLE	COURSE Number	CREDIT HOURS	CONTACT HOURS	HIGH SCHOOL COURSE	PEIMS #	ABBR.	UNIT
Federal Government Constitution & Topics	GOVT 2305	3	48	United States Govt	03330100	GOVT	0.5
Texas Government	GOVT 2306	3	48	Social Studies Advanced Studies	03380001	SS ADV	0.5
United States History I	HIST 1301	3	48	U.S History A	03340100	US HIST	0.5
				Social Studies Advanced Studies	03380001	SS ADV	0.5
United States History II	HIST 1302	3	48	U.S History B	03340100	US HIST	0.5
				Social Studies Advanced Studies	03380001	SS ADV	0.5
Medical Terminology I	HITT 1305	3	48	Medical Terminology	13020300	MEDTERM	1.0
Intro to the Humanities I	HUMA 1301	3	48	Humanities	03221600	HUMANIT	0.5
Intro to the Humanities II	HUMA 1302	3	48	Humanities	03221600	HUMANIT	0.5
Integrated Software Applications I	ITSC 1309	3	64	Business Information Mgt. II	13011500	BUSIM2	1.0
College Algebra	MATH 1314	3	64	Algebra II	03100600	ALG 2	1.0
				Pre-Cal	03101100	PRE CALC	1.0
				Independent Study in Math: X Time Taken	0310250X	INSTMTH (2)	1.0
Math for Business and Social Science	MATH 1324	3	64	Independent Studies in Math: X time taken	0310250X	INSTUMTH 2	1.0
Business Calculus	MATH 1325	3	64	Independent Studies in Math: X time taken	0310250X	INSTUMTH 2	1.0
Contemporary Mathematics (Quantitative Reasoning)	MATH 1332	3	64	Independent Studies in Math: X time taken	0310250X	INSTUMTH 2	1.0
				Advanced Quantitative Reasoning	03102510	ADQUANR	1.0
Elementary Statistical Methods	MATH 1342	3	64	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
Math for Teachers I	MATH 1350	3	48	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	0.5
Math for Teachers II	MATH 1351	3	48	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	0.5
Linear Algebra	MATH 2318	3	64	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
Differential Equations	MATH 2320	3	64	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
Pre-Calculus	MATH 2412	4	64	Pre-Calculus	03101100	PRECALC	1.0
				Independent Studies in Math: X Time Taken	0310250X	INSTUMT 2	1.0
Calculus I	MATH 2413	4	80	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
				Pre-Calculus	03101100	PRE CALC	1.0
Calculus II	MATH 2414	4	72	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
				Pre Cal	03101100	PRE CALC	1.0
Calculus III	MATH 2415	4	72	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
Human Disease/Pathophysiology	MDCA 1302	3	96	Pathophysiology	13020800	PATHO	1.0
Medical Law & Ethics	MDCA 1305	3	80	World Health Research	13020900	WORLDHR	1.0
A & P for Medical Assistants	MDCA 1309	3	96	Anatomy & Physiology	13020600	ANAT&PHY	1.0
Administrative Procedures	MDCA 1321	3	96	Business Information Management I	13011400	BUSIM1	1.0
Procedures in a Clinical Setting	MDCA 1417	4	128	Health Science Theory/Clinical	13020410	HLSCLIN	2.0
Medical Insurance	MDCA 1443	4	112	Health Informatics	13020960	HLTHINF	1.0
Pharmacology & Administration of Medications	MDCA 1448	4	96	Pharmacology	13020950	PHARMC	1.0
Medical Assistant Lab Procedures	MDCA 1452	4	96	Principles in Health Science	13020200	PRINHLSC	1.0
Principles of Marketing	MRKG 1311	3	48	Principles of Business, Marketing and Finance	13011200	PRINNBMF	0.5
Private Lessons	MUAP 11XX	1	16	Applied Music I	03152500	MUS1APL	0.5
Private Lessons II	MUAP 12XX	2	32	Applied Music I	03152500	MUS1APL	0.5
Private Lessons III	MUAP 21XX	1	16	Applied Music II	03152600	MUS2APL	0.5
Private Lessons IV	MUAP 22XX	2	32	Applied Music II	03152600	MUS2APL	0.5
Concert Band	MUEN 1121, 1122, 2121,2122	1	48	Music, Band, Levels IA, IIA, IIIA or IVA	03150X00	MUSXBAND	0.5
Jazz Ensemble	MUEN 1125,1126, 2125, 2126	1	64	304 Music, Jazz Band A Levels I, II, III or IV	03151X00	MUSXJZBN	0.5

COURSE TITLE	COURSE Number	CREDIT HOURS	CONTACT HOURS	HIGH SCHOOL COURSE	PEIMS #	ABBR.	UNIT
Mixed Chamber Ensemble	MUEN 1131,1132, 2131, 2132	1	48	Music Instrumental Ensemble, Levels I, II, III or IV	03151X00	MUSXINEN	0.5
Woodwind Ensemble	MUEN 1133,2133	1	48	Music Instrumental Ensemble, Levels I, II, III, or IV	03151X00	MUSXINEN	0.5
Jazz Combo	MUEN 1135, 1136, 2135, 2136	1	48	Music Instrumental Ensemble, Levels I, II, III, or IV	03151X00	MUSXINEN	0.5
Guitar Ensemble	MUEN 1139,1140, 2139, 2140	1	48	Music Instrumental Ensemble, Levels I, II, III, or IV	03151X00	MUSXINEN	0.5
Mainland Chorale	MUEN 1141,1142, 2141, 2142	1	48	Music, Choir Levels I, II, III, or IV	0315XX00	MUSXCHR	0.5
Duck & Cover A Capella	MUEN 1153, 1154, 2153, 2154	1	48	Music, Vocal Ensemble Levels I, II, III, or IV	03132X00	MUSXVOEN	0.5
Men's Vocal Ensemble	MUEN 1155, 1156, 2155, 2156	1	48	Music, Vocal Ensemble Levels, I, II, III IV	03132X00	MUSXVOEN	0.5
Sight Singing and Ear Training I	MUSI 1116	1	48	Music Studies, Music Theory I	03155400	MUSSMT1	1.0
Sight Singing and Ear Training II	MUSI 1117	1	48	Music Studies, Music Theory I	03155400	MUSSMT1	1.0
Opera Workshop I	MUSI 1157	1	48	Applied Music I	03152500	MUS1APL	0.5
Class Piano I	MUSI 1181	1	48	Music I, Piano I	03154200	MUS1PIA	1.0
Class Piano II	MUSI 1182	1	48	Music II, Piano II	03154300	MUS2PIA	1.0
Class Voice	MUSI 1183	1	48	Music I, Applied Music I	03152500	MUS1APL	1.0
Class Guitar	MUSI 1192	1	48	Music I, Guitar I	03154600	MUS1GTR	1.0
Fundamentals of Music	MUSI 1303	3	48	Music Studies, Music Theory I	03155400	MUSSMT1	1.0
Music Appreciation	MUSI 1306	3	48	Music Studies, Music Appr'n I	03155600	MUSSMA1	1.0
Music Literature	MUSI 1307	3	80	Music Studies, Music and Media Communications I	03156400	MUSSMP1	1.0
American Music	MUSI 1310	3	48	Music Studies, Music Appr'n II	03155700	MUSSMA2	1.0
Music Theory I	MUSI 1311	3	48	Music Studies, Music Theory I	03155400	MUSSMT1	1.0
Music Theory II	MUSI 1312	3	48	Music Studies, Music Theory II	03155500	MUSSMT2	1.0
Sight Singing and Ear Training III	MUSI 2116	1	48	Music Theory II	03152800	MUS2THY	0.5
Sight Singing and Ear Training IV	MUSI 2117	1	48	Music Theory II	03152800	MUS2THY	0.5
Class Piano III	MUSI 2181	1	48	Music III, Piano III	03154400	MUS3PIA	1.0
Class Piano IV	MUSI 2182	1	48	Music IV, Piano IV	03154500	MUS4PIA	1.0
Music Theory III	MUSI 2311	3	48	Music Theory IIA	03152800	MUS2THY	0.5
Music Theory IV	MUSI 2312	2	48	Music Theory IIA	03152800	MUS2THY	0.5
Aerobic Dance	PHED 1109	1	48	Aerobic Activities	PES00054	PEAA	0.5
Weight Training	PHED 1110	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Hatha Yoga	PHED 1111	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Weight Control	PHED 1112	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Basketball	PHED 1121	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Volleyball I	PHED 1126	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Soccer	PHED 1130	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Intro to Recreational Sports	PHED 1133	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Aerobic Run/Walk	PHED 1143	1	48	Aerobic Activities	PES00054	PEAA	0.5
Aerobic Cross Training	PHED 1145	1	48	Aerobic Activities	PES00054	PEAA	0.5
Aerobic Kickboxing	PHED 1146	1	48	Aerobic Activities	PES00054	PEAA	0.5
Intro to Physical Fitness & Wellness	PHED 1164	1	48	Foundations of Personal Fitness	PES00052	PEFOUND	0.5
Personal & Community Health	PHED 1304	3	48	Health Education	03810100	HLTH ED	0.5
Pharmacy Technician Certification Review	PHRA 1243	2	32	Practicum in Health Science/Extended Practicum in Health Science	13020515	EXPRHLS2	3.0
Compounding Sterile Preparations	PHRA 1445	4	80				
Clinical: Pharmacy Technician/Assistant	PHRA 2360	3	180	***These three classes must be taken concurrently***			
Introduction to Pharmacy	PHRA 1301	3	48	Principles in Health Science	13020500	PRINHLSC	1.0
Pharmaceutical Mathematics I	PHRA 1309	3	48	Mathematics for Medical Professional	13020970	MTHMEDPR	1.0
Pharmaceutical Mathematics II	PHRA 1347	3	48	Practicum in Health Science	13020500	PRACHLS1	2.0
Pharmacotherapy & Disease Process	PHRA 1404	4	96	Pathophysiology	13020800	PATHO	1.0
Pharmacy Drug Therapy & Treatment	PHRA 1441	4	80	Pharmacology	13020950	PHARMC	1.0

