

Regular Action Meeting
Monday, June 7, 2021 6:30 PM

Education Support Center
2218 FM 517
Dickinson, TX 77539

Agenda

1. Roll Call, Establish Quorum, Welcome Visitors
2. Pledge of Allegiance to the American and Texas Flags
3. Public Comment: Agenda Items
4. Open Forum: Non agenda Items
5. Special Recognitions
 - A. DHS Softball
 - B. DHS Baseball
 - C. Girls Track
 - D. Dickinson Management District No. 1 Opening Doors Promise Scholarship Program
 - E. Big Impact Award
6. Closed Executive Session
 - A. Section 551.074 — Resignations, Retirements, New Hires
 - B. Section 551.074 — Consider Appointment of Director of Fine Arts
 - C. Section 551.074 — Consider Appointment of McAdams Junior High School Principal
 - D. Section 551.074 — Consider Appointment of Dickinson High School Dean of Instruction
 - E. Section 551.074 — Consider Appointment of Assistant Principal at Alternative Education Campuses
 - F. Section 551.074 — Consider Appointment of Assistant Principal at Lobit Middle School
7. Action on Closed Executive Session Items
 - A. Consider Approval of Resignations, Retirements, New Hires
 - B. Consider Appointment of Director of Fine Arts
 - C. Consider Appointment of McAdams Junior High School Principal
 - D. Consider Appointment of Dickinson High School Dean of Instruction
 - E. Consider Appointment of Assistant Principal at Alternative Education Campuses
 - F. Consider Appointment of Assistant Principal of Lobit Middle School
8. Junior High #3 Update
9. Written Reports
 - A. Tax Report for April 2020 and Year to Date
 - B. Human Capital Assessment & Retention Report
 - C. Spring Professional Development Report & Summer Professional Development Plan
 - D. Educational Services, Special Programs & CTE Content Area Updates
 - E. Reading Report (MAP) EOY Results and STAAR 2021 Data
 - F. Update on School Health Advisory Council Committee (SHAC)
 - G. Athletic Report
 - H. Fine Arts/Performing Arts Report
10. Strategic Plan Part II

11. DIP Summative Review
12. Budget Discussion
13. Revision to 2021-2022 Academic Calendar (School Times)
14. Depository Contract Extension Resolution
15. Action Items
 - A. Consent Agenda Items
 - Budget Amendments/Adjustments for May 6, 12, 20, 27, and June 3, 2021
 - Approval of Proposals Received RFP20-10-1091 Contracted Services
 - Donation to MJHS-Mireya Nieto
 - Campus Fundraising Request-DHS Athletics
 - May 3, 2021 Minutes
 - May 10, 2021 Minutes
 - Approval of Proposals Received RFP20-10-1091 Contracted Services
 - Campus Fundraising Request-MJHS Cheer
 - Approval of Proposals Received RFP20-05-1095 through RFP20-05-1109, RFP20-05-1111 through RFP20-05-1116, RFP20-05-1118, RFP20-05-1131 Operations and Facilities
16. Special Correspondence
17. Adjournment

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

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

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 ITEM**

Meeting Date: June 7, 2021
Item Title: DHS Softball All-District
Agenda Item: Tammy Dowdy

Background Information:

The Dickinson High School Softball Team had several players receive individual All-District honors. They included:

Kayden Henry	First Team All-District Outfield
Emily Garcia	Second Team All-District Shortstop
Alyssa Littles	Second Team All-District Designated Player
Kadence Williams	Honorable Mention All-District
Yasmyn Stewart	Honorable Mention All-District
Nataley Hernandez	Academic All-District

The team is led by Head Coach **Timi Radicioni**, Assistant Varsity Coach **Layne Neumann** and Volunteer Coach **Lauren Lyles**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: June 7, 2021
Item Title: DHS Baseball All-District
Agenda Item: Tammy Dowdy

Background Information:

The Dickinson High School Baseball Team had several players receive individual All-District honors. They included:

Edwin Lue	First Team All-District Pitcher
Lino Nunez	First Team All-District Catcher
Miguel Ortiz	First Team All-District Second Base
Johnny Garcia	Second Team All-District Pitcher
Luke Martin	Second Team All-District Outfield
Daniel Bell	Honorable Mention All-District First Base
Graham Ledbetter	Honorable Mention All-District – DH
Korey Cooper	Honorable Mention All-District - Utility

The varsity team is led by Head Coach **Bo Davis**, Assistant Varsity Coaches **Mike Schwager** and **Kenneth Allison**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: June 7, 2021

Item Title: DHS Track State Meet

Agenda Item: Tammy Dowdy

Background Information:

Dickinson High School senior **Destiny Smith** was recently named the VYPE Houston Area Female Track and Field Athlete of the Year. Destiny represented DHS in the UIL State Track and Field competition and her performances resulted in both top state and national rankings.

In the 300 meter hurdles, she ranked third in state and sixth in the nation. In the 100 meter hurdles, she ranked second in the state and fourth in the nation.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: June 7, 2021

Item Title: Dickinson Management District No. 1

Agenda Item: Tammy Dowdy

Background Information:

The City of Dickinson recently joined the Opening Doors Promise Scholarship program at College of the Mainland thanks to a \$301,576 donation from the Dickinson Management District No. 1. Through this scholarship, every qualifying City of Dickinson student will be able to attend COM full time with all tuition and fees covered starting in fall 2021. The Opening Doors Promise Scholarship program is part of COM's ongoing effort to expand access to affordable, high-quality education throughout the college's neighboring communities.

The program will provide a "last-dollar scholarship" for Class of 2021 high school students residing in Dickinson by offering funding to fill the gap for the remaining tuition and fees after grants or scholarships have been applied. With the scholarship, students can earn an associate degree or complete a workforce training certificate program with no tuition or fees in fall 2021.

We would thank representatives from the City of Dickinson and the Dickinson Management District No. 1 for working to provide this opportunity for Dickinson ISD students living within the Dickinson city limits.

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: June 7, 2021

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

Evelyn Reagan, Dickinson High School Lead Attendance Clerk

- Evelyn is the lead attendance clerk at the high school. In addition to her work with student attendance, she also coordinates the substitutes each morning. With over 200 teachers on staff, it is not uncommon for DHS to have 20-30 teachers out. Many times, there are multiple student events and/or competitions occurring on the same day which calls for coaches and/or teachers to be out of the classroom chaperoning field trips or coaching athletic or fine arts events. COVID-19 has presented the school with many challenges and one of the biggest challenges has been finding substitutes to fill teaching positions when teachers are out of the classroom. There have been many days in the past year when DHS has had 15 or more unfilled positions. For the high school, this means teachers must cover 90 class periods because each teacher teaches 6 classes a day.
- For many people, a situation like the one just described would represent a problem that has no solution--especially given that the problem has to be solved before 6:45 am in the morning. Evelyn reports to work every morning before 6:00 am. She immediately goes to work checking the AESOP system and putting a plan in place to cover every class period. The challenge is really a giant puzzle with many moving parts. Without fail, Evelyn works her magic calling additional substitutes to come in and finding creative solutions to ensure that our students' learning needs are met.

By 6:45 am each morning, Evelyn reports to the principal with a plan to cover classes that keeps DHS running efficiently and safely. She builds excellent relationships with the core group of regular substitutes and she is quick to identify new substitutes that will work well with DHS students. She checks her email in the evenings long after her work day is over and on the weekends in preparation for the next morning. Evelyn is a dedicated employee who goes above and beyond every single day. She takes great pride in her work and she never complains when the teachers forget to fill out the correct forms or when a teacher fails to enter his/her absence in the system. I honestly do not know what we would do without Evelyn Reagan. I cannot say enough about how important her work is to Dickinson High School and how much she is valued and loved by all.

Janet Lopez, Director Rosella Scott Gator Academy

- Janet Lopez is truly a bright light each and every single day. She not only leads her team to provide impeccable service for our students but she also goes above and beyond to make the parents comfortable and provide them with updates on health and milestones their children are developing in the first few years! She makes each day special and really goes above and beyond on holidays to get students and staff excited and make it an amazing thriving atmosphere! She is making a huge impact on students and parents in Gator Nation!
- Janet joined the Gator Academy team with a wealth of experience in day care management. She immediately began working to ensure our littlest gators are safe, secure and thriving in an educational environment. Janet never sees a problem; she always sees an opportunity for growth. Her strong work ethic and positive attitude exemplify Gator excellence.

Maria Elizardo, Custodian, Silbernagel Elementary

- I am nominating Maria Elizardo for the BIG Impact award for everything she has done for our school as a custodian. She works hard to make sure every room in our pod is spotless every day. When we need something, she is always there to help the kids or us. She comes on the weekends on her own time to decorate the Kindergarten pod for the different holidays like Christmas and spring. She is an amazing, hardworking person who deserves this award!
- Ms. Martha goes over and beyond to take care of our pod. She thinks of us all and showers us with love when we have things going on in our lives despite what she may be going through. We can guarantee that our pod is always clean and well decorated thanks to her efforts.
- I nominate Maria Elizardo for the BIG impact award. She always does her job with excellence and makes sure our pod is clean. She goes above and beyond when it's time to do her job. She decorates our pod for every season of the year and the students and teacher love it. We do not know what we are going to do next year because Mrs. Martha is planning to retire. I cannot think of another person more deserving of this award than Maria.

- She is a wonderful custodial member and does so much for our pod and goes above and beyond for all the teachers and students. She makes sure all the teachers' rooms are ready for the day and every holiday she decorates the entire pod beautifully the students and teachers enjoy it!
- I am nominating this employee because she goes above and beyond for our school. Not only does she do her job to the best of her ability she also decorates our pod, creates photo booths for the children, gives thoughtful gifts to the teachers, and is always there when you need a helping hand. Ms. Martha cares for the school and the students more than she cares for anyone! She deserves to be recognized.
- She has done an exceptional job keeping our pod clean and decorated. She also goes above and beyond for each teacher and their needs.
- She goes above and beyond cleaning, I have seen her detail clean areas daily that is not required for her daily duties. She is always kind and professional to students and staff. She decorates our pod, hallways and staff restroom to match the season/holiday. The students love coming in at the beginning of each month and looking at all the new decorations. She buys all the decorations herself and comes in on her off duty time to decorate.
- Maria goes above and beyond for us here at JSES. We were so lucky to have her here in E-Pod. Always putting a smile on our faces with all the treats and gifts, she would give everyone for no reason. We love you Ms. Martha and we are going to miss you so much!
- Maria has worked at JSES for years and has done an amazing job keeping E pod clean. She goes above and beyond that to make sure the pod is beautifully decorated for whatever holiday or season we are in. She is wonderful to the staff and even leaves treats because she knows how hard everyone works. She is a wonderful and caring person who is always there to help and offer support. E pod would not feel the same without her!
- Maria is a custodian at JSES. She goes way above and beyond everyday at work. She decorates the Pod per each season/holiday after hours, provides snacks and candy to the Pod for teachers and staff to enjoy on their lunch breaks or just passing by. She keeps everything perfectly cleaned. The staff bathroom is always decorated with adorable and handcrafted crafts to make you feel special and loved during your small break during a busy day. It does not matter the type of day she has had or what she is dealing with in her personal life, she arrives with a smile and is nonstop with her duties. She always checks in on you and makes you feel loved. She is more than deserving of this recognition. All that she does for the pod and the school does not go unrecognized.