COURSE TITLE	COURSE Number	CREDIT HOURS	CONTACT HOURS	HIGH SCHOOL COURSE	PEIMS #	ABBR.	UNIT
Compounding Sterile Preparations	PHRA 1445	4	80	Practicum in Health Science If class is taken alone	13020510	PRACHLS2	2.0
Institutional Pharmacy Practice	PHRA 1449	4	64	Health Science Theory/ Health Science Clinical	13020410	HLSCLIN	2.0
College Physics I	PHYS 1401	4	96	Physics A	03050000	PHYSICS	1.0
College Physics II	PHYS 1402	4	96	Physics B	03050000	PHYSICS	1.0
Stars & Galaxies	PHYS 1403	4	96	Astronomy	03060100	ASTRMY	1.0
Solar System	PHYS 1404	4	96	Astronomy	03060100	ASTRMY	1.0
Applied Physics	PHYS 1410	4	96	Principles of Technology	13037100	PRINTECH	1.0
University Physics I	PHYS 2425	4	96	Scientific Research and Design	13037200	SCRID	1.0
University Physics II	PHYS 2426	4	96	Scientific Research and Design	13037200	SCRID	1.0
Career Exploration & Planning	POFT 1300	3	48	Career Preparation I	12701300	CAREERP1	2.0
Psychology for Success	PSYC 1300/ EDUC 1300	3	48	Special Topic in Social Studies	03380022	SPTSS	0.5
General Psychology	PSYC 2301	3	48	Psychology	03350100	PSYCH	0.5
Lifespan Growth and Development	PSYC 2314	3	48	Human Growth and Development	13014300	HUGRDEV	1.0
Statistical Methods in Psychology	PSYC 2317	3	48	Psychology	003350100	PSYCH	0.5
Introduction to Process Technology	PTAC 1302	3	48	Intro to Process Technology	N1300262	INTRPT	1.0
Safety, Health, & Environment I	PTAC 1308	3	64	Petrochemical Safety, Health, Environment	N1300264	SHAE	1.0
Process Tech I -Equipment	PTAC 1310	3	80	Practicum in Manufacturing	13033000	PRACMAN1	2.0
Process Tech. Instrumentation I	PTAC 1332	3	64	AC/DC Electronics	13036800	ACDCELEC	1.0
Industrial Economics (PTAC students only)	PTAC 1350	3	48	Manufacturing and Engineering Economics	13032900 03310300	MANUENG ECO-FE	1.0 0.5
Quality	PTAC 2314	3	48	Economics	03310301	ECO-ADV	0.5
Process Troubleshooting	PTAC 2346	3	96	Economics	03310321	ECO-ADV2	0.5
Process Technology II-Systems	PTAC 2420	4	96	Manufacturing and Engineering Technology I	13032900	MANENGT1	1.0
Process Technology III – Operations	PTAC 2438	4	96	Practicum in Manufacturing II	1033310	PRACMAN2	2.0
Introduction to Sociology	SOCI 1301	3	48	Practicum in Manufacturing	13033000	PRACMANU1	2.0
Beginning Spanish I	SPAN 1411	4	64	Practicum in Manufacturing II	13033010	PRACMAN2	2.0
Beginning Spanish II	SPAN 1412	4	64	Sociology	03370100	SOC	0.5
Intermediate Spanish I	SPAN 2311	3	48	Spanish II	03440200	SPAN2	1.0
Intermediate Spanish II	SPAN 2312	3	48	Spanish I (if no prior Spanish taken)	03440100	SPAN1	1.0
Public Speaking	SPCH 1315	3	48	Spanish III	03440300	SPAN3	1.0
Interpersonal Communication	SPCH 1318	3	48	Spanish II (if no prior Spanish taken)	03440200	SPAN2	1.0
Child Growth and Development	TECA 1354	3	48	Spanish III (if no prior Spanish taken)	03440300	SPAN3	1.0
Technical Algebra & Geometry	TECM 1343	4	96	Spanish IV	03440400	SPAN4	1.0
Introduction to Welding Fundamentals	WLDG 1421	4	112	Spanish V	03440500	SPAN5	1.0
Introduction to Oxy-Fuel	WLDG 1425	4	112	Spanish IV (if no prior Spanish taken)	03440400	SPAN4	1.0
Welding and Cutting	WLDG 1425	4	112	Public Speaking	03240900	PUBSPKG1	0.5-1.0
Introduction to Gas Tungsten	WLDG 1434	4	112	Prof. Communications	13009900	PROFCOMM	0.5
Arc (TIG) Welding	WLDG 1434	4	112	Professional Communications	13009900	PROFCOMM	0.5
Intermediate Shielded Metal Arc Welding	WLDG 1457	4	112	Independent Study in Speech	03241200	INDSPCH	0.5-1.0
				Child Development	13024700	CHILDDEV	0.5
				Engineering Mathematics	13036700	ENGMATH	1.0
				Welding I	13032300	WELD1	1.0
				Welding I	13032300	WELD1	1.0
				Welding II	13032400	WELD2	1.0
				Welding II	13032400	WELD2	1.0

Dual Credit Workforce Programs

Students may participate in dual credit workforce programs offered at College of the Mainland. Students may earn a certificate and/ or work on requirements towards a degree. Students must meet admission criteria for College of the Mainland. The courses outlined below are taken at College of the Mainland. Students must have transportation. The courses are based on the COM schedule below. The course descriptions and application can be accessed at www.com.edu. Dual credit workforce courses are on the regular 4.0 grade scale. The following dual credit workforce programs offered at College of the Mainland:

- Cosmetology
- Welding

Cosmetology High School Operator					
The High School Operator Certificate is designed to provide current high school students with a quality education in the Cosmetology field and prepare the student to pass the Texas Department of Licensing and Regulation Examination for licensing. The Operator Certificate covers all areas of cosmetology including hair, nails, and skin. High school students must complete requirements before graduation from high school, and must pass all academic classes at the high school.					
Semester	Course	Credit	Days	Times	Tuition (In/Out District)
Year 1 - Fall (two 8 week classes)	CSME 1401 CSME 1451	4 / 4/	M-F	1:00-5:00	\$200 / \$250
Year 1 – Spring (two 8 week classes)	CSME 2401 CSME 1410	4 / 4/	M-F	1:00-5:00	\$200 / \$250
Year 2 – Fall (two 8-week classes)	CSME 1405 CSME 1443	4/ 4/	M-F	1:00-5:00	\$200 / \$250
Year 2 – Spring (two 8-week classes)	CSME 1348 CSME 1453	3/ 4/	M-F	1:00-5:00	\$200 / \$250
Textbook Bundle: (\$416.35) must be purchased to start program, used through entire program. Kit: (\$900-1,000) must be purchased to start program, used through entire program.					
Credential: Certificate – Cosmetology: High School Operator Eligible to take Texas Department of Licensing and Regulation Examination for Cosmetology Operator License.					
COM additional programs					
<ul style="list-style-type: none"> • Esthetic Specialty Certificate • Associate of Applied Science Degree – Cosmetology Instructor 					

Welding

After completing the Entry Level Welding Certificate, students will take a certification test on QC10. Upon passing the exam, students will receive a Certified Entry Level Welder certification from the American Welding Society (AWS). The AWS certificate is verification of workplace competencies in the area of Entry Level Welding.

Semester	Course	Credit Hours Contact Hours	Days	Times	Tuition (In/Out District)
Year 1 - Fall	WLDG 1421	4 / 160	M-F	1:30-3:30	\$200/\$250 + \$200 supply fee
Year 1 - Spring	WLDG 1425	4 / 160	M-F	1:30-3:30	\$200/\$250 + \$200 supply fee
Year 2 – Fall	WLDG 1457	4 / 160	M-F	1:30-3:30	\$200/\$250 + \$200 supply fee
Year 2 - Spring	WLDG 1434	4 / 160	M-F	1:30-3:30	\$200/\$250 + \$200 supply fee

Equipment, textbook and workbook used through entire program.

Equipment: (\$150) must be purchased through AirGas to start program.

Textbook: Welding Principles and Applications (\$167.75) must be purchased to start program.

Lab Manual: Welding Principles and Applications (\$97.25) must be purchased to start program.

Credential:

Employable, but two courses (8 hours) shy of Entry Level Welding certificate.

COM Next Steps – Stackable Credentials:

- Complete WLDG 1430 & WLDG 1435 to obtain Entry Level Welding Certificate
- Complete WLDG 1412, WLDG 2451, WLDG 2406 & WLDG 2413 to obtain Advanced Level Welding Certificate

After completing the Advanced Level Welding Certificate, student will take a certification test on QC11. Upon passing the exam, student will receive an Advanced Certification from the American Welding Society (AWS). The AWS certificate is verification of workplace competencies in the area of Advance Level Welding.

Most students who graduate from high school never complete a college degree. This problematic national trend can be reversed for students who engage in high-quality college-level learning experiences early in their academic career.

OnRamps offers distance education courses through a dual enrollment model. Using best-in-class resources, materials, and instructional strategies OnRamps also provides intensive, yearlong professional development and support that improves instructional quality in hundreds of classrooms throughout the state for a widespread benefit to Texas high school students.

Key outcomes of early exposure to postsecondary education include:

- aligning high school students to the academic and social expectations of college;
- accelerating student matriculation, retention and time to degree; and
- increasing the number and diversity of students who are fully prepared to follow a path to college and career success.

UT OnRamps courses are dual-enrollment courses. This means that a student has the opportunity to earn both high school and college credit by taking a college level course. OnRamps courses are taught by Dickinson High School teachers who have been trained by a UT professor in specific course curriculum. Students learn the same rigorous content that is being taught by the UT professor. OnRamps college credit is accepted at all public colleges and universities in Texas, and beyond.

Student criteria to participate in OnRamps courses:

- Meet same eligibility requirements as Pre-Advanced Placement and Advanced Placement courses as outlined in this section
- Completed prerequisites for course
- Recommendation from current teacher of respective On Ramps subject area
- Technology device and internet available at home

Eligible students will be invited to an informational meeting about the OnRamps courses in the Spring. Course tuition for UT will apply based on available funding.

Courses offered at Dickinson High School:

Subject	OnRamps College Course Title	Prerequisites	High School Credit	Texas Common Core College Course Equivalent
Math	College Algebra	Geometry	Algebra 2	MATH 1314
Math	Discovery Precalculus	Algebra 2	Precalculus	MATH 2312
Science	Earth, Wind, & Fire	Biology and Chemistry	Earth & Space Science	N/A

Dickinson Continuation Center (DCC)

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

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

The Continuation Center offers flexible scheduling; this type of scheduling allows students with various occupational, personal or academic needs to remain in school and pursue a high school diploma. Students are not included in the DHS ranking and are not eligible to be recognized as Valedictorian or Salutatorian. Curriculum is delivered through a multitude of methods, including computer-based and direct instruction, credit-by-exams, credit recovery, community-based learning projects as well as cross-curricular projects, to satisfy state graduation requirements. Any student requiring/requesting additional support, to meet state assessment standards or course completion, is served according to their individual needs. Graduating seniors are assisted in filling out financial aid and post-secondary education applications. College of the Mainland advisors and Military recruiters will be on campus to help students plot a path after graduation. Students desiring to enter the workforce directly upon graduation, as well as while attending high school, are assisted in filling out job applications and online profiles. All students are provided with a wealth of information pertaining to financial aid, scholarships, colleges, trade programs and current job opportunities and trends.

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

Students who are interested applying to DCC may pick up an application from their counselor.

DISD Family Guide to Response to Intervention (RtI)

DISD schools are committed to helping all children succeed. Campuses have many ways to help children who are struggling to learn and need additional supports to be successful. Response to Intervention (RtI) is one form of support.

This guide reviews the basic components of any RtI process and includes questions you might ask to learn more about their RtI process. Also included are ways you can get involved in the process and what to do and where to go if you have questions or concerns.

What is RtI?

Response to Intervention is “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions.” (National Association of State Directors of Special Education, 2006).

What are the benefits of RtI?

RtI provides structure; it holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities are identified, supported and served early and effectively. An essential assumption of RtI is that all students can learn, and will, given the right opportunities.

What does RtI look like?

The Tiered Delivery Model is central to RtI. It is a model of support designed to improve the delivery of instruction to all students. It is more than a campus intervention team ... it is a problem-solving system which empowers educators to identify and provide intervention and support to students who are experiencing educational difficulties. Each level represents a grouping of students whose differing needs are met with more intensive (sometimes different) instructional approaches. Parents are involved in all Tiers of the RtI process.

- In **Tier 1**, the base or largest level, represents the majority of students, largely served by the core instructional program (general education classroom), which is monitored for effectiveness.
- In **Tier 2** represents a smaller grouping of students who may require additional help—*interventions*—in addition to (though not replacing) core instruction, to achieve the learning rate necessary to meet grade level expectations.
- In **Tier 3** represents a still smaller group who need even more assistance—*intensive* interventions—to achieve the same goals.

Who do I contact about how RtI works in my child’s school?

For more information about RtI at your child’s campus please contact the grade level assistant principal.

SPECIAL PROGRAMS

Dickinson High School offers a variety of specialized programs for students with individual needs. These programs include screening for special programs, dyslexia, English for Speakers of Other Languages (EL), 504/Americans with Disabilities Act (ADA) and federal programs mandated by the Individuals with Disabilities Act (IDEA). Each program includes specific guidelines for qualification.

ESL Program

Program Design

Dickinson ISD will promote a consistent district-wide educational program that focuses on meeting the individual needs of students through a challenging cognitive and linguistic curriculum. Classroom instruction will focus on transitioning student to the English language as quickly as possible. Education services support will focus on the content and delivery of an effective program.

Program Goals

The DISD Bilingual/ESL program will:

- Provide challenging instruction at an appropriate level of difficulty for each student;
- Promote bi-literacy with an ultimate goal that each student will become a confident learner in the English language curriculum;
- Ensure mastery of the Texas Essential Knowledge and Skills (TEKS);
- Ensure proficiency in the areas of:
 1. Listening;
 2. Speaking (including aligned vocabulary development);
 3. Reading
 4. Writing
- Encourage parental support and involvement;
- Help students understand and appreciate culture and heritage while accepting the importance of collaboration of different cultures,
- Foster self-esteem;
- Provide opportunities for social interaction in bilingual and monolingual English language settings;
- Transition student as quickly as possible from bilingual classes to English language instructional classes.

Dickinson High School ESL Program: (TEA definitions)

Content-Based (EL Sections)- The vast majority of the classes at DHS focus on the content area TEKS with ESL students acquiring English as they learn the TEKS. ESL students receive accommodations in all classes. Most classes are a mix of ELs and Non-ELs. ELL Cohort classes typically have more ESL students and may have a paraprofessional translator.

Pull-Out - ESOL I & II, EL Practical Writing, and EL Reading classes only have ESL students and are designed for rapid English language acquisition.

Gifted and Talented

At the high school, students' gifts and talents are served within our advanced academic courses (Pre-AP, AP, On Ramps or dual credit) or within the accelerated pathway at Collegiate High School beginning in grade 11. Courses in the Pre-AP or AP curriculum offer challenging learning experiences and maintain national standards set by the College Board. Students who meet specific criteria set by each college or university on an AP Exam receive credit for specific college courses. Dual Credit and On Ramps courses or acceleration through Collegiate High School offer students an opportunity to also earn transferrable college credits for their advanced coursework in high school in partnership with the University of Texas and College of the Mainland, respectively.

Students who are identified as gifted and talented must continue to receive services through high school, and must enroll in courses designated as Pre-AP, AP, On Ramps or dual credit. Students may also apply to attend Collegiate High School in grade 11. Any GT student who elects to not receive GT services through advanced coursework in grades 9-12 will be recommended for furlough or exit from the GT Program. Additional information about GT services can be found on the DISD website under Educational Services.

Section 504

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. The Rehabilitation Act of 1973 is a non-discrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and it applies to all programs and entities that receive federal funding. However, school districts do not receive federal money specifically for this Act. This Act was amended in 1990 to substitute "individual with disabilities" for "handicapped." Thus, Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. Specifically, § 504 of this act applies to students in public schools to ensure that students with disabilities have educational opportunities and benefits equal to students without disabilities. Section 504 states that: "No otherwise qualified individual with a disability in the United States, as defined in section 706(8) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...." [29 U.S.C. §794(a), 34 C.F.R. §104.4(a)]. Students needing testing accommodations for Collegeboard or ACT exams must make a request through the testing organization. See counselor for details.

Special Education

In accordance with federal and state laws, DISD provides special education to students who are evaluated with a full, individual evaluation (FIE) and determined by an Admissions, Review and Dismissal (ARD) committee to meet the Texas Education Agency (TEA) eligibility criteria as having a disability condition and to need specialized instruction to receive a free and appropriate education (FAPE) in the student's least restrictive environment (LRE).

Entry into special education:

There are three primary ways a student is determined eligible for special education

1. Child Find Process

- a. [ECI](#) transition (also known as Project Launch)
- b. Monthly [child find](#) screenings conducted by DISD Child Find Assessment Team

2. Campus RtI Referral Team

- a. A campus [RtI](#) may refer a student for a full, individual evaluation (FIE) which is conducted by a multi-disciplinary team led by either a speech language pathologist (SLP), an LSSP (licensed professional in school psychology) or an educational diagnostician. Upon completion of the FIE, the student's ARD committee will meet to review the evaluation, determine eligibility for services, and, if eligible, plan the student's individualized education plan (IEP).