DICKINSON INDEPENDENT SCHOOL DISTRICT

EXECUTIVE BOARD AGENDA DOCUMENT

Meeting Date: June 7, 2021

Item Title: Executive Session

Agenda Item: President of the Board

The Board President will reconvene the Board to meet in Executive Session. If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by **the Texas Open Meetings Act**, Texas Government Code **Section 551.001** et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including but not limited to the following section(s) and purpose(s): Texas Government Code **Section 551.071** - Consultation with District's attorney regarding potential claim to be asserted by the District and concerning matters on which the attorney's duty to the District under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings Laws; **Section 551.074** - for the purpose of considering the appointment, resignations, reassignment, evaluation, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against public officers or employees; **Section 551.082** school children; school district employees; disciplinary matter or complaint, and **Section 551.0821** for the purpose of considering a matter regarding a public school student where personally identifiable information about the student will necessarily be revealed by the deliberation.

Time To Executive Session: _____

Time Out of Executive Session: _____

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 7, 2021

Item Title: Personnel Action
• Employment
• Resignations/Retirement

Agenda Item: Kimberly Rich

- We have forty-five (44) new hires
• We have twenty-five (25) resignations: one (1) Teacher Jake Silbernagel Elementary, one (1) Teacher at Hughes Road Elementary, two (2) Teachers at San Leon Elementary, one (1) Teacher at Barber Middle School, one (1) Teacher at Lobit Middle School, one (1) Principal at McAdams Junior High, one (1) Assistant Principal at McAdams Junior High, one (1) Academic Coach at McAdams Junior High, two (2) Teachers at McAdams Junior High, one (1) Teacher at Kranz Junior High, nine (9) Teachers at Dickinson High School, one (1) Dyslexia Specialist in Special Programs, one (1) Physical Therapist in Special Programs, two (2) LSSP Interns in Special Programs
• We have two (2) retirements: one (1) Deputy Superintendent in Educational Services, one (1) Bilingual Diagnostician in Special Programs

Recommendation:

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

Action Item: [checked] Yes _____ No

Motion made by _____ seconded by _____ vote _____

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 7, 2021

Item Title: Appointment of the Director of Fine Arts

Agenda Item: Carla Voelkel

Administration discussed with the Board of Trustees the appointment of the Director of Fine Arts.

Recommendation:

The Superintendent and Executive Director of Human Resources recommend the appointment of Joseph Trahan as the Director of Fine Arts.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 7, 2021

Item Title: Appointment of the Principal at McAdams Junior High

Agenda Item: Carla Voelkel

Administration discussed with the Board of Trustees the appointment of the Principal at McAdams Junior High

Recommendation:

The Superintendent and Executive Director of Human Resources recommend the appointment of Jessica Rose as the Principal at McAdams Junior High.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 7, 2021

Item Title: Appointment of the Dean of Instruction at Dickinson High School

Agenda Item: Carla Voelkel

Administration discussed with the Board of Trustees the appointment of the Dean of Instruction at Dickinson High School.

Recommendation:

The Superintendent and Executive Director of Human Resources recommend the appointment of Michelle Shoulders as the Dean of Instruction at Dickinson High school.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 7, 2021

Item Title: Appointment of the Assistant Principal at DISD Alternative Education Campuses

Agenda Item: Carla Voelkel

Administration discussed with the Board of Trustees the appointment of the Assistant Principal at DISD Alternative Education Campuses.

Recommendation:

The Superintendent and Executive Director of Human Resources recommend the appointment of Rashad See as the Assistant Principal at DISD Alternative Education Campuses.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 7, 2021

Item Title: Appointment of the Assistant Principal at Lobit Middle School

Agenda Item: Carla Voelkel

Administration discussed with the Board of Trustees the appointment of the Assistant Principal at Lobit Middle School.

Recommendation:

The Superintendent and Executive Director of Human Resources recommend the appointment of Meredith Antley as the Assistant Principal at Lobit Middle School.

Action Item: Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: June 7, 2021

Item Title: Junior High #3 Update

Agenda Item: Jim Rubach

Background Information:

PBK Architects will present an update to the Board and Administration for Junior High #3.

Recommendation:

Information only

Action Item: _____ Yes No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 7, 2021

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 April, 2021 and Year to Date – Kelly Logsdon
- Human Capital Assessment & Retention Report – Kim Rich
- Spring Professional Development Report & 2021 Summer Professional Development Plan – Dr. Jeff Pack
- Education Services, Special Programs & CTE Content Area Updates – Dr. Jeff Pack
- Reading report (MAP) EOY Results and STAAR 2021 Data – Carla Voelkel, Dr. Jeff Pack, Dr. Debby Noffsinger
- Update of School Health Advisory Council Committee (SHAC) – Laurie Rodriguez, Jo Ellen Allen
- Athletic Report – Robert Cobb, John Snelson
- Fine Arts/Performing Arts Report – Robert Cobb, Wade McDonald

Recommendation:

Information only

Action Item: _____ Yes _____ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: June 7, 2021

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:

The Monthly Tax Collection Report for April, 2021 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	\$4,853,316,205	\$1.344	\$65,228,570	\$62,268,363	95.46%										
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	\$2,549,710	\$13,354,403	\$29,495,191	\$14,036,825	\$1,771,012	\$682,688					\$62,268,363		
YTD % Collected	0.00%	0.58%	4.49%	24.96%	70.18%	91.70%	94.42%	95.46%	95.46%	95.46%	95.46%	95.46%	95.46%	95.46%	
Prior Years Tax	\$261,234	\$82,519	\$117,291	\$80,410	\$69,068	\$80,828	\$34,645	\$78,174					\$804,169		
Subtotal Taxes	\$261,234	\$461,054	\$2,667,001	\$13,434,813	\$29,564,260	\$14,117,652	\$1,805,657	\$760,862	\$0	\$0	\$0	\$0	\$63,072,532	96.69%	
Penalty & Interest	\$45,743	\$21,674	\$29,695	\$33,306	\$21,003	\$57,700	\$105,272	\$70,803					\$385,196		
Total Taxes & P&I	\$306,977	\$482,728	\$2,696,696	\$13,468,119	\$29,585,263	\$14,175,353	\$1,910,929	\$831,665	\$0	\$0	\$0	\$0	\$63,457,728	97.29%	
Attorney Fees	\$26,755	\$18,926	\$14,740	\$22,947	\$15,775	\$12,989	\$19,895	\$20,509					\$152,537		
Total Collections	\$333,732	\$501,654	\$2,711,435	\$13,491,066	\$29,601,038	\$14,188,342	\$1,930,824	\$852,174	\$0	\$0	\$0	\$0	\$63,610,265	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	\$9,879	\$7,879	\$9,623	\$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: June 7, 2021

Item Title: Human Capital Assessment & Retention Report

Agenda Item: Kimberly Rich

Background Information:

Human Capital Assessment & Retention Report attached

Recommendation:

Information only

Action Item: Yes No

HUMAN CAPITAL ASSESSMENT & RETENTION REPORT

Dickinson ISD District Goal 2 states that the DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success. In line with the district goal, the primary goal of the Human Resources Department (HR) is to attract, hire, develop, and retain well-trained, certified and highly qualified teachers and to support personnel who will positively impact DISD students.

One objective in reaching this goal is to provide teachers ongoing annual feedback that creates opportunities for recognizing excellence, developing skills and leadership, and retaining high performing staff in every job position. Quality teachers are the key to classroom success. They seek out opportunities to improve planning, instruction and the learning environment as exemplified on the D-TAS rubric.

Teacher Appraisal System (DTAS)

DTAS is the formal appraisal system for teachers of Dickinson ISD. It is an alternative appraisal process intended to be used for continuous professional growth through ongoing feedback and support which results in refinement of knowledge, skills, and practices that ultimately impact student performance. The focus of an appraisal system is to open a new path for the entire organization, with means to deliver improved education for every student through focused attention, assessments, reflection, and goal setting by the teacher(s) and administrator(s).

DTAS is based on the Texas Teacher Standards outlined in Texas Administrative Code, Chapter 149. These standards inform the training, appraisal, and professional development of teachers, define a set of professional indicators that allow for a common understanding of and vocabulary for desired teaching practices, and measure teachers' pedagogy and professional responsibilities.

The comprehensive DTAS rubric (Appendix A) includes specific dimensions, descriptors and performance levels. An in-depth understanding of how their performance will be measured using this rubric is essential for teachers to thoroughly engage in DTAS. Ongoing, systematic rollout processes and exposure to the rubric are critical to ensure that teachers have an opportunity to 'unwrap' the dimensions, create a pool of shared meaning and personally gather data to move from the current to desired levels of performance. On campuses where the evaluation process truly leads to improved instruction and student performance, continuous improvement is an accepted norm and structures are established to support a community of learners.

The DTAS rubric includes four domains: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities. Individual rubrics are established for each dimension of the DTAS rubric to include specific descriptors of practices for each of the

performance levels – skillful, developing, and improvement needed.

Appendix B provides the following information with regards to 2020-2021 DTAS performance level:

- Number of teachers receiving Skillful performance evaluations by campus
- Number of teachers receiving Developing performance evaluations by campus
- Number of teachers receiving Needs Improvement performance evaluations by campus

Gold Star Distinctions (GSD) are a way to acknowledge strengths and provide a path for Skillful teachers to improve. Using an alternative appraisal system, we are limited on how to disaggregate the GSD for teachers. The following chart identifies the number of teachers by campus that earned one GSD or more for during the appraisal process.

Campus	Total Teachers	Teachers Receiving GSD
K. E. Little Elementary School	47	11
Lobit Elementary School	44	18
Silbernagel Elementary School	46	21
Hughes Road Elementary School	46	5
Bay Colony Elementary School	48	19
San Leon Elementary School	48	26
Calder Road Elementary School	49	16
Dunbar Middle School	50	2
Barber Middle School	47	6
Lobit Middle School	39	5
McAdams Junior High School	69	21
Kranz Junior High School	73	49
Dickinson High School	208	102

The 2020-2021 school year is the last year the district will utilize an alternative appraisal system. Beginning with the 2021-2022 school year, Dickinson ISD will sue the state adopted appraisal system for all professional staff – T-TESS (teachers) and T-PESS (campus administrators).

Teacher Development and Professional Learning

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

The district expectation is for teachers to attain a minimum of 24 hours (four six-hour days) of professional learning. Four (4) days are built into the school calendar, identified as Professional Learning Exchange Days (Appendix C).