3. Transfer from another district

- a. Students who are eligible for special education in another Texas district or from another state are entitled to immediate special education services upon enrollment in DISD. The parent should bring a copy of the most recent ARD or IEP paperwork to the campus ARDC facilitator. If the parent is able to provide sufficient information, or the facilitator is able to obtain enough information from the sending district, then the "verification of IEP" form is completed and DISD attempts to match services as closely as possible. Otherwise, a "transfer" (or temporary) ARD is held and services are implemented pending receipt of full records. Within 30 school days of the initial verification or transfer ARD, the student's ARD committee will meet to do a full ARD to finalize evaluation, goals, objectives, services and placement.

Students needing testing accommodations for Collegeboard or ACT exams must make a request through the testing organization. See counselor for details.

Special Education Courses

WAVE (Woven Academics and Vocational Education)

Students in the WAVE program will earn the academic credits required for state graduation, and they will focus on developing skills in the areas of socialization, employment, and daily living. Students will also learn how to use community resources to prepare them for successful independent and/or assisted adult living in our community.

TIDES (Teaching Independence, Developmental Experiences, and Skills)

TIDES is designed for students with significant intellectual disabilities which may or may not be accompanied by significant health needs. It is a self-contained, highly supported class where students receive their instruction, personal health and restroom assistance, and other self-care assistance.

DEAR (Dickinson Education, Acceleration, Recovery)

DEAR is designed for students who must meet credit graduation requirements where tailored instruction is provided to students. It is a self-contained environment taught by a special education teacher who is also a vocational adjustment coordinator. Students work on individualized plans designed to address any transcript deficiencies and are expected to be actively engaged in the vocational / work process.

RISE (Modified) (Restructured Individualized Special Education)

RISE instructional support focuses primarily on reading, writing and mathematics instruction while focusing on specific learning techniques for students who have below grade level academic skills in one or more core subjects. The ARD committee determines which RISE subjects the student should participate (math, English, science and/ or social studies).

ABCD (Adaptive Behavior Class in Dickinson)

ABCD is a self-contained class designed for students with intense behavioral needs who have not achieved success in the PASS setting. Student interaction is restricted from the rest of the school population during the initial phase of the program who progress on a highly structured acquisition system as the student demonstrates success. ABCD focuses on intense behavior remediation including (but not limited to) anger management strategies, social skills and coping strategies.

BLP (Behavior Learning Program)

BLP focuses on teaching/coaching students to behave appropriately in general education or resource classrooms with the help of a specially trained teacher(s) and paraprofessionals. BLP is a comprehensive, campus-based approach consistent with NCLB and IDEA, for positive behavior supports and student placement back into mainstream classrooms.

WAVE 18+ (Woven Academics and Vocational Education)

Students in the WAVE 18+ program will focus on individualized academic and community based instruction that will enable the student to reach their maximum level of independence in self-help and advocacy, accessing public services and transportation, and employability skills with the primary goal of competitive paid employment. Students will receive the majority of their instruction in a community setting.

STEM Academy

The Mission

The purpose of the STEM Academy is to increase student achievement by engaging students in innovative science, technology, engineering and math instruction.

The Vision

The STEM Academy will provide a continuous pathway of educational opportunities that create STEM-literate graduates ready to accept the challenges of advanced education beyond high school, meeting the needs of future workforce.

STEM Academy Program Design

The DISD STEM Academy is designed as a rigorous academic model for students in grades 5 – 12 who enjoy challenges and investigating the world around them. At Dickinson High School, STEM students will continue the pathway of Advanced Math and Science. In addition to earning a STEM endorsement in Math and Science, the students have the opportunity to pursue additional pathways outlined in the Dickinson High School Academic Handbook.



University Interscholastic League (UIL) Eligibility and Extracurricular Activity

The University Interscholastic League (UIL) uses the following guidelines at the beginning of each school year to determine participation in any school-sponsored activity. Credit requirement for eligibility during first six weeks:

- Grade 9: Students **must be promoted** to the 9th grade for UIL participation
- Grade 10: 5 accumulated credits
- Grade 11: 10 accumulated credits, or student must have earned at least 5 credits within the last 12 months
- Grade 12: 15 accumulated credits, or student must have earned at least 5 credits within the last 12 months

Students must maintain a minimum of 70 in every course at the beginning of each nine-week period to remain eligible for participation in UIL and extracurricular activities. If a student fails a course, he/she is ineligible for the following three-week period. Ineligibility becomes effective seven days after the end of the nine-week period. The student will regain eligibility for competition seven days after the three-week period if the student has passing grades of a 70 or above in all courses at that time. Dickinson High School publishes a UIL calendar showing all relevant dates for participation. **The UIL Calendar can be found on www.dickinsonisd.org under the Calendars tab.**

Students who participate in an advanced course (Advanced, AP, Dual Credit, or Honors) may apply for a waiver if they fail an advanced course with a 60 or higher for each UIL grading period. In order to apply for a waiver for UIL participation, this form needs to be filled out completely. The waiver is available from the coach/sponsor. The form will be turned in within the 7-day grace period to the UIL administrator. The following rules must be noted:

- An application is a request. The UIL administrator will **CONSIDER** the waiver; it is not a guaranteed waiver.
- Only PAP, Dual Credit, Honor, and AP classes are eligible for a waiver.
- On-level courses do not qualify for a waiver.
- The grade under consideration must be a **60** or higher.
- In order to be considered for a waiver, a student must be present 96% of the days in which school was in session during the grading period in which the waiver is requested. For example, if there are 30 days in the grading period, a student must be present 28.8 days. Consideration will be given to extenuating circumstances.

If a waiver is awarded for any nine weeks grading period (NW1, NW2, and NW3), the student must earn a passing grade of at least 70 by the three- week grade check immediately following the nine week grading period in ALL classes in order to maintain eligibility.

SECTION FIVE **COLLEGE PLANNING**

DICKINSON HIGH SCHOOL



On Time. On Task. On Mission. On Time. On Task. On Mission. On Time. On Task. On Mission. On Time. On Task. On Mission. On Time. On Task. On Mission.

College Planning Year by Year

Grade 8

SPRING

DONE	TASK
	Consult 8th grade counselor and teachers for appropriate high school course selections.
	Choose an endorsement for your graduation plan.
	Attend student/parent evening programs for high school/college planning.
	Learn about opportunities to earn college credit through an advanced placement course.

Grade 9 – Freshman Year

THROUGHOUT THE YEAR

DONE	TASK
	Maintain good grades.
	Begin researching your career choices and the educational requirements of each.
	Search for information from colleges with degree programs that interest you and plan your high school program of studies accordingly.
	Develop good study habits.
	Participate in a variety of extracurricular activities.
	Learn about opportunities to earn college or advanced placement credit (College Board Advanced Placement Testing).
	Attend a College Fair
	Meet with college representatives as they visit your school.
	Attend a military academy presentation in your regional area.
	Create your Résumé: list awards, extracurricular activities, work experience, and other pertinent information.
	Refer to <i>Helpful Internet Resources</i> for additional information.

SPRING

DONE	TASK
	Check your 1 st semester cumulative GPA
	Plan your high school program of studies with your parents.
	Choose your 10th grade year courses wisely!

Grade 10 – Sophomore Year

THROUGHOUT THE YEAR

DONE	TASK
	Continue taking appropriate courses.
	Maintain good grades.
	Continue to review career choices.
	Gather and review information about colleges.
	Investigate costs of various college programs.
	Meet with college representatives as they visit your school.
	Participate in community activities and add your hours served to your Résumé.
	Seek ways to develop your leadership skills.
	Update your Résumé: list awards, extracurricular activities, work experience
	Refer to <i>Helpful Internet Resources</i> for additional information.

SUMMER

DONE	TASK
	Check your 2 nd semester cumulative GPA
	Check credits to make sure you are on schedule for graduation requirements.
	Check to make sure your course choices meet college entrance requirements.

AUGUST/SEPTEMBER

DONE	TASK
	Study for the PSAT/NMSQT. Use Khan Academy official practice and study guide. Review additional materials at www.collegeboard.com .

OCTOBER/NOVEMBER

DONE	TASK
	Take the PSAT for practice for the SAT. On the test form, check the box which will put you on the mailing list for college information. *Students with disabilities—please contact your counselor at least 8 weeks prior to registration for any entrance exam to discuss any accommodations for testing based on ARD or 504 committee recommendations.
	Attend a College Fair
	Attend Financial Aid Night with parents.

DECEMBER/JANUARY

DONE	TASK
	Check your 3 rd semester cumulative GPA
	Study your PSAT/NMSQT score report and create a College Board account to get additional information about missed items for taking the SAT.
	Attend programs about Dual Credit options at your high school campus.

FEBRUARY/MARCH

DONE	TASK
	Plan a program of study for your junior year with your counselor. Learn about opportunities to earn college or advanced placement credit (College Board Advanced Placement Testing).
	Consider taking an SAT course to prepare for upcoming SATs.
	Choose courses that satisfy high school graduation and future college plans.
	Study your PSAT/NMSQT score report and create a College Board account to get additional information about missed items for taking the SAT.
	Attend District Financial Aid Night with your parents.
	Attend programs about Dual Credit options at your high school campus.
	Choose 11 th grade year courses wisely!

Grade 11 – Junior Year**THROUGHOUT THE YEAR**

DONE	TASK
	Look for volunteer opportunities.
	Request information about college application requirements, financial aid information, and specific information about your proposed major area of study.
	Check college websites for SAT, SAT Subject Tests or ACT requirements.
	Refer to <i>Helpful Internet Resources</i> for additional information.

SUMMER

DONE	TASK
	Check your 4th semester cumulative GPA
	Review high school coursework and activity plans. Remember, colleges are looking for the following: Challenging coursework, Strong GPA, Involvement in extracurricular activities

AUGUST/SEPTEMBER

DONE	TASK
	Put together a list of 10 colleges you are interested in. Add them to “Colleges Your Thinking About” in Naviance
	Talk to your parents and high school counselor about where you want to go to school.
	Study for the PSAT/NMSQT. Check out additional practice materials at www.collegeboard.com .

OCTOBER

DONE	TASK
	Take the PSAT/NMSQT. (Remember to take your calculator.) *Students with disabilities—please contact your counselor at least 8 weeks prior to registration for any entrance exam to discuss any accommodations for testing based on ARD or 504 committee recommendations.

NOVEMBER/DECEMBER

DONE	TASK
	Attend a College Fair.

JANUARY

DONE	TASK
	Check your 5 th semester cumulative GPA.
	Review your PSAT/NMSQT score report. Use the College Board website to interpret and understand your score.
	Plan to take the SAT, SAT Subject Tests, or ACT exams if necessary. Visit the College and Career Center to register.
	Visit the web sites of the 3-5 colleges that interest you most. Plan college visits.

FEBRUARY

DONE	TASK
	Register and study for the SAT and/or ACT exams.
	Register for AP tests as appropriate

MARCH/APRIL

DONE	TASK
	Plan a college visit during Spring Break.
	Begin investigating outside funding resources such as financial aid and scholarships.
	Check credits to make sure you are on schedule for graduation.
	Plan a program of study for your senior year with your counselor. Learn about opportunities to earn college or advanced placement credit (College Board Advanced Placement Testing).
	Choose courses that satisfy high school graduation and future college plans.
	Register for college entrance tests (SAT, ACT, SAT Subject Tests).

MAY

DONE	TASK
	Take both the SAT and ACT tests to determine which style of test is best for you. It is critical to take a college admissions test before your senior year for University applications.
	Take SAT Subject test if needed for college applications.
	Take any registered AP exams
	Consider scheduling college visits for summer months.

SUMMER

DONE	TASK
	Check your 6 th semester cumulative GPA.
	Obtain a summer job that might be related to your career interests.
	Save money, if possible, to help pay for college costs.
	Visit colleges you will apply to in the Fall of senior year
	Keep a record of the advantages and disadvantages of each college.
	Create a list of persons who you will ask to write a letter of recommendation for you.
	Identify if the colleges you will apply to in the Fall require an essay. Get started writing.
	Apply for a congressional nomination if wanting to attend a military academy.
	Update your Résumé: list awards, extracurricular activities, work experience, and other information

Grade 12 – Senior Year

THROUGHOUT THE YEAR

DONE	TASK
	Apply for scholarships posted in Naviance.
	Maintain good grades.
	Refer to <i>Helpful Internet Resources</i> for additional resources.

AUGUST/SEPTEMBER

DONE	TASK
	Meet with counselor for your graduation agreement meeting.
	Check college websites for application deadlines for admissions, housing, financial aid, and SAT or ACT score submissions.
	Register with NCAA Clearinghouse if planning to play college sports. www.eligibilitycenter.org
	Register for SAT, SAT Subject tests, or ACT if necessary. (Missing the first Fall test date may make sending scores by your college application deadlines not possible.)
	Narrow college choices to a few schools and begin their online applications. Your selection should include at least one that you feel will definitely accept you.
	If you are a candidate for early decision, complete your application in time to meet that deadline.
	Use the post-secondary check lists on the following pages to complete the process for your after high school plans.
	Choose an English teacher to review your college essay before submitting it.
	Review your Résumé one more time before using it in a college application or giving it to your recommenders.
	Talk with teachers and other individuals who know you well regarding recommendations.
	Continue preparation for SAT or ACT tests.
	Schedule college tours. Check the colleges calendar for open house or preview dates. Use your two college visit absences if needed.
	Meet with college representatives when they visit your high school.

OCTOBER

DONE	TASK
	FAFSA, TASFA and CSS Profile open October 1. Complete the appropriate application for your residency status and college choices. Ask your parents to begin gathering their financial information.
	Continue applying to colleges and submitting any additional documents to complete your applications. Teachers and counselors are asked to write numerous recommendations – always allow at least two weeks for them to complete recommendations.
	Request initial transcripts in Naviance and arrange for recommendations to be sent to colleges. Provide a stamped, self-addressed envelope, if needed.
	Meet application deadlines for early decision or early action (as early as November 1). Early applications can lead to more scholarship and housing options.
	Take/retake the SAT or ACT, if necessary.
	Find out the SAT Subject Tests requirements of your college choices. If required, register to take SAT subject tests on a date when you will NOT be taking the SAT. You are not permitted to take the SAT and SAT Subject Tests on the same date.

NOVEMBER

DONE	TASK
	Continue to study hard because your first semester senior year grades are very important. Some colleges request a copy of your 1st semester senior grades for admission consideration.
	Continue to complete college applications for admissions. Follow up on letters of recommendation.
	Request transcripts on Naviance as needed.
	Take/retake ACT, SAT or SAT Subject Tests if necessary.
	All recommendations that have deadlines through January 15 must be requested from the counselor by December 1.

DECEMBER

DONE	TASK
	Look back over your post-secondary checklist to be sure you have completed each step in the college admissions process.
	Most application(s) should be completed before January 1st.
	Request that SAT or ACT scores be sent to all colleges to which you have applied. If you did not list them when you registered for the tests, send them from your College Board or ACT account.

JANUARY

DONE	TASK
	Begin verifying your financial aid with your college.
	Email or upload any supplemental financial forms required by the colleges of your choice.
	Research scholarships and loans.
	Check with your guidance counselor to make sure that any mid-year reports are completed and returned to colleges which request them.

FEBRUARY

DONE	TASK
	Keep your grades up, remember that you will be accepted to college “Pending the successful completion of your 12th grade course work.”
	Check deadline dates for financial aid/scholarship grants

MARCH

DONE	TASK
	Register for AP tests as appropriate.

APRIL

DONE	TASK
	Look for college acceptance notices. They may come to your email or posted to your colleges portal.
	Carefully choose your college, verify your acceptance of their admissions. College should be notified before May 1.
	Notify College Career Center of your final college choice and whether you have been awarded any scholarships (academic, athletic, artistic, dramatic, or musical— NOT LOANS.)
	Decline acceptances to colleges you will not be attending (also before May 1).
	If you are wait-listed and wish to be kept in consideration, be sure to advise the college.
	If all colleges send rejections, don't panic! There are several alternatives. See your counselor immediately to explore other possibilities.
	Finalize plans for housing, financial aid, and/or scholarships.
	Make any deposit required by the institution you plan to attend. May 1st is the generally accepted nationwide deadline for deposits for Fall term. Be sure to check with your college for their exact requirements.

MAY

DONE	TASK
	Make your final choice of college or university, if you have not already done so. Decision Day- May 1
	Complete all details concerning registering for college classes.
	Complete SENIOR EXIT SURVEY on Naviance indicating colleges applied to, scholarships and grants awarded, and where you want your final transcript to be sent.
	Take AP test(s) as previously decided.

JUNE

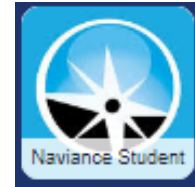
DONE	TASK
	Attend graduation ceremonies and celebrate. HAVE A HAPPY GRADUATION!
	When you receive your Advanced Placement Test grades, if you have not already requested that the scores be sent to the college that you will be attending, request the College Entrance Examination Board to do so.
	Participate in the orientation program of the college you will attend. This may have occurred in the spring, during the summer or just prior to the fall term.
	Consider taking College Level Examination Program (CLEP) exams when you get to college.

University, Community College, Trade School Checklist


Decide

- University- (Bachelor's degree)
 - In Texas or out of state?
 - Which universities offer my degree?
- Community College (Associate's degree or basics to transfer)
 - Local? Out of town?
 - What am I looking for?
 - work force training, certification, licensure, or an associate degree
- Technical or Trade School (Associate's degree, certificate, or license)
 - In Texas or out of state?
 - Which school offers training in my career area?

Check the university, community college, or trade school website for important information such as admission requirements and application deadlines. You can also use Naviance.



Apply

- University, Community College, and Trade Schools
 - Complete the institution's application.
 - All public colleges and universities in Texas utilize the same application at www.applytexas.org.
 - Some private colleges and universities utilize www.commonapp.org or www.mycoalition.org
- 
- The image shows the Common App logo on the left, followed by a navigation bar with the words "EXPLORE", "PLAN", "APPLY", "Counselor Resources", "Become a Member", "Log in", and "Create an Account".
- Go to the institution's website. They will have a link to their application.
 - An application is not complete and will not be considered until the college receives all parts: application, essays, testing, official transcript(s), recommendation letters, vaccination records, fee payment, etc.
 - If you qualify for free or reduced lunch, you can get a fee waiver from D101.
- Does the application require a Counselor Recommendation Letter? **If No-skip to the next item.**
 - Communicate with assigned counselor through email to request a recommendation
 - Complete your Brag Sheet and Résumé on Naviance. Submit your typed résumé in person or through email to your counselor if not in Naviance.
 - Turn in to counselor at least 2 weeks prior to recommendation due date.
 - Request an initial transcript on Naviance. You will need to have your transcript sent directly to the university. You will also need to request your final transcript to be sent at the end of the year.
 - If you took Dual Credit courses, you need a transcript sent from the college too (i.e. College of the Mainland).
 - If you are applying to colleges in the state of Texas, you must submit a shot record.
 - The shot record must include meningitis shot within the last 5 years. Get this done now.