Contracts

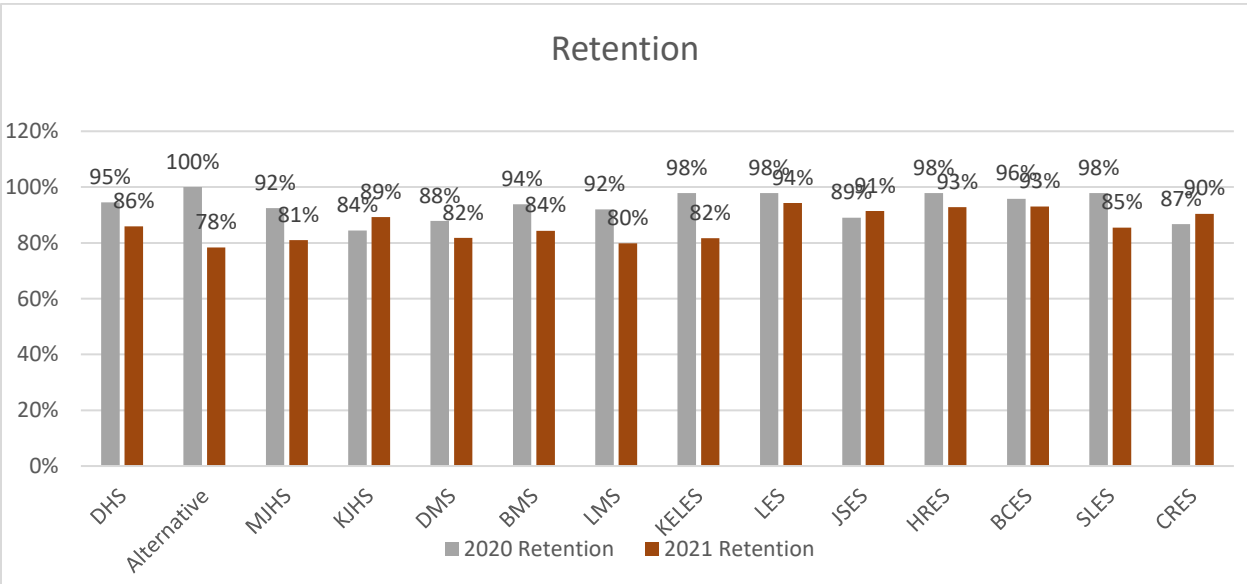
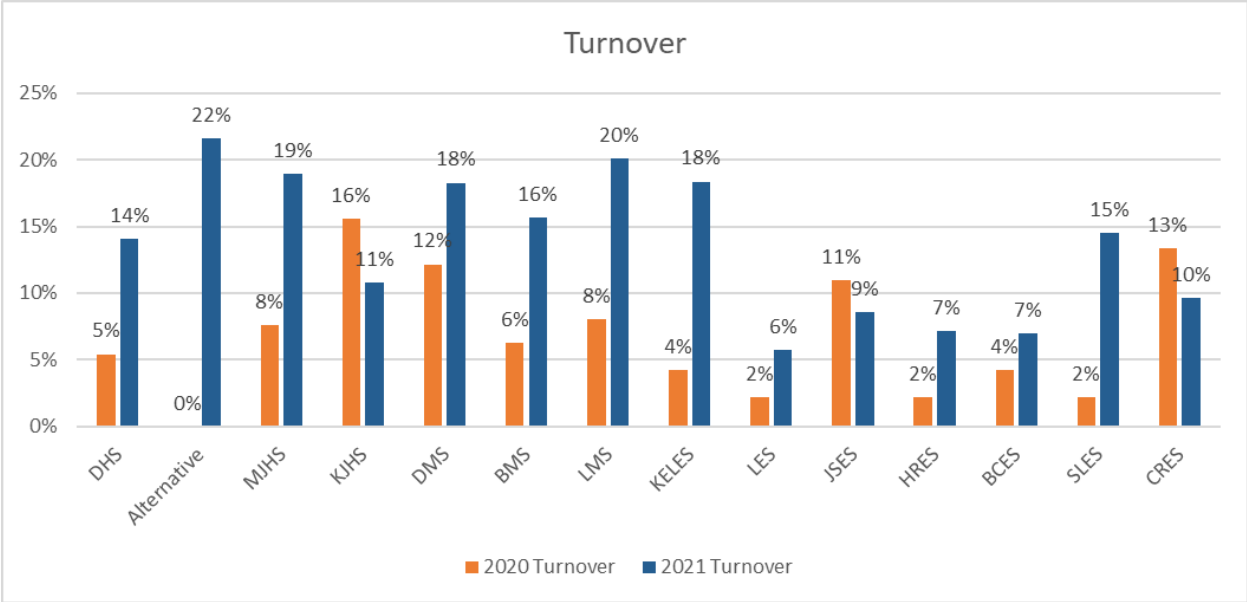
Chapter 21 of the Texas Education Code (TEC) requires that certain full-time professionals and administrators and nurses be employed by a probationary, term, or continuing employment contract. These contracts are often referred to as Chapter 21 contracts. The law mandates specific rights and administrative procedures for each type of Chapter 21 contract.

Professionals entitled to one of these types of contracts generally include the following: classroom teachers, counselors, nurses, principals, librarians, and other professional and administrator positions that require a certificate issued by the State Board for Educator Certification (SBEC) (e.g., diagnosticians, athletic directors).

Contract proposals are initiated through the HR office and sent to the campus principals for their recommendations. All contracts are distributed to employees electronically after Board approval.

The following chart outlines the number of probationary Chapter 21 contract employees that were offered either a term contract or a probationary contract for the 2021-2022 school year. The chart also provides data regarding resignations/retirements (leavers) and teachers eligible for a term but agreed to be placed on a probationary contract for performance reasons.

Campus	Total Teachers	Prob.to Prob.	Prob. to Term	Term to Prob.	Prob. Leavers	Term Leavers
DHS	208	25	29	0	5	8
ALT	21	1	0	0	2	2
MJHS	69	14	5	0	3	4
KJHS	73	12	22	0	2	0
DMS	50	12	11	0	2	1
BMS	47	8	7	0	1	2
LMS	39	9	9	0	3	5
KELES	47	11	5	0	5	2
LES	44	12	1	0	1	1
JSES	46	8	10	0	2	1
HRES	46	10	9	0	2	2
BCES	48	3	0	0	0	6
SLES	48	8	6	0	1	1
CRES	49	4	6	0	2	3



Teacher Performance Improvement

Throughout the year, campus administrators have submitted documentation regarding teacher memorandums (Appendix D). According to the documentation submitted, 28 professional employees received memorandums for various reasons. Approximately four of the 24 employees received two or more memorandums throughout the school year. Seven of the 24 employees resigned immediately and eight resigned/retired at the end of the 2020-2021 school year. Of the 24 professional employees, 13 received a contract recommendation for the 2021-2022 school year.

Teacher Incentive Allotment

The Teacher Incentive Allotment (TIA) is a key part of House Bill 3, dedicated to recruiting, supporting, and retaining highly effective teachers in all schools, with particular emphasis on high-needs and rural schools. Developing a local teacher designation system requires significant planning, robust stakeholder engagement, adequate time to prepare all necessary materials for rollout, and a strong communication plan prior to the first implementation year. As a member of Cohort E, DISD will establish a committee of teachers and administrators to explore TEA guidelines, examine other ISD sample plans and develop a local proposal aligned with the DISD Strategic Plan according to the following timeline.

Actions	Cohort E
Form District Committee	September 15, 2021
Data-Capture Year	2022-2023
System Application Posted	November 1, 2021
System Application due to TEA (no fee required for submission)	April 15, 2022
System Application Result Final Notification	August 15, 2022
Data Review due to Texas Tech University (data processing fee required for each teacher put forth for designation)	November 1, 2023
Final Approval Notification	Late February 2024
Final Designation and Allotment Notification	April 2024
Initial Payout with Reimbursements for Approved Systems	September 2024 or September 2025*

PLANNING	<p>Dimension 1.1 Standards and Alignment The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</p> <p>Standards Basis: 1A, 1B, 3A, 3B, 3C</p> <p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-Conference, <input type="checkbox"/> Formal Observation <input type="checkbox"/> Classroom Walkthroughs/ Informal Observation <p>Other Sources of Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> PLC planning meetings 	<p>PLANNING</p> <p>Standards and Alignment</p>		
	<p>STUDENT-CENTERED ACTIONS TEACHER-CENTERED ACTIONS</p>			
	<p>SKILLFUL</p> <p>Instructional Planning</p> <p>Includes:</p>	<p>DEVELOPING</p> <p>Instructional Planning</p> <p>Includes:</p>	<p>NEEDS IMPROVEMENT</p> <p>Instructional Planning</p> <p>Includes:</p>	
	<ul style="list-style-type: none"> • Lessons aligned to state content and process standards. • Activities, materials and assessments: <ul style="list-style-type: none"> ○ are sequenced; ○ provide appropriate time for lesson and lesson closure; ○ are relevant to students; ○ deepen understanding of broader unit objectives and; ○ are appropriate for diverse learners. • Learning and language objectives written and communicated with students. • Integration of technology to access information or produce content 	<ul style="list-style-type: none"> • Lessons aligned to state content standards. • Activities, materials and assessments: <ul style="list-style-type: none"> ○ are sequenced; ○ sometimes provide appropriate time for lesson and lesson closure. • Learning and language objectives written for all lessons. • Integration of technology to present or rehearse content. 	<ul style="list-style-type: none"> • Few lessons aligned to state content standards. • Few activities, materials and assessments that: <ul style="list-style-type: none"> ○ are sequenced; ○ rarely provide appropriate time for lesson and lesson closure. • Learning and language objectives not developed or evident. • Little or no evidence of planned integration of technology 	
	<p>Gold Star Distinctions:</p> <ul style="list-style-type: none"> • All activities, materials and assessments that: <ul style="list-style-type: none"> ○ are relevant to students’ prior understanding and real-world applications ○ reinforce concepts from other disciplines ○ provide appropriate time for student reflection ○ are vertically aligned to state standards • Students articulate and make relevant connections to lesson objectives and extend their thinking 			

Look fors . . .

- Aligned goals, standards, and objectives
- Lesson structure/design and pacing
- Technology integration

Conference/Conversation Starters:

- What is/was the standard?
- What is/are the learning objective(s)?
- Talk to me about sequencing leading up to this lesson and where you go next.
- How do you make decisions about using technology?
- Tell me how you plan for timing your lesson.

Possible Sources of Evidence:

- Conferences and conversations with the teacher
- Formal observations/walkthroughs
- Classroom artifacts
- Student Growth Processes

PLANNING	<p>Dimension 1.2 Data and Assessment The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</p> <p>Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D</p> <p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of Student Data <input type="checkbox"/> Pre-Conference, <input type="checkbox"/> Formal Observation <input type="checkbox"/> Classroom Walkthroughs/ Informal Observation <input type="checkbox"/> Post- Conference <p>Other Sources of Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> PLC planning meetings 	PLANNING		
		Data and Assessment		
		STUDENT-CENTERED ACTIONS		TEACHER-CENTERED ACTIONS
		<p>SKILLFUL Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Formal and informal assessments to monitor progress of all students. • Consistent and timely feedback to students, families and other school personnel. • Multiple sources of student data to inform instruction before, during, and after instruction. 	<p>DEVELOPING Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Formal assessments to monitor progress of students. • Timely feedback to students and families. • Reliance on one source of student data or only after instruction. 	<p>NEEDS IMPROVEMENT Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Few formal and informal assessments to monitor student progress. • Minimal feedback to students or families. • Minimal use of student data.

Gold Star Distinctions:

- Engages students in self-assessment, building awareness of the students' own strengths and weaknesses and tracking their own progress.
- Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals
- Uses data to engage with colleagues to adapt school-wide instructional strategies and goals to meet student needs.
- Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

Look for . . .

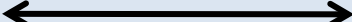
- Formal and informal assessments
- Progress monitoring
- Communication and feedback
- Data to inform instruction

Conference/Conversation Starters:

- How do you check for understanding?
- How do you monitor progress during learning?
- Talk to me about how you provide feedback to students.
- What data informed your instruction choices for the lesson?