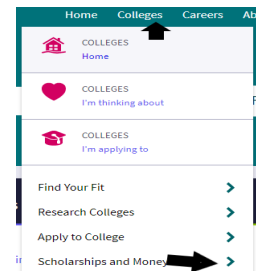


Entrance and Placement Tests

- University
 - Take the SAT and/ or ACT
 - SAT- register at www.sat.org
 - ACT- register at www.act.org
 - Make sure you designate where you want your scores sent during registration. After the test it will cost \$12 per school to have your scores sent.
 - Although Community colleges do not require an SAT or ACT score, some scholarships do require that information.
- University and Community College
 - Take the TSI 2 Assessment if not exempt based on SAT or ACT
 - TSI 2 used to determine if you need to take a remedial Math or English classes.
 - The test is offered at Universities and community colleges.
 - Check College of the Mainland website for testing information: www.com.edu/testing-center
- Technical or Trade School
 - If getting an associate's degree, Take the TSI 2 Assessment if not exempt based on SAT or ACT
 - See TSI 2 assessment information above

Scholarships

- Complete scholarship applications (check Naviance).
- Check the college's website for scholarships.
- Complete DHS Local Scholarship Application for seniors (available November senior year).



Financial Aid

- Start the FAFSA or TASFA- available **October 1st** senior year
- Go to www.fafsa.gov or pick up a TASFA application in D101
- For FAFSA, create an FSA ID for you and parent (username and password you use on federal student aid website)
- Get help filling out FAFSA or TASFA in College and Career Center (D101)
 - Priority Deadline – varies depending on which college student will attend
 - Check colleges for specific deadline
 - Check your Student Aid Report for the FAFSA to see if you were selected for verification
 - Follow up with each college to submit additional documents for financial aid.



Athletes

- Do you plan to participate in a sport in college? **If No- Skip**
 - Register with the National Collegiate Athletic Association Clearinghouse at www.eligibilitycenter.org

List of local Universities

University	Website	Tuition & Fees per Year *	Cost to Attend per Year **
Baylor University	www.baylor.edu	\$49,446	\$67,736
Prairie View A & M University	www.pvamu.edu	\$10,786	\$25,489
Rice University	www.rice.edu	\$51,107	\$69,557
Sam Houston State University	www.shsu.edu	\$10,482	\$25,390
Stephen F. Austin University	www.sfasu.edu	\$10,600	\$25,228
Texas A&M University	www.tamu.edu	\$12,744	\$31,428
Texas A&M University-Galveston	www.tamug.edu	\$12,128	\$32,582
Texas State University	www.txstate.edu	\$11,938	\$29,502
University of Houston	www.uh.edu	\$11,276	\$25,588
University of Houston-Clear Lake	www.uhcl.edu	\$7,961	\$28,599
University of Texas	www.utexas.edu	\$13,260	\$28,062

List of local community colleges

Community College	Website	Cost per 15 credit hours
Alvin Community College	www.alvincollege.edu	\$2,455 – out of district
College of the Mainland	www.com.edu	\$1,773 – in district
Galveston College	www.gc.edu	\$1,380 – out of district
San Jacinto Community College	www.sanjac.edu	\$2,025 – out of district

* Includes Tuition and Fees only according to the Minnie Piper Stevens Compendium of Texas Colleges and Financial Aid Calendar.

**The estimated cost to attend per year includes tuition, fees, housing, food and living expenses.

List of area schools with technical and trade programs

Technical/ Trade School	Website
Alvin Community College*	www.alvincollege.edu
College of the Mainland*	www.com.edu
Galveston College*	www.gc.edu
Houston Community College	www.hccs.edu
MediaTech Institute	www.mediatech.edu
Remington College	www.remingtoncollege.edu
San Jacinto College*	www.sanjac.edu
Texas State Technical College	www.tstc.edu
The Art Institute	www.artinstitutes.edu
Universal Technical Institute	www.uti.edu
Vet Tech Institute	www.houston.vettechinstitute.edu

*Community colleges also offer technical and trade certifications.

These websites have information for additional colleges in Texas:

Minnie Stevens Piper Compendium

www.collegeforalltexas.com



Military Checklist



- Investigate the different branches and what they have to offer.
- Decide which branch of the military you are interested in.
- Talk to a recruiter from the branch. Get contact information in D101.
- Ask about careers and training available through that branch.
- Take the ASVAB test.
 - The ASVAB test may be scheduled through the recruiter.
 - On campus ASVAB offered by registration (check DISD email)

Financial Aid and Scholarships

- Armed Services provide financial aid benefits for soldiers that want to pursue a college education.

Military Branch	Website
Air Force	www.airforce.com
Army	www.goarmy.com
Army National Guard	www.nationalguard.com
Coast Guard	www.gocoastguard.com
Marines	www.marines.com
Navy	www.navy.com

Military academies are universities and have a rigorous, multi-step application process that takes several months and may require a congressional nomination.

Military Academy	Website
United States Air Force Academy	www.usafa.af.mil
United States Coast Guard Academy	www.cga.edu
United States Merchant Marine Academy	www.usmma.edu
United States Military Academy at West Point (Army)	www.usma.edu
United States Naval Academy	www.usna.edu



What are the differences?

Air Force: The Air Force defends the United States through control and exploration of air and space. The Air Force flies and maintains aircraft, such as long-range bombers, supersonic fighters, Airborne Warning and Control System (AWACS) aircraft and many others to protect the interests of America and American allies.

Army: The Army's mission is to protect the security of the United States and its vital resources. The Army is constantly ready to defend American interests and the interests of our allies through land-based operations anywhere in the world.

Army National Guard: The federal mission of the Army National Guard is to be prepared to be called to active duty as a reserve of the Army.

Coast Guard: The Coast Guard mission is to protect America's coastlines and inland waterways by enforcing customs and fishing laws, combating drug smuggling, conducting search and rescue missions, maintaining light houses and promoting boat safety.

Marines: The Marine Corps has grown to become one of the most elite fighting forces in the world. Approximately 174,000 officers and enlisted Marines fly planes and helicopters, operate radar equipment, drive armored vehicles, and gather intelligence along with hundreds of other jobs.

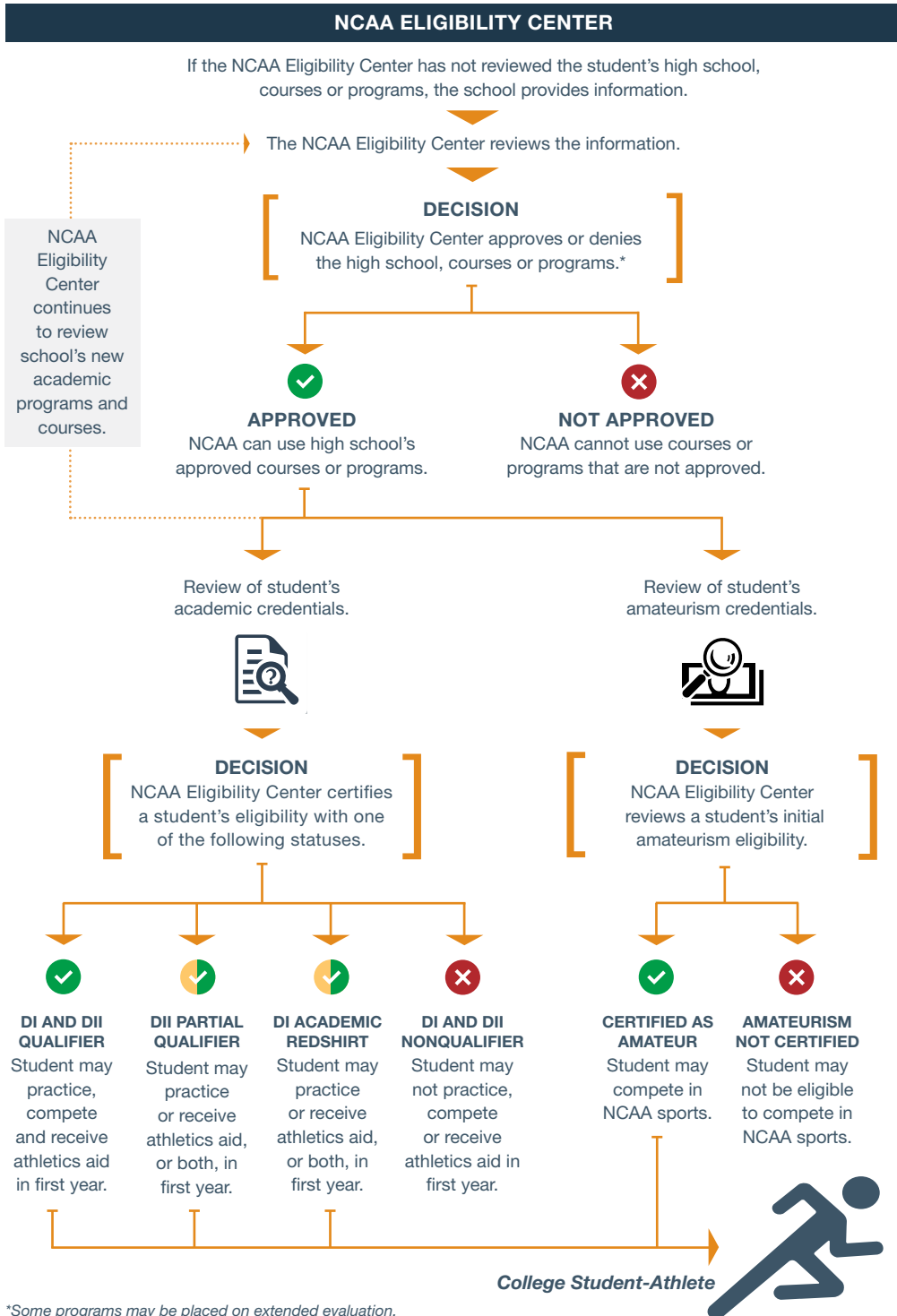
Merchant Marines: Merchant mariners move cargo and passengers between nations and within the United States, operate and maintain deep-sea [merchant ships](#) and other waterborne craft on the oceans, the [Great Lakes](#), [rivers](#), [canals](#), [harbors](#), and other waterways. In time of war, the Merchant Marine is capable of being an auxiliary to the [Navy](#), and can be called upon to deliver troops and supplies for the military.