Possible Sources of Evidence:

- Conferences and conversations with the teacher
- Formal observations/walkthroughs
- Classroom artifacts
- Student growth processes
- Analysis of student data

PLANNING	<p>Dimension 1.3 Knowledge of Students Through knowledge of students and proven practices, the teacher ensures high levels of learning, social- emotional development and achievement for all students.</p> <p>Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C</p> <p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of Student Data <input type="checkbox"/> Pre-Conference, <input type="checkbox"/> Formal Observation <input type="checkbox"/> Classroom Walkthroughs/ Informal Observation 	PLANNING		
		Knowledge of Students		
		STUDENT-CENTERED ACTIONS		TEACHER-CENTERED ACTIONS
		<p>SKILLFUL Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Most lessons connect to different students’ prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of a variety of students. 	<p>DEVELOPING Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Some lessons connect to common prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences, and skills of some students. 	<p>NEEDS IMPROVEMENT Instructional Planning Includes:</p> <ul style="list-style-type: none"> • Few lessons connect to students’ prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.

Gold Star Distinctions:

- Planned opportunities for students to share their strengths, background knowledge, life experiences and skills to enhance each other’s learning.
- Planned opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.

Look for . . .

- Students’ prior knowledge
- Adjustments to student needs
- Diverse learning for strengths and gaps
- Social-emotional
- Learning styles

Possible Sources of Evidence:

- Conferences and conversations with the teacher
- Formal observations/walkthroughs
- Classroom artifacts
- Student growth processes
- Analysis of student data

Conference/Conversation Starters:

- What prior learning will/did you reference?
- What student experiences lend themselves to the new learning?
- Will you/did you have to address gaps in knowledge or experience to have all students achieve learning goals for the lesson?

PLANNING	<p>Dimension 1.4 Activities The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</p> <p>Standards Basis: 1B, 1C, 1D, 1E</p> <p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-Conference, <input type="checkbox"/> Formal Observation 	PLANNING Activities				
		STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
		SKILLFUL Instructional Planning Includes:	DEVELOPING Instructional Planning Includes:	NEEDS IMPROVEMENT Instructional Planning Includes:		
		<ul style="list-style-type: none"> • All students are actively engaged with the teacher and each other. • Most questions encourage students to engage in complex, higher-order thinking and justify their responses. • Evidence that instructional groups are strategic, flexible and based on student needs. • Activities, resources, technology and instructional materials that are aligned to instructional purposes and allow for varied ways to access the content. 	<ul style="list-style-type: none"> • Most students are actively engaged with the teacher. • Some questions promote higher order thinking responses. • Evidence that instructional groups are available to some students • Activities, resources, technology and/or instructional materials that are aligned to instructional purposes. 	<ul style="list-style-type: none"> • Few students are actively engaged. • Questions that require little to no complex, higher-order thinking. • Evidence that minimal opportunity for students to work in instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes. 		
<p>Gold Star Distinctions:</p> <ul style="list-style-type: none"> • Planned opportunities for students to generate questions that lead to further inquiry and promote complex, higher- order thinking, problem solving and real-world application • Planned instructional groups that leverage student strengths and weaknesses to maximize learning outcomes for all students. • MOVE TO 3.1Planned activities, resources, technology and instructional materials that are aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning. 						

Look fors . . .

- Questions/HOTS (higher order thinking skills)
- Grouping students
- Roles and responsibilities
- Activities, resources, materials, technology
- Problem solving
- Goal setting

Possible Sources of Evidence:

- Conferences and conversations with the teacher
- Formal observations/walkthroughs
- Classroom artifacts
- Student growth processes
- Analysis of student data

Conference/Conversation Starters:

- How do you plan for questioning?
- Talk to me about the student grouping this lesson.
- What jobs do you assign you students as they work in class?
- Tell me how you choose activities, resources, technology, and instructional materials. What is your thought process to ensure alignment?

INSTRUCTION	<p>Dimension 2.1 Achieving Expectations The teacher supports all learners in their pursuit of high levels of academic and social- emotional success.</p> <p>Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B</p> <p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-Conference <input type="checkbox"/> Formal Observation 	INSTRUCTION Achieving Expectations					
		STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS		
		SKILLFUL The Teacher:		DEVELOPING The Teacher:		NEEDS IMPROVEMENT The Teacher:	
		<ul style="list-style-type: none"> • Sets academic expectations that challenge and are attained by most students. • Persists with the lesson until there is evidence that most students achieve lesson expectations. • Provides opportunities for students to self-monitor and self-correct mistakes. • Provides students opportunities to take initiative of their own learning by providing choices on how to start a learning task or how to demonstrate understanding. 		<ul style="list-style-type: none"> • Sets academic expectations that are attained by some students. • Persists with the lesson until there is evidence that some students achieve lesson expectations. • Addresses student mistakes. • Provides limited opportunities for students to take initiative of their own learning. 		<ul style="list-style-type: none"> • Sets academic expectations below the expected level of the students. • Concludes the lesson even though there is evidence that few students achieve lesson expectations. • Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. • Rarely provides opportunities for students to take initiative of their own learning. 	

Gold Star Distinctions:

- Provides opportunities for students to establish high academic and social-emotional expectations for themselves.
- Persists with the lesson until there is evidence that all students achieve lesson expectations.
- Systematically enables students to set goals for themselves and monitor their progress over time.
- Provides students opportunities to take initiative of their own learning by providing options on product.

Look for . . .

- High, challenging expectations
- Mastery of the objective
- Student mistakes/self-corrections
- Student initiative/self-monitoring

Conference/Conversation Starters:

- Talk about you expectations for the lesson. How will you ensure that all students are challenged?
- What will be your evidence of student mastery?
- What opportunities exist for students to persist with the lesson until the master it?
- For a seasoned teacher . . . What student mistakes do you typically encounter with this content?
- For a new teacher . . . At what point in the lesson might a student make mistakes?
- How might students self-correct?
- How might this lesson provide opportunities for students to take initiative of their own learning?

Possible Sources of Evidence:

- Conferences and conversations with the teacher
- Formal observations/walkthroughs
- Student growth processes
- Analysis of student data

INSTRUCTION	<p>Dimension 2.2 Content Knowledge and Expertise The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</p> <p>Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C</p> <p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-Conference <input type="checkbox"/> Formal Observation <p>Other Sources of Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> PLC planning meetings 	INSTRUCTION			
		Content Knowledge and Expertise			
		STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS
		SKILLFUL The Teacher:	DEVELOPING The Teacher:	NEEDS IMPROVEMENT The Teacher:	
	<ul style="list-style-type: none"> • Conveys accurate content knowledge in more than one way or representation. • Connects learning objectives with meaningful prior learning. • Provides opportunities for students to extend thinking. • Accurately reflects how the lesson connects to the broader concepts in the content area and/or in other content areas. 	<ul style="list-style-type: none"> • Conveys content knowledge accurately. • Connects learning objectives with limited or unrelated prior learning. • Provides opportunities for students to use different (analytical, practical, creative, and research-based) types of thinking. 	<ul style="list-style-type: none"> • Conveys inaccurate content knowledge that leads to student confusion. • Rarely makes connections of learning objectives with prior learning. • Provides few opportunities for students to use different types of thinking. 		
	<p>Gold Star Distinctions:</p> <ul style="list-style-type: none"> • Integrates learning objectives with other disciplines and real world experiences. • Leads/extends content knowledge discussions with colleagues. • Extends content knowledge with students. • Consistently provides opportunities for students to use different types of thinking with each other. 				

Look for . . .

- Content knowledge in multiple contexts
- Objectives tied to other disciplines (cross-disciplinary)
- Anticipating misunderstandings and teaching techniques
- Thinking/HOTS (higher order thinking skills)
- Sequencing and linking instruction

Conference/Conversation Starters:

- How do you choose strategies to teach specific skills?
- How do you plan for connecting to other disciplines or making real-world connections?
- For a seasoned teacher . . . What student misunderstandings do you typically encounter with this content?
- For a new teacher . . . At what point in the lesson might a student misunderstand?
- How might you alleviate or address misunderstandings?
- Where does/did the lesson demand higher order thinking?
- What content is requisite for the lesson? How do you determine that?
- How does this lesson fit into the larger sequence of instruction?

Possible Sources of Evidence:

- Conferences and conversations with the teacher
- Formal observations/walkthroughs
- Student growth processes
- Analysis of student data

INSTRUCTION	<p>Dimension 2.3 Communication The teacher clearly and accurately communicates to support persistence, rigorous learning and effective effort</p> <p>Standards Basis: 1D, 1E, 2A, 3A, 4D</p> <p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-Conference <input type="checkbox"/> Formal Observation 	INSTRUCTION Communication				
		STUDENT-CENTERED ACTIONS		←→	TEACHER-CENTERED ACTIONS	
		SKILLFUL The Teacher:	DEVELOPING The Teacher:	NEEDS IMPROVEMENT The Teacher:		
		<ul style="list-style-type: none"> Incorporates language and learning objectives that are clearly visible, communicated to students, and reinforced throughout the lesson. Establishes classroom practices that provide opportunities for students to communicate with the teacher and their peers. Provides explanations/directions that are clear to all students. Uses accurate and grammatically correct verbal and written communication. Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. Uses probing questions to clarify and elaborate learning. 	<ul style="list-style-type: none"> Displays language and learning objectives that are clearly visible, communicated to students, and reinforced throughout the lesson. Leads the lessons with some opportunity for dialogue, clarification or elaboration. Provides explanations/directions that are clear to most students. Generally uses accurate and grammatically correct verbal and written communication. Recognizes and responds to student misunderstandings. 	<ul style="list-style-type: none"> Does not display or reference language and learning objectives in student friendly language. Directs lessons with little opportunity for dialogue, clarification or elaboration. Provides explanations/directions that are unclear. Seldom uses accurate and grammatically correct verbal and written communication. Is sometimes unaware of or unresponsive to student misunderstandings. 		
<p>Gold Star Distinctions:</p> <ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate safely and effectively. Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery. Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning. Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content. 						

Look for . . .

- Two-way communication, teacher-to-student, peer-to-student
- Anticipating misunderstandings
- Verbal and written communication
- Questioning/wait time
- Technology/visual tools

Conference/Conversation Starters:

- How do students communicate with you during the lesson?
- How do students communicate with each other during the lesson?
- How do you approach misunderstandings? What methods for clarification do you use?
- Why is it important for teachers to be clear in the communication? What happens when they are not clear?
- How do you plan for questioning in your lessons?
- How do you ensure that questions are at a variety of levels during a lesson?
- How do you decide how much wait time students need to process their thoughts?
- How do you plan for technology and/or visual tools that support learning?