Navy: Navy plays an important role in helping to maintain the freedom of the United States. The Navy defends the right to travel and trade freely on the world's oceans and protects our country and national interests overseas during times of international conflict.

NCAA INITIAL-ELIGIBILITY PROCESS

This chart presents a general overview to help you, students and parents to better understand the components of the initial-eligibility process. Please see detailed information throughout the rest of the guide to supplement this overview.

NCAA institution recruits students by placing him/her on their institutional request list, which begins a request for certification from the NCAA Eligibility Center.



GRADE 9

- Student asks counselor for a list of high school's core courses to ensure he or she takes the right classes.

GRADE 10

- Student registers with the NCAA Eligibility Center at eligibilitycenter.org.
- At the end of the year, counselor provides student's official transcript to the NCAA Eligibility Center.

GRADE 11

- Students checks with counselor to make sure he or she will graduate on time with all required NCAA core courses.
- Student takes the ACT or SAT, submitting his or her scores to the NCAA using code **9999**.
- At the end of the year, counselor provides student's official transcript to the NCAA Eligibility Center.

GRADE 12

- Student finishes last NCAA core courses.
- Student takes the ACT or SAT again, if necessary, submitting his or her scores to the NCAA using code **9999**.
- After April 1, student requests final amateurism certification decision from the NCAA Eligibility Center.
- After graduation, counselor provides student's final official transcript with proof of graduation to the NCAA Eligibility Center.

ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at eligibilitycenter.org. If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at eligibilitycenter.org.

ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

CORE COURSES

Only courses that appear on your high school's list of NCAA core courses will count toward the 16 core-course requirement; visit eligibilitycenter.org/courselist for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p>ENGLISH</p> </div> <p>4 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p>MATH (Algebra I or higher)</p> </div> <p>3 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p>NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)</p> </div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p>ADDITIONAL (English, math or natural/physical science)</p> </div> <p>1 year</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p>SOCIAL SCIENCE</p> </div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p>ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)</p> </div> <p>4 years</p>
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DIVISION II

<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p>ENGLISH</p> </div> <p>3 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p>MATH (Algebra I or higher)</p> </div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p>NATURAL/ PHYSICAL SCIENCE (Including one year of lab, if offered)</p> </div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p>ADDITIONAL (English, math or natural/physical science)</p> </div> <p>3 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p>SOCIAL SCIENCE</p> </div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p>ADDITIONAL COURSES (Any area listed to the left, foreign language or comparative religion/philosophy)</p> </div> <p>4 years</p>
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GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average based only on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about test scores at ncaa.org/test-scores.

TEST SCORES

You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code 9999 to send your scores directly to us from the testing agency. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript. If you take either test more than once, the best subscore from different tests are used to give you the best possible score.



HIGH SCHOOL TIMELINE

9TH GRADE



- *Start planning now!* Take the right courses and earn the best grades possible.

- Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist.
- Sign up for a free Profile Page at eligibilitycenter.org for information on NCAA requirements.

10TH GRADE

REGISTER



- If you fall behind academically, ask your counselor for help finding approved courses you can take.

- Register for a Profile Page or Certification Account with the NCAA Eligibility Center at eligibilitycenter.org.
- Monitor your Eligibility Center account for next steps.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

11TH GRADE



- Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses and graduate on time with your class.

- Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999.
- Ensure your sports participation information is correct in your Eligibility Center account.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

12TH GRADE



- Complete your final NCAA-approved core courses as you prepare for graduation.

- Take the ACT or SAT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999.
- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your NCAA Eligibility Center account at eligibilitycenter.org.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation to your NCAA Eligibility Center account.
- *Reminder:* Only students on an NCAA Division I or II school's institutional request list will receive a certification.

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

9TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

10TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

11TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

12TH GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

4 CORE COURSES

For more information: ncaa.org/playcollegesports | eligibilitycenter.org

Search Frequently Asked Questions: ncaa.org/studentfaq

Follow us: @NCAAEC

@playcollegesports

³³²@ncaaec

Test Scores

If a student plans to attend an NCAA Division I college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division I requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** to send their scores directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts **CANNOT** be used in an academic certification.

DIVISION I FULL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
3.550	400	37
3.525	410	38
3.500	430	39
3.475	440	40
3.450	460	41
3.425	470	41
3.400	490	42
3.375	500	42
3.350	520	43
3.325	530	44
3.300	550	44
3.275	560	45
3.250	580	46
3.225	590	46
3.200	600	47
3.175	620	47
3.150	630	48
3.125	650	49
3.100	660	49
3.075	680	50
3.050	690	50
3.025	710	51
3.000	720	52
2.975	730	52
2.950	740	53
2.925	750	53
2.900	750	54
2.875	760	55
2.850	770	56
2.825	780	56
2.800	790	57
2.775	800	58

DIVISION I FULL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
2.750	810	59
2.725	820	60
2.700	830	61
2.675	840	61
2.650	850	62
2.625	860	63
2.600	860	64
2.575	870	65
2.550	880	66
2.525	890	67
2.500	900	68
2.475	910	69
2.450	920	70
2.425	930	70
2.400	940	71
2.375	950	72
2.350	960	73
2.325	970	74
2.300	980	75
2.299	990	76
2.275	990	76
2.250	1000	77
2.225	1010	78
2.200	1020	79
2.175	1030	80
2.150	1040	81
2.125	1050	82
2.100	1060	83
2.075	1070	84
2.050	1080	85
2.025	1090	86
2.000	1100	86

ACADEMIC REDSHIRT

*Final concordance research between the new SAT and ACT is ongoing.

DIVISION II FULL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
3.300 & above	400	37
3.275	410	38
3.250	430	39
3.225	440	40
3.200	460	41
3.175	470	41
3.150	490	42
3.125	500	42
3.100	520	43
3.075	530	44
3.050	550	44
3.025	560	45
3.000	580	46
2.975	590	46
2.950	600	47
2.925	620	47
2.900	630	48
2.875	650	49
2.850	660	49
2.825	680	50
2.800	690	50
2.775	710	51
2.750	720	52
2.725	730	52
2.700	740	53
2.675	750	53
2.650	750	54
2.625	760	55
2.600	770	56
2.575	780	56
2.550	790	57
2.525	800	58
2.500	810	59
2.475	820	60
2.450	830	61
2.425	840	61
2.400	850	62
2.375	860	63
2.350	860	64
2.325	870	65
2.300	880	66
2.275	890	67
2.250	900	68
2.225	910	69
2.200	920	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE		
Core GPA	SAT*	ACT Sum*
3.050 & above	400	37
3.025	410	38
3.000	430	39
2.975	440	40
2.950	460	41
2.925	470	41
2.900	490	42
2.875	500	42
2.850	520	43
2.825	530	44
2.800	550	44
2.775	560	45
2.750	580	46
2.725	590	46
2.700	600	47
2.675	620	47
2.650	630	48
2.625	650	49
2.600	660	49
2.575	680	50
2.525	710	51
2.500	720	52
2.475	730	52
2.450	740	53
2.425	750	53
2.400	750	54
2.375	760	55
2.350	770	56
2.325	780	56
2.300	790	57
2.275	800	58
2.250	810	59
2.225	820	60
2.200	830	61
2.175	840	61
2.150	850	62
2.125	860	63
2.100	860	64
2.075	870	65
2.050	880	66
2.025	890	67
2.000	900	68 & above

Test Scores

If a student plans to attend an NCAA Division II college or university in the 2019-20 or 2020-21 academic years, use the following charts to understand the core-course GPA he or she will need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding critical reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

*Final concordance research between the new SAT and ACT is ongoing.

Helpful Internet Resources

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
ACT On-line Registration	X															X
ACT Sample Question/Test	X															
ACT National Test Date	X															
AP Exam Information, Practice, and Test Dates				X										X		
Career Search				X					X						X	X
College Admission Requirements					X				X					X		
College Applications			X													X
College Planning	X	X		X	X				X		X			X		X
College Search	X			X			X		X				X	X		X
Cost of Education									X				X	X		
CSS Financial Aid Profile				X									X			
Degrees Offered									X				X			
FAFSA Help						X		X								
Financial Aid		X			X	X	X	X			X	X	X			X
NCAA Guidelines and Information										X						
SAT Registration				X												X
SAT Sample Question/Test				X										X		
SAT National Test Dates				X												
SAT (Sending Test Scores)				X												
Scholarships							X		X			X				X
Scholarships for Undocumented Students												X				
TSI				X									X			X

1	American College Testing	www.act.org
2	Adventures in Education	www.aie.org
3	College Applications	www.applytexas.org ; www.commonapp.org ; www.coalitionforcollegeaccess.org
4	College Board	www.collegeboard.com
5	College For All Texans	www.collegeforalltexans.com
6	DHS College and Center	Scan the QR Code →
7	FAFSA	www.fafsa.gov
8	FASTWEB	www.fastweb.com
9	Financial Aid	www.finaid.org
10	NAVIANCE	www.student.naviance.com/dickinsonhs
11	NCAA	www.ncaa.org ; www.eligibilitycenter.org
12	Sallie Mae	www.salliemae.com
13	Scholarships for Undocumented Students	www.theanheloproject.org ; www.goldendoorscholars.org ; www.thedream.us
14	Texas Higher Education Coordinator Board	www.thecb.state.tx.us
15	Khan Academy	www.khanacademy.org
16	O*Net	www.onetonline.org



SCAN ME



Dickinson High School Alma Mater

It's all for Dickinson's honor
And for Dickinson's fame
For our dear old high school
We'll fight to win this game
And when the day is done
We'll still go marching onward
For the blue and white
We'll ever be loyal to our
Gator Team
Fight-Fight

Gator Fight Song

Lyrics by John Anthony Carona

Fight, fight Gators
Fight'em through
We're all in back of you
We're here again
To win again
So fight, until the end
Loyal and true, we'll ever be
To dear old DHS
We're here again
To win a again for
Dickinson's blue and white

AMENDMENT 2018-04 TO INTERLOCAL GOVERNMENTAL AGREEMENT
FOR SCHOOL LIAISON OFFICER PROGRAM

This agreement amends the now-existing Interlocal Governmental Agreement between the County of Galveston, Texas and Dickinson Independent School District (“DISD”), providing law enforcement services for DISD. The attached FY 2021 Base Compensation Schedule (Exhibit B Supplement) is adopted for the period of October 1, 2020 through September 30, 2021, pursuant to the “Consideration” section of the existing Interlocal Governmental Agreement for School Liaison Officer Program.

County of Galveston by:

Mark Henry, County Judge

Date of Execution _____

Attest:

Dwight Sullivan, County Clerk

Henry Trochesset, Galveston County Sheriff

Date of Execution: _____

Dickinson ISD by:

David Swartz, President
Dickinson ISD Board of Trustees

Date of Execution: _____

Attest:

Veanna Veasey, Board Secretary

Carla Voelkel, Superintendent

Date of Execution: _____

Exhibit B – FY 2021 Compensation Schedule

Galveston County has adopted a Career Path program for law enforcement. Compensation for each Officer will be calculated according to his or her individual classification as follows.

Current Career Ladder Pay Rates		
Position	Classification	FY 2021 Annual Rates
Deputy Sheriff I	514	\$ 45,569.86
Deputy Sheriff I - Corrections	514	\$ 45,569.86
Deputy Sheriff I - School Liaison Officer	514	\$ 45,569.86
Deputy Sheriff II	516	\$ 50,654.62
Deputy Sheriff II - Corrections	516	\$ 50,654.62
Deputy Sheriff II - School Liaison Officer	516	\$ 50,654.62
Deputy Sheriff III	518	\$ 55,390.44
Deputy Sheriff III - Corrections	518	\$ 55,390.44
Deputy Sheriff III - School Liaison Officer	518	\$ 55,390.44
Deputy Sheriff IV	519	\$ 58,159.96
Deputy Sheriff IV - Corrections	519	\$ 58,159.96
Deputy Sheriff IV - School Liaison Officer	519	\$ 58,159.96
Deputy Sheriff V	520	\$ 63,260.68
Deputy Sheriff V - Corrections	520	\$ 63,260.68
Deputy Sheriff V - School Liaison Officer	520	\$ 63,260.68
Sergeant Sheriff I	523	\$ 71,573.63
Sergeant Sheriff I - Corrections	523	\$ 71,573.63
Sergeant Sheriff I - School Liaison Officer	523	\$ 71,573.63
Sergeant Sheriff II	524	\$ 75,197.06
Sergeant Sheriff II - Corrections	524	\$ 75,197.06
Sergeant Sheriff II - School Liaison Officer	524	\$ 75,197.06
Lieutenant Sheriff	526	\$ 81,836.91
Lieutenant Sheriff - CID	526	\$ 81,836.91
Lieutenant Sheriff - Communications	526	\$ 81,836.91
Lieutenant Sheriff - Corrections	526	\$ 81,836.91
Lieutenant Sheriff - Mental Health	526	\$ 81,836.91
Lieutenant Sheriff - Patrol	526	\$ 81,836.91
Lieutenant Sheriff - PS	526	\$ 81,836.91
Lieutenant Sheriff - School Liaison Officer	526	\$ 81,836.91
Captain Sheriff	528	\$ 90,225.20
Captain Sheriff - CID	528	\$ 90,225.20
Captain Sheriff - Corrections	528	\$ 90,225.20
Captain Sheriff - ID	528	\$ 90,225.20
Captain Sheriff - Patrol	528	\$ 90,225.20
Captain Sheriff - School Liaison Officer	528	\$ 90,225.20
Captain Sheriff - Warrants	528	\$ 90,225.20

Hourly rate for each Officer is calculated by dividing each Officer's individual salary by 2080.

Total Hourly Rate for each Officer is calculated as follows:

(Hourly Rate) x (1.22445 [variable benefits]) + \$3.72 [fixed benefits] = Total Hourly Rate

Current monthly certification pay rates are:

Intermediate	Advanced	Master
\$50.00	\$100.00	\$150.00

Current longevity pay is \$10.00

In addition, the following fees and charges will be billed per Officer per contract year.

Uniforms	Training	Cellular	Gun Qualification	Radio
\$ 440.00	\$ 400.00	\$936.00	\$40.00	\$90.00

The cumulative amount for all officers will be prorated and billed monthly.

Grandfathering: Notwithstanding the above, Hourly Rates for Officers assigned to a District under the version of this contract that was in effect on August 8, 2018 will not be reduced as a result of the adoption of the Career Path under this version of the contract. Such Officers will continue to work at the same Hourly Rate they received on August 8, 2018 until such time as they qualify for a higher Hourly Rate under the Career Path.

A one percent (1%) administrative fee will be added to each month's total invoice.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: December 7, 2020

Item Title: Approval of Agenda Items A

Agenda Item: Carla Voelkel

Background Information:

Agenda Items:

A. Consent Agenda Items

Recommendation:

The Superintendent recommends approval of Agenda Items A.

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: December 7, 2020

Item Title: Consent Agenda Items

Agenda Item: Carla Voelkel, Superintendent

Background Information:

The following items have been approved by review of the Board:

- Budget Amendments/Adjustments for November 5, 12, 19 and December 3, 2020
- Donations to DHS-Shell Hero Foundation, Coca-Cola Southwest
- Campus Fundraising Request-MJHS Dance
- Donation to MJHS-Thomas Stonum (MJHS Band), HEB (MJHS)
- November 2, 2020 Minutes
- Rebuild Texas Agreement Amendment
- Campus Fundraising Request-BMS, DHS ESports
- Approval of Proposals Received RFP 20-10-1094 Contracted Services Vendors
- Approval of Proposals Received RFP 20-10-1088 GPS Kits for Athletics and RFP 20-10-1090 Database to Create Custom Workouts for Athletes
- November 16, 2020 Minutes
- Approval of Proposals Received RFP 20-10-1094 Contracted Services Vendors
- Campus Fundraising Request-DHS ESports/Gaming, DHS TAFE
- Donation to DHS Welding-North Shore Steel
- Campus Fundraising Request-HRES

Recommendation:

The Superintendent recommends the Board's ratification of the above consent items.

Action Item: **Yes** **No**

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: December 7, 2020

Item Title: Special Correspondence

Agenda Item: Carla Voelkel

Background Information

Correspondence from Dickinson ISD employees and the community are acknowledged.

Recommendation

Information only.

Action Item: _____ **Yes** X **No**

Dear Carla, Staff, & School Board:
Thank you so much for your
aid and support in the Special
Edition of the Daily News. It has
been an honor and a pleasure
working alongside DISD these past
15 years. I am looking forward
to partnering on future projects
that will benefit the kids in our
community. With heartfelt gratitude,
Julie
Julie Masters

Thank you so
much for your
kindness. The
plant is lovely
& your thoughtfulness
is appreciated.

Sincerely,

The Brown Family,
Waykk Family,
& Nichols Family

Your kind expression
of sympathy
is deeply appreciated and
gratefully acknowledged
by the family of

Linda
Nichols