Possible Sources of Evidence:

- Conferences and conversations with the teacher
- Formal observations/walkthroughs
- Classroom artifacts
- Student growth processes
- Analysis of student data

INSTRUCTION	<p>Dimension 2.4 Differentiation The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p> <p>Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D</p> <p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-Conference <input type="checkbox"/> Formal Observation 	INSTRUCTION		
		Differentiation		
		STUDENT-CENTERED ACTIONS		TEACHER-CENTERED ACTIONS
		SKILLFUL The Teacher:	DEVELOPING The Teacher:	NEEDS IMPROVEMENT The Teacher:
	<ul style="list-style-type: none"> • Adapts lessons to address individual needs of all students. • Regularly monitors the quality of individual student participation and performance. • Provides differentiated instructional methods and content to ensure students have opportunities to master what is being taught. • Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. • 	<ul style="list-style-type: none"> • Adapts the lesson to address some student needs. • Sometimes monitors the quality of participation and performance. • Sometimes provides differentiated instructional methods and content to ensure opportunities to some students. • Sometimes recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. 	<ul style="list-style-type: none"> • Does not adapt to address student needs. • Rarely monitors the quality of participation and performance. • Rarely provides differentiated instructional methods and content. • Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs. 	
	<p>Gold Star Distinctions:</p> <ul style="list-style-type: none"> • Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. • Consistently monitors the quality of individual student participation and performance. • Proactively minimizes student confusion or disengagement by addressing learning and/or social/ emotional needs of all students. • Anticipates student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 			

Look for . . .

- Individualized lesson
- Monitoring participation and performance
- Differentiated content and methods (process)
- Recognizing confusion and disengagement

Conference/Conversation Starters:

- How will this lesson address the needs of all students?
- How will you provide different instructional methods and/or content to ensure mastery?
- How have you planned to avoid confusion during the lesson (varied references, anchor charts, examples, etc.)?
- How do you encourage engagement across varied student abilities?
- What supports are planned to ensure student mastery?
- What learning or social/emotional needs exist in your classroom? How will you address them?

Possible Sources of Evidence:

- Conferences and conversations with the teacher
- Formal observations/walkthroughs
- Classroom artifacts
- Student growth processes
- Analysis of student data

INSTRUCTION	<p>Dimension 2.5 Monitor and Adjust The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</p> <p>Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D</p> <p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-Conference <input type="checkbox"/> Formal Observation 	INSTRUCTION			
		Monitor and Adjust			
		STUDENT-CENTERED ACTIONS	←————→	TEACHER-CENTERED ACTIONS	
		SKILLFUL The Teacher:	DEVELOPING The Teacher:	NEEDS IMPROVEMENT The Teacher:	
		<ul style="list-style-type: none"> • Consistently uses multiple strategies to check for student understanding. • Adjusts instruction and activities to maintain student engagement during the lesson. • Monitors student behavior and responses for engagement and understanding. • Engages students who appear disengaged or disinterested. 	<ul style="list-style-type: none"> • Uses some strategies to check for understanding. • Sometimes adjusts instruction and activities to maintain student engagement during the lesson.. • Monitors student behavior but misses some signs of disengagement. • Attempts to engage students who appear disengaged or disinterested with minimal effect. 	<ul style="list-style-type: none"> • Minimally checks for student understanding. • Persists with instruction or activities that do not engage students. • Generally does not link student behavior and responses with student engagement and understanding. • Makes no attempts to engage students who appear disengaged or disinterested. 	
<p>Gold Star Distinctions:</p> <ul style="list-style-type: none"> • Connects to previous content that students may have struggled with • Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. • Persists with or loops back to students who are not understanding the content 					

Look for . . .

- Individualized lesson
- Monitoring participation and performance
- Differentiated content and methods (process)
- Recognizing confusion and disengagement

Possible Sources of Evidence:

- Conferences and conversations with the teacher
- Formal observations/walkthroughs
- Classroom artifacts
- Student growth processes
- Analysis of student data

Conference/Conversation Starters:

- How do you gather input from students to choose next steps in instruction?
- How do you gauge and adjust for student engagement?
- How will monitor both behaviors and responses from students to assess their engagement and understanding?
- How do you check for understanding both formally and informally?

		LEARNING ENVIRONMENT		
		Classroom Environment, Routines and Procedures		
LEARNING ENVIRONMENT	<p>Dimension 3.1 Classroom Environment, Routines and Procedures The teacher organizes a safe, accessible and efficient classroom.</p> <p>Standards Basis: 1D, 4A, 4B, 4C, 4D</p> <p>Sources of Evidence:</p> <input type="checkbox"/> Formal Observation <input type="checkbox"/> Pre-Classroom	STUDENT-CENTERED ACTIONS ←		TEACHER-CENTERED ACTIONS →
		SKILLFUL	DEVELOPING	NEEDS IMPROVEMENT
		<ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient. Students actively participate in groups, manage supplies and equipment with very limited teacher direction. The classroom is safe and organized to support learning objectives and it is accessible to all students. 	<ul style="list-style-type: none"> Most procedures, routines and transitions provide clear direction but others are unclear or inefficient. Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. The classroom is safe and accessible to students.. 	<ul style="list-style-type: none"> Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. Students often do not understand what is expected of them. The classroom is unsafe or disorganized to prevent learning. Some students are not able to access materials.
		<p>Gold Star Distinctions:</p> <ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. Students set goals, reflect on, evaluate and hold each other accountable within instructional groups. The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives. Planned activities, resources, technology and instructional materials that are aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning. 		

Look for . . .

- Procedures, routines, and transitions
- Management of supplies/equipment
- Safety and organization

Watch for . . .

- Time spent on transitions and “housekeeping” (use a time to give specific feedback when this is an issue).
- Student involvement and efficacy in managing supplies and group processes.
- SAFETY! This is a big one, so be able to provide immediate guidance if issues of student safety are neglected, knowingly or unknowingly.

Possible Sources of Evidence:

- Conferences and conversations with the teacher
- Formal observations/walkthroughs
- Classroom artifacts
- Analysis of student data

		LEARNING ENVIRONMENT		
		Managing Student Behavior		
LEARNING ENVIRONMENT	<p>Dimension 3.2 Managing Student Behavior The teacher establishes, communicates and maintains clear expectations for student behavior.</p> <p>Standards Basis: 4A, 4B, 4C, 4D</p> <p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-Conference <input type="checkbox"/> Formal Observation 	STUDENT-CENTERED ACTIONS		TEACHER-CENTERED ACTIONS
		SKILLFUL	DEVELOPING	NEEDS IMPROVEMENT
		<ul style="list-style-type: none"> • Consistently implements the campus and classroom behavior systems proficiently. • All students meet expected classroom behavior standards. • Redirects behavior with minimal disruption to instruction 	<ul style="list-style-type: none"> • Implements the campus and classroom behavior systems. • Some student behavior interrupts learning. • Redirects behavior with some disruption to instruction 	<ul style="list-style-type: none"> • Rarely or inequitably implements campus and classroom behavior systems. • Student behavior prevents learning in the classroom. • Redirects behaviors with significant disruption to instruction or does not redirect behavior.
		<p>Gold Star Distinctions:</p> <ul style="list-style-type: none"> • Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. • Students and the teacher create, adopt and maintain classroom behavior standards. 		

Look for . . .

- Behavior systems
- Behavior standards

Watch for . . .

- Evidence of a system of rules AND whether it allows for student creation and maintenance.
- How smoothly the teacher intervenes when discipline problems arise with a minimum of instructional time lost.

Possible Sources of Evidence:

- Conferences and conversations with the teacher
- Formal observations/walkthroughs
- Classroom artifacts
- Analysis of student data

		LEARNING ENVIRONMENT			
		Classroom Culture			
LEARNING ENVIRONMENT	<p>Dimension 3.3 Classroom Culture The teacher leads a mutually respectful and collaborative class of actively engaged learners.</p> <p>Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D</p> <p>Sources of Evidence: <input type="checkbox"/> Pre-Conference <input type="checkbox"/> Formal Observation</p>	STUDENT-CENTERED ACTIONS		TEACHER-CENTERED ACTIONS	
			SKILLFUL	DEVELOPING	NEEDS IMPROVEMENT
			<ul style="list-style-type: none"> Engages all students in relevant, meaningful learning. Students work respectfully with each other. 	<ul style="list-style-type: none"> Establishes a learning environment where most students are compliant but not engaged Students are sometimes disrespectful of each other. 	<ul style="list-style-type: none"> Establishes a learning environment where few students are engaged Students are disrespectful of each other and of the teacher.
	<p>Gold Star Distinctions:</p> <ul style="list-style-type: none"> Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students. Students collaborate positively and encourage each other's efforts and achievements. 				

Look for . . .

- Relevant, meaningful learning
- Working respectfully (individual and group)
- Collaboration and rapport

Possible Sources of Evidence:

- Conferences and conversations with the teacher
- Formal observations/walkthroughs
- Classroom artifacts
- Analysis of student data

Watch for . . .

- Evidence that students are engaged (responses, questions, facial expressions around understanding or confusion).
- Student interactions.

PROFESSIONAL PRACTICES & RESPONSIBILITIES		PROFESSIONAL PRACTICES & RESPONSIBILITIES		
		Professional Demeanor and Ethics		
		STUDENT-CENTERED ACTIONS	←————→	
<p>Dimension 4.1 Professional Demeanor and Ethics The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</p> <p>Standards Basis: 6B, 6C, 6D</p> <p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional Development Plan or Improvement Plan <input type="checkbox"/> Pre-Conference <input type="checkbox"/> Post-Conference <input type="checkbox"/> Daily interaction with others. 	SKILLFUL	DEVELOPING	NEEDS IMPROVEMENT	
	<ul style="list-style-type: none"> • Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets professional standards (e.g., attendance, professional appearance and behaviors). • Professionally advocates for the needs of students in the classroom. 	<ul style="list-style-type: none"> • Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets professional standards (e.g., attendance, professional appearance and behaviors). 	<ul style="list-style-type: none"> • Fails to meet the Code of Ethics and Standard Practices for Texas Educators. • Does not meet professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements. 	
<p>Gold Star Distinctions:</p> <ul style="list-style-type: none"> • Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students. • Advocates for the needs of all students on campus. 				

Look for . . .

- Code of ethics
- Professional standards
- Student advocacy

This dimension is pretty observable as you work with a teacher; however, you may not be aware of advocacy efforts. You can dig into the SKILLFUL expectations by asking about what the teacher does when it becomes clear that a student needs something more or different from other students.

Possible Sources of Evidence:

- Conferences and conversations with the teacher
- Formal observations/walkthroughs
- Classroom artifacts
- Analysis of student data
- Daily interaction with others

PROFESSIONAL PRACTICES & RESPONSIBILITIES		PROFESSIONAL PRACTICES & RESPONSIBILITIES		
		Goal Setting		
		STUDENT-CENTERED ACTIONS	←————→	TEACHER-CENTERED ACTIONS
<p>Dimension 4.2 Goal Setting The teacher reflects on his/her practice.</p> <p>Standards Basis: 5D, 6A, 6B</p> <p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional Development Plan or Improvement Plan <input type="checkbox"/> Pre-Conference <input type="checkbox"/> Post- Conference <input type="checkbox"/> Daily interaction with others. 	SKILLFUL	DEVELOPING	NEEDS IMPROVEMENT	
	<ul style="list-style-type: none"> • Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. • Meets professional goals resulting in improvement in practice and student performance. 	<ul style="list-style-type: none"> • Sets short-term goals based on self-assessment. • Meets professional goals resulting in some identifiable changes in practice. 	<ul style="list-style-type: none"> • Sets low or ambiguous goals unrelated to student needs or self-assessment. • Meets few professional goals and persists in instructional practices that remain substantially unimproved over time. 	
<p>Gold Star Distinctions:</p> <ul style="list-style-type: none"> • Consistently sets, modifies and meets short- and long- term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Implements substantial changes in practice resulting in significant improvement in student performance. • Shares successful practices with colleagues. 				

Look for . . .

- Goals (professional practice and student growth)
 - Self-assessment/self-reflection
- This dimension focuses on a teacher’s ability to reflect on his/her work and find room for improvement. Questions here could guide toward that kind of self-awareness, reflection on practice, and desire to elevate practice each year. Allow for the “measurability” of the goals to come from data (quantitative) and/or evidence (qualitative).

Possible Sources of Evidence:

- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and conversations with the teacher, including the summative conference
- Analysis of student data

		PROFESSIONAL PRACTICES & RESPONSIBILITIES			
		Professional Development			
PROFESSIONAL PRACTICES & RESPONSIBILITIES	<p>Dimension 4.3 Professional Development The teacher enhances the professional community.</p> <p>Standards Basis: 3A, 6A, 6B, 6C</p> <p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional Development Plan or Improvement Plan <input type="checkbox"/> Pre-Conference <input type="checkbox"/> Post-Conference <input type="checkbox"/> Daily interaction with others. 	STUDENT-CENTERED ACTIONS		TEACHER-CENTERED ACTIONS	
			SKILLFUL	DEVELOPING	NEEDS IMPROVEMENT
			<ul style="list-style-type: none"> • Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities. 	<ul style="list-style-type: none"> • Engages in scheduled professional development activities, professional learning communities, committee, grade or subject-level team meetings as directed. 	<ul style="list-style-type: none"> • Engages in few professional development activities, professional learning communities or committees to improve professional practice.
	<p>Gold Star Distinctions:</p> <ul style="list-style-type: none"> • Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection. • Seeks resources and collaboratively fosters faculty knowledge and skills. • Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject- level team leadership, committee leadership or other opportunities beyond the campus. 				

Look for . . .

- Professional development
- Team collaboration/PLCs
- Improvement plans

You could check for . . .

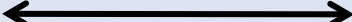
- Professional development transcripts or certificates.
- Team or PLC meeting notes.
- Planning based on individual or team/PLC improvement initiatives.

Listen for . . .

- A teacher who is never satisfied but always noticing where practice could be better.
- A teacher who talks about what he/she is planning to learn next.

Possible Sources of Evidence:

- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and conversations with the teacher, including the summative conference
- Analysis of student data
- Daily interaction with others

PROFESSIONAL PRACTICES & RESPONSIBILITIES	<p>Dimension 4.4 School Community Involvement The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</p> <p>Standards Basis: 2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D</p> <p>Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional Development Plan or Improvement Plan <input type="checkbox"/> Pre-Conference <input type="checkbox"/> Post-Conference <input type="checkbox"/> Daily interaction with others. 	PROFESSIONAL PRACTICES & RESPONSIBILITIES			
		School Community Involvement			
		STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS
		SKILLFUL	DEVELOPING	NEEDS IMPROVEMENT	
<ul style="list-style-type: none"> • Contacts parents/guardians regularly regarding students’ academic and social/emotional growth. • Actively participates in all school outreach activities. • Communicates the mission, vision and goals of the school to students, colleagues, parents and families. 		<ul style="list-style-type: none"> • Contacts parents/guardians in accordance with campus policy. • Attends most required school outreach activities. • Communicates school goals to students, parents and families. 	<ul style="list-style-type: none"> • Contacts parents generally about disciplinary matters. • Attends few required school outreach activities. 		
<p>Gold Star Distinctions:</p> <ul style="list-style-type: none"> • Systematically contacts parents/guardians regarding students’ academic and social/emotional growth through various methods. • Initiates collaborative efforts that enhance student learning and growth. • Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school. 					

Look for . . .

- Communication with family
- Outreach (to stakeholders)
- Mission/vision/goals

You could check for . . .

- Email
 - *Idea:* Have your teachers BCC you a predetermined number of emails that reveal their response to parents or colleagues in various settings.
 - *Example:* Have each teacher BCC you on two informative or “cold” emails and then two “hot” emails or those that address conflict or potential conflict.
- Efforts the teacher makes toward community involvement including communication to parents.
- Efforts the teacher makes to advance the purpose of the campus.

Possible Sources of Evidence:

- Conferences and conversations with the teacher, including the summative conference
- Classroom artifacts
- Student data
- Daily interaction with others

Appendix B

K. E. Little Elementary School																
	Dimension 1.1	Dimension 1.2	Dimension 1.3	Dimension 1.4	Dimension 2.1	Dimension 2.2	Dimension 2.3	Dimension 2.4	Dimension 2.5	Dimension 3.1	Dimension 3.2	Dimension 3.3	Dimension 4.1	Dimension 4.2	Dimension 4.3	Dimension 4.4
Skillful	24	12	18	18	24	15	25	11	24	36	34	36	29	28	24	23
Developing	14	26	20	20	14	23	12	27	13	2	3	2	7	9	13	14
Needs Improvement	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0
Lobit Elementary School																
	Dimension 1.1	Dimension 1.2	Dimension 1.3	Dimension 1.4	Dimension 2.1	Dimension 2.2	Dimension 2.3	Dimension 2.4	Dimension 2.5	Dimension 3.1	Dimension 3.2	Dimension 3.3	Dimension 4.1	Dimension 4.2	Dimension 4.3	Dimension 4.4
Skillful	10	9	11	10	13	11	14	8	10	18	16	18	2	2	2	2
Developing	15	16	14	15	12	14	11	17	15	7	9	7	10	10	10	10
Needs Improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Silbernagel Elementary School																
	Dimension 1.1	Dimension 1.2	Dimension 1.3	Dimension 1.4	Dimension 2.1	Dimension 2.2	Dimension 2.3	Dimension 2.4	Dimension 2.5	Dimension 3.1	Dimension 3.2	Dimension 3.3	Dimension 4.1	Dimension 4.2	Dimension 4.3	Dimension 4.4
Skillful	26	32	13	17	10	19	25	9	16	34	33	30	35	28	25	1
Developing	13	7	26	21	29	20	14	30	23	5	6	9	0	7	10	34
Needs Improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hughes Road Elementary School																
	Dimension 1.1	Dimension 1.2	Dimension 1.3	Dimension 1.4	Dimension 2.1	Dimension 2.2	Dimension 2.3	Dimension 2.4	Dimension 2.5	Dimension 3.1	Dimension 3.2	Dimension 3.3	Dimension 4.1	Dimension 4.2	Dimension 4.3	Dimension 4.4
Skillful	10	3	5	6	8	8	5	9	11	18	17	21	18	11	6	8
Developing	21	28	26	25	23	23	25	21	20	13	14	10	13	20	25	23
Needs Improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bay Colony Elementary School																
	Dimension 1.1	Dimension 1.2	Dimension 1.3	Dimension 1.4	Dimension 2.1	Dimension 2.2	Dimension 2.3	Dimension 2.4	Dimension 2.5	Dimension 3.1	Dimension 3.2	Dimension 3.3	Dimension 4.1	Dimension 4.2	Dimension 4.3	Dimension 4.4
Skillful	19	11	16	20	12	12	17	12	10	28	27	33	23	9	7	14
Developing	22	28	25	21	27	27	24	25	28	13	14	7	17	31	32	26
Needs Improvement	0	1	0	0	2	1	0	4	3	0	0	1	0	0	1	0
San Leon Elementary School																
	Dimension 1.1	Dimension 1.2	Dimension 1.3	Dimension 1.4	Dimension 2.1	Dimension 2.2	Dimension 2.3	Dimension 2.4	Dimension 2.5	Dimension 3.1	Dimension 3.2	Dimension 3.3	Dimension 4.1	Dimension 4.2	Dimension 4.3	Dimension 4.4
Skillful	40	40	40	40	33	36	40	38	38	40	38	40	40	40	40	40
Developing	0	0	0	0	7	4	0	2	2	0	2	0	0	0	0	0
Needs Improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Calder Road Elementary School																
	Dimension 1.1	Dimension 1.2	Dimension 1.3	Dimension 1.4	Dimension 2.1	Dimension 2.2	Dimension 2.3	Dimension 2.4	Dimension 2.5	Dimension 3.1	Dimension 3.2	Dimension 3.3	Dimension 4.1	Dimension 4.2	Dimension 4.3	Dimension 4.4
Skillful	33	29	31	31	34	29	35	28	31	37	33	37	33	31	30	33
Developing	5	8	7	6	3	9	3	8	6	1	5	0	1	3	4	1
Needs Improvement	0	1	0	1	1	0	0	1	1	0	0	1	0	0	0	0
Dunbar Middle School																
	Dimension 1.1	Dimension 1.2	Dimension 1.3	Dimension 1.4	Dimension 2.1	Dimension 2.2	Dimension 2.3	Dimension 2.4	Dimension 2.5	Dimension 3.1	Dimension 3.2	Dimension 3.3	Dimension 4.1	Dimension 4.2	Dimension 4.3	Dimension 4.4
Skillful	21	7	23	22	16	19	15	12	19	29	25	26	34	17	5	21
Developing	19	33	17	18	24	21	24	28	20	10	14	13	4	21	33	17
Needs Improvement	0	0	0	0	0	0	1	0	1	1	1	1	0	0	0	0
Barber Middle School																
	Dimension 1.1	Dimension 1.2	Dimension 1.3	Dimension 1.4	Dimension 2.1	Dimension 2.2	Dimension 2.3	Dimension 2.4	Dimension 2.5	Dimension 3.1	Dimension 3.2	Dimension 3.3	Dimension 4.1	Dimension 4.2	Dimension 4.3	Dimension 4.4
Skillful	27	10	35	27	36	38	29	16	19	40	40	40	39	34	34	36
Developing	13	30	5	13	4	2	11	24	21	0	0	0	1	6	6	4
Needs Improvement	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lobit Middle School																
	Dimension 1.1	Dimension 1.2	Dimension 1.3	Dimension 1.4	Dimension 2.1	Dimension 2.2	Dimension 2.3	Dimension 2.4	Dimension 2.5	Dimension 3.1	Dimension 3.2	Dimension 3.3	Dimension 4.1	Dimension 4.2	Dimension 4.3	Dimension 4.4
Skillful	6	5	6	4	4	6	6	5	4	11	10	9	6	5	4	7
Developing	21	24	25	25	27	26	26	26	28	20	21	21	22	23	24	21
Needs Improvement	5	3	1	2	1	0	0	1	0	0	0	1	0	0	0	0
McAdams Junior High School																
	Dimension 1.1	Dimension 1.2	Dimension 1.3	Dimension 1.4	Dimension 2.1	Dimension 2.2	Dimension 2.3	Dimension 2.4	Dimension 2.5	Dimension 3.1	Dimension 3.2	Dimension 3.3	Dimension 4.1	Dimension 4.2	Dimension 4.3	Dimension 4.4
Skillful	23	5	3	16	12	14	27	4	12	33	33	30	38	12	10	7
Developing	37	56	56	40	48	44	31	55	47	28	28	29	22	47	50	53
Needs Improvement	1	0	2	5	1	3	3	2	2	0	0	2	0	1	0	0
Kranz Junior High School																
	Dimension 1.1	Dimension 1.2	Dimension 1.3	Dimension 1.4	Dimension 2.1	Dimension 2.2	Dimension 2.3	Dimension 2.4	Dimension 2.5	Dimension 3.1	Dimension 3.2	Dimension 3.3	Dimension 4.1	Dimension 4.2	Dimension 4.3	Dimension 4.4
Skillful	41	40	43	41	36	48	47	26	40	53	45	51	47	54	41	45
Developing	24	25	22	24	28	15	18	38	25	12	20	14	18	11	24	20
Needs Improvement	0	0	0	0	1	2	0	1	0	0	0	0	0	0	0	0
Dickinson High School																
	Dimension 1.1	Dimension 1.2	Dimension 1.3	Dimension 1.4	Dimension 2.1	Dimension 2.2	Dimension 2.3	Dimension 2.4	Dimension 2.5	Dimension 3.1	Dimension 3.2	Dimension 3.3	Dimension 4.1	Dimension 4.2	Dimension 4.3	Dimension 4.4
Skillful	129	122	149	130	131	140	139	108	132	161	146	162	154	132	128	138
Developing	57	72	45	63	57	50	51	83	57	29	41	28	34	58	60	52
Needs Improvement	8	0	0	0	1	0	1	0	1	0	3	0	2	0	2	0

187 Day Teacher Work Calendar

Total Days: 187					
Start Date: August 14, 2020					
End Date: June 2, 2021					
Complete Work Schedule					
Month	Sched. # of work days	Unpaid Holidays		Additional Days	
		Dates	#	Dates	#
Aug	12		0		
Sep	21	7	1		
Oct	22		0		
Nov	18	25-27	3		
Dec	14	21-25, 28-31	9		
Jan	19	1, 18	2		
Feb	20		0		
Mar	18	15-19	5		
Apr	21	2	1		
May	20	31	1		
June	2		0		
July	0		0		
Total	187	Unpaid holidays	22		

August 2020 (12)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	MP	NT	NT	NT	SD	15
16	SD	SD	SD	SD	TP	22
23	[24	25	26	27	28	29
30	31					

September 2020 (21)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	H	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020 (22)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	[19	20	21	22	23	24
25	26	27	28	29	PC	31

November 2020 (18)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	E	E	H	H	H	28
29	30					

December 2020 (14)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18^	19
20	H	H	H	H	H	26
27	H	H	H	H		

January 2021 (19)						
S	M	T	W	T	F	S
					H	2
3	SD	[5	6	7	8	9
10	11	12	13	14	15	16
17	H	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021 (20)						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	SD	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021 (18)						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	H	H	H	H	H	20
21	[22	23	24	25	26	27
28	29	30	31			

April 2021 (21)						
S	M	T	W	T	F	S
				1	H	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021 (20)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27^	TP	29
30	H					

June 2021 (2)						
S	M	T	W	T	F	S
		E	E	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021 (0)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- [Grading Period Begins
-] Grading Period Ends
- ^ Early Release
- H Student/Teacher Holiday
- MP Mentor/Protege Teachers
- NT New Teacher Training
- SD Staff Development (no school for students)
- TP Teacher Preparation (no school for students)
- E Teacher Exchange Day/Student Holiday
- PC Parent Conference Day/Student Holiday

Dickinson Independent School District

PROFESSIONAL LEARNING EXCHANGE DAY REQUEST FORM

NAME _____ CAMPUS _____ DATE _____

In-district training will be provided for the majority of staff development needs. All professional learning exchange day training must be registered in Eduphoria after approval by principal.

1. Name of workshop, seminar or event: _____

2. Dates of Training: _____

3. Please include an explanation of how the training addresses our campus improvement plan.

PRINCIPAL'S APPROVAL

DATE

Number of Professional Learning Exchange Day Hours earned: _____

TRAINING HOUR CREDITS

Teachers may select staff development, workshops, conferences and college courses that address priority objectives in their campus improvement plans. ***Staff development activities attended for exchange day requirements must be pre-approved by the campus principal.*** District provided training is encouraged for trade day credit.

1. College course work taken between May 26, 2020, and May 3, 2021, qualifies for exchange-day hours with the principal's approval. One semester course equals forty-five clock hours.
2. Any curriculum or departmental training needs prior approval of the principal to qualify for exchange hours.
3. This form must be completed by the teacher and approved by the principal prior to the training.
4. A certificate of attendance is available through Eduphoria after completion of district sessions. Teachers must upload certificate of attendance for out-of-district sessions.

EXCHANGE DAY GUIDELINES 2020-2021

1. November 23rd and 24th and June 1st and 2nd are designated as exchange days for purposes of a 187 day calendar.
2. Training hours for the November Exchange days shall be earned after May 26, 2020, and prior to November 2, 2020. Training hours for the May Exchange Days shall be earned after May 26, 2020 and prior to May 3, 2021.
3. **Six** hours of approved training are required for each exchange day. Training may occur during the summer, after school or on weekends. Training may occur in small blocks of time, but must total six hours to qualify for one exchange day. No credit will be given for partial days.
4. Teachers who do not earn exchange days will be docked at their daily rate of pay for each exchange day not earned. **This dock will occur on the December 30th paycheck and the May 30th paycheck.**
5. If a teacher receives pay for training, the paid days may **not** be used for exchange days.
6. Principals shall submit a list of teachers who do not qualify to receive pay for exchange days by November 15, 2020 and May 15, 2021.

I understand that if I do NOT register, I will not be able to attend. I understand that I am responsible for my attendance at district provided trainings. If I register for a session but later discover that I am not able to attend, I need to unregister from the session at least 48 hours prior to the event. If I do not unregister from the session, \$150 will be payroll deducted.

Teacher Printed Name

Teacher Signature

Date

**Dickinson ISD
Curriculum and Instruction
Professional Learning Norms**

- **Register in Eduphoria prior to the session.**
- **Be prepared, punctual and remain for the entire session.**
- **Business casual attire is appropriate for Professional Learning inside and outside the district.**
 - **Jeans are not appropriate when attending Professional Learning outside the district.**
- **Sign in at the beginning of the session and after lunch (if applicable).**
- **Be an engaged participant and willing to share.**
- **Actively listen to each other's ideas and opinions.**
- **Remain focused on the topic or task.**
- **Be respectful of the learning environment and other participants.**
- **Be aware of distractions (phones, texting, email, sidebar conversations).**
- **Conduct personal business outside of the meeting and only during breaks.**
- **Take care of yourself.**
- **Clean up your area and make sure all supplies are returned to the presenter.**
- **After the session, complete the survey in Eduphoria and/or the evaluation provided by the presenter to receive professional learning credit and a certificate of attendance.**
- **Be willing to share information with peers and implement new learning.**
- **Only workshop participants are allowed in sessions. Due to safety concerns, non-participants will not be allowed to be in sessions nor in common areas outside of sessions.**

Appendix D

Campus	DISD Years of Service	Assignment	Initial Date	Initial Documentation	Follow-up Date	Follow-up Documentation	Follow-up Date	Follow-up Documentation	Follow-up Date	Follow-up Documentation	Follow-up Date	Follow-up Documentation	Possible Recommendation
McAdams Junior High	7	Teacher	11/11/2020	Memorandum - Student Discipline Concern									Term Contract
McAdams Junior High	10	Teacher	9/8/2020	Memorandum - Video/Responsible Use Agreement									Term Contract
San Leon Elementary	15	Dyslexia Specialist	05/03/2021	Summary of Conference Memo - Student Interaction									Term Contract
San Leon Elementary	0	Teacher	02/23/2021	Investigation/Admin Leave									Resignation - March 2021
Special Programs	0	LSSP	02/05/2021	Remediation Plan									Resignation - April 2021

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 7, 2021

Item Title: Spring Professional Development Report & 2020 Summer Professional Development Plan

Agenda Item: Dr. Jeff Pack

Background Information:

The Spring Professional Development Report and 2021 Summer Professional Development Plan is attached.

Recommendation:

Information only

Action Item: _____ Yes √ No

DISD Professional Development Summary - Spring 2021

e-Courses (not including Required Annual Eduhero Courses)

<u>Title</u>	<u>Start Date</u>	<u>Attendance</u>	<u>Professional Development Hours Earned</u>	<u>Total Hours Earned (per course)</u>
2020-2021 T-TESS Training Course #1 - Evaluation Process	NA	43	2	86
2020-2021 T-TESS Training Course #2 - Domain 1	NA	40	2	80
2020-2021 T-TESS Training Course #3 - Domain 2	NA	40	2	80
2020-2021 T-TESS Training Course #4 - Domain 3	NA	40	2	80
2020-2021 T-TESS Training Course #5 - Domain 4	NA	39	2	78
2020-2021 T-TESS Training Course #6 - Calibration	NA	28	2	56
2020-2021 T-TESS Training Course #7 - Specialized Settings	NA	37	2	74
2020-2021 VEX Robotics: "Rise Above" - Referee Training	NA	9	2	18
2021 KJHS Basic TELPAS Training	NA	10	1	10
2021 KJHS Security Training	NA	86	1	86
2021 KJHS STAAR Oral Training Modules-	NA	74	1	74
2021 KJHS STAAR Training Modules	NA	76	1	76
ESC 20 IEP Goal Development in Texas Online Course	NA	141	3	423
Global PD Mini-Course: Common Formative Assessment	NA	20	4	80
Global PD Mini-Course: Embedded Formative Assessment	NA	18	4	72
Global PD Mini-Course: HEART!	NA	19	4	76
Global PD Mini-Course: Learning by Doing	NA	28	4	112
Global PD Mini-Course: Taking Action - A Handbook for RTI at Work	NA	19	4	76
Global PD Mini-Course: Transforming School Culture	NA	21	4	84
GT: Differentiated Assessments - Eduhero	NA	43	1	43
GT: Emotional Needs of GT Students - EduHero	NA	119	1	119
GT: Energizing K-5 GT Science - Eduhero	NA	30	1	30
GT: Engaging the Gifted Student - EduHero	NA	131	1	131
GT: Growth & Maturity in GT Students - EduHero	NA	112	1	112
GT: Increasing Your GT Diversity - EduHero	NA	82	1	82
GT: Instruction in the ELAR Classroom - Eduhero	NA	52	1	52
GT: Overcoming Roadblocks to GT Success - EduHero	NA	82	1	82
GT: Personality Typing and GT Students - Eduhero	NA	46	1	46
GT: Raising the Bar - EduHero	NA	106	1	106
GT: Students: Differentiating Instruction-EduHero	NA	149	1	149
GT: Tech Tools for the GT Student - Eduhero	NA	52	1	52
GT: The Twice Exceptional Student - EduHero	NA	102	1	102
GT: Working with GT Parents - EduHero	NA	117	1	117
HAC-GT Foundation Training - Creativity in the Gifted Classroom (Access Window - Oct 1 - Nov 30)	NA	4	6	24
HAC-GT Foundation Training - Differentiation for Advanced Students (Access Window - Oct 2 - Nov 30)	NA	3	6	18
HAC-GT Foundation Training - Identification and Assessment of GT Students (Access Window - Oct 1 - Nov 30)	NA	7	6	42
HAC-GT Foundation Training - Intro to Differentiating with Depth & Complexity Icons (Access Window - Oct 1 - Nov 30)	NA	5	6	30
HAC-GT Foundation Training - Nature & Needs for Gifted Students (Access Window - Oct 2 - Nov 30)	NA	5	6	30
HAC-GT Foundation Training - Social & Emotional Needs of Gifted Students (Access Window - Oct 1 - Nov 30)	NA	5	6	30
How to Care for and Use a Chromebook	NA	74	1	74
Science Academies for Grades K-4, Part 1	NA	51	12	612
VEX Robotics Teacher Certification Training	NA	11	16	176
Virtual: Forensic Health Care in the School Setting (School Nursing Boot Camp)	NA	15	9	135

Virtual: TEA CTC training for managing documents and Intro to Online testing	NA	17	1	17
		2208		4132

Required Annual Online Training (Primarily Eduhero)

2020-2021 Allergy & Anaphylaxis	NA	225	1	225
2020-2021 Bloodborne Pathogens	NA	1208	1	1208
2020-2021 Bullying Prevention for School Personnel	NA	1146	1	1146
2020-2021 Child Abuse Responsibilities	NA	275	1	275
2020-2021 Customer Service in Education - B-Team ONLY	NA	42	1	42
2020-2021 FERPA & PPRA in Schools	NA	217	1	217
2020-2021 Human Trafficking Awareness	NA	1209	1	1209
2020-2021 Kognito: At Risk - Trauma Informed Care Training	NA	1221	1.5	1831.5
2020-2021 Mental Health SB460: Part 1	NA	223	1	223
2020-2021 Mental Health SB460: Part 2	NA	221	1	221
2020-2021 Mental Health SB460: Part 3	NA	219	1	219
2020-2021 Section 504 for Teachers	NA	210	1	210
2020-2021 Seizure Training for School NURSES (Only for School Nurses)	NA	41	2.25	92.25
2020-2021 Seizure Training for School Personnel	NA	1278	1	1278
2020-2021 Sexual Harassment for Educators	NA	1214	1	1214
2020-2021 SHAC: Coordinated School Health Program	NA	207	1	207
2020-2021 Suicide Awareness & Prevention	NA	257	1	257
		9413		10074.75

All other Spring 2021 Professional Development Sessions

#3 VIRTUAL: Dual Language Curriculum Writing (PK-2nd) With Dr. Mercuri - 4:30pm - 6:00pm	02/10/21	26	1.5	39
#4 VIRTUAL: Dual Language Curriculum Writing (PK-2nd) With Dr. Mercuri - 4:30pm - 6:00pm	03/03/21	22	1.5	33
#5 VIRTUAL: Dual Language Curriculum Writing (PK-2nd) With Dr. Mercuri - 4:30pm - 6:00pm	03/31/21	25	1.5	37.5
#6 VIRTUAL: Dual Language Curriculum Writing (PK-2nd) With Dr. Mercuri - 4:30pm - 6:00pm	04/14/21	20	1.5	30
#7 VIRTUAL: Dual Language Curriculum Writing (PK-2nd) With Dr. Mercuri - 4:30pm - 6:00pm	04/21/21	33	1.5	49.5
#8 VIRTUAL: Dual Language Curriculum Writing (PK-2nd) With Dr. Mercuri - 4:30pm - 6:00pm	05/05/21	15	1.5	22.5
#9 VIRTUAL: Dual Language Curriculum Writing 2nd Grade 4:30pm - 6:00pm	05/14/21	7	1.5	10.5
2020-2021 TELPAS Rater Training	01/27/21	2	1.5	3
20-21 DISD Reading Academy	01/11/21	23	6	138
20-21 DISD Reading Academy	01/29/21	23	6	138
20-21 DISD Reading Academy	03/09/21	23	6	138
20-21 DISD Reading Academy	04/30/21	21	6	126
20-21 Gr. 4 ELAR Calibration	01/28/21	11	12	132
2021 KJHS TELPAS Calibration	02/10/21	16	2	32
2021 KJHS TELPAS Rate Samples	03/10/21	15	2	30
2021 Virtual Diabetes Management Conference for School Nurses	02/06/21	7	6	42
2021 Virtual Rash Management Conference for School Nurses	04/27/21	15	6	90
2nd Mini meeting KE Little only: CPI	01/28/21	4	1	4
3rd Mini meeting Barber Middle School only: CPI	02/15/21	2	1	2
3rd Mini meeting Bay Colony Elem School only: CPI	03/09/21	4	1	4
3rd Mini meeting Bay Colony only: CPI	05/12/21	11	1	11
3rd Mini meeting Calder Rd only: CPI	01/25/21	18	1	18
3rd Mini meeting CAP only: CPI	02/22/21	4	1	4
3rd Mini meeting DCC/DALC only: CPI	04/29/21	6	1	6

3rd Mini meeting Dickinson High School ADMIN only: CPI	02/08/21	17	1	17
3rd Mini meeting Dickinson High School PARAs only: CPI	02/12/21	29	1	29
3rd Mini meeting Dunbar Middle School only: CPI	03/10/21	11	1	11
3rd Mini meeting Hughes Rd only: CPI	01/28/21	17	1	17
3rd Mini meeting KE Little only: CPI	02/24/21	5	1	5
3rd Mini meeting Kranz JHS only: CPI	01/25/21	19	1	19
3rd Mini meeting Lobit ONLY LMS 3:30 LES 4:15: CPI	04/14/21	17	1	17
3rd Mini meeting McAdams Jr High School only: CPI	03/25/21	13	1	13
3rd Mini meeting San Leon only: CPI	01/27/21	11	1	11
3rd Mini meeting Silbernagel Elementary School only: CPI	05/04/21	7	1	7
3rd STAAR Campus Specific Training	05/03/21	15	2	30
4th STAAR Campus Specific Training	05/03/21	5	2	10
April STAAR TA Training	03/31/21	15	4	60
BCES TELPAS Basic Training	02/23/21	19	5	95
BCES TELPAS Calibration	02/24/21	14	2	28
Best Practices in Assessing CLD Students	04/23/21	10	3	30
Best Practices in Evaluation and Identification of ID	04/08/21	14	6	84
BTLPT 190 Dr. ET Trevino	01/30/21	6	3	18
Campus Specific STAAR Writing Training	03/29/21	12	2	24
CPI Refresher Course - BCES teachers and paras only:	05/28/21	10	6	60
CPI Refresher Course - MJHS teachers and paras only:	05/28/21	14	6	84
CPI Refresher Course - Silbernagel teachers and paras only:	05/28/21	11	6	66
CPI: Nonviolent Crisis Intervention Course	01/07/21	4	6	24
CPI: Nonviolent Crisis Intervention Course	02/11/21	4	6	24
DAC Getting Started with Climate and Culture Transformation	04/16/21	2	6	12
DAC Getting Started with Trauma-Informed Living	04/14/21	1	6	6
DALC Restorative Practices and Principles	02/22/21	4	7	28
Day 1 - Comprehensive Team-Based Evaluations of ASD (Autism)	04/14/21	7	6	42
Day 2 - Comprehensive Team-Based Evaluations of ASD (Autism)	04/15/21	7	6	42
Elementary Math PSBM Blitz Planning	04/14/21	6	2	12
English Learners (EL) Results Driven Accountability (RDA) Strategic Support Planning Meeting	03/04/21	7	3	21
ESC 230/231: Vineland Interview Training	01/21/21	12	3	36
ESC 230: Special Education Reevaluations	05/20/21	9	2	18
ESC 251: Elementary ELAR Instructional Coaches PSBM Data Collaboration	04/15/21	3	6	18
ESC 251: Schoology Training for Presenters and Campus Contacts	05/21/21	51	6	306
ESC 251: Solution Tree RTI Workshop part 2 of 3 (AM Session) - Principals & District Administrators	03/25/21	17	3	51
ESC 251: Solution Tree RTI Workshop part 2 of 3 (PM Session) Curriculum Specialists & Academic Coaches	03/25/21	37	3	111
ESC 251: Solution Tree RTI Workshop part 3 of 3 (AM Session) - Assistant Principals & DOI's - Limit 20	04/23/21	19	3	57
ESC 251: Solution Tree RTI Workshop part 3 of 3 (AM Session) - Principals & District Administrators	04/22/21	30	3	90
ESC 251: Solution Tree RTI Workshop part 3 of 3 (PM Session) - Assistant Principals & DOI's - Limit 20	04/23/21	12	3	36
ESC 251: Solution Tree RTI Workshop part 3 of 3 (PM Session) Curriculum Specialists & Academic Coaches - Limit 45	04/22/21	27	3	81
ESC 251: Title IX Training for administrators with Walsh Gallegos - AM Session	01/07/21	35	3	105
ESC 251: Title IX Training for administrators with Walsh Gallegos - PM Session	01/07/21	29	3	87
ESC Boardroom: Solution Tree RTI Workshop part 2 of 3 (AM Session) - Assistant Principals & DOI's	03/24/21	16	3	48
ESC Boardroom: Solution Tree RTI Workshop part 2 of 3 (PM Session) - Assistant Principals & DOI's	03/24/21	10	3	30
ESC TR 251: Protege Training - January	01/12/21	54	1	54
Esmond Restorative Practices and Principles	02/22/21	6	7	42
Evaluations for CLD Students	04/09/21	12	2	24
Impact Cycle Training: Chapter 3	01/14/21	48	1.5	72

Impact Cycle Training: Chapter 4	03/11/21	37	1.5	55.5
Impact Cycle Training: Chapter 5	04/15/21	22	1.5	33
KJHS Teacher Tips & Tools	03/01/21	4	1.5	6
KJHS Teacher Tips & Tools	04/19/21	1	1.5	1.5
May STAAR TA Training	04/28/21	14	2	28
Schoology Master Instructor Course-Day 1 of 2 - By Invitation Only	03/22/21	29	3	87
Schoology Master Instructor Course-Day 2 of 2 - By Invitation Only	03/23/21	29	3	87
SPED Region 4 Standards Based IEPs Training of Trainers (TOT)	02/02/21	11	6	66
SPED Region 4 Standards Based IEPs Training of Trainers (TOT)	02/03/21	11	6	66
SPED Region 4 Standards Based IEPs Training of Trainers (TOT)	02/04/21	11	6	66
STAAR Oral Admin Training	03/11/21	8	2	16
STAAR Test Security Training	03/08/21	8	2	16
STAAR Writing Online Training	03/30/21	2	2	4
TELPAS Calibration Session 1	02/08/21	2	2	4
TELPAS Calibration Session 2	02/10/21	1	2	2
TELPAS Calibration Session 3	02/24/21	1	2	2
TELPAS Campus Procedural Training	02/03/21	10	1	10
TELPAS TA training	02/22/21	7	2	14
TELPAS Writing Collection Training	02/03/21	21	2	42
Testing Security Training	02/02/21	66	2	132
Transportation Driver's lounge: CPI Refresher Course pm session	03/01/21	20	3	60
Transportation Driver's lounge: CPI Refresher Course pm session	03/03/21	22	3	66
T-TESS Training (DALC/Esmond)	01/04/21	11	6	66
T-TESS Training (DCC)	02/22/21	7	6	42
Virtual EOY LPAC Training - AM Session	04/15/21	14	3	42
Virtual EOY LPAC Training - PM Session	04/15/21	8	3	24
Virtual ESL 154 training with Dr. ET Trevino	04/10/21	36	3	108
Virtual MOY LPAC Training - AM Session	02/12/21	17	3	51
Virtual MOY LPAC Training - PM Session	02/12/21	7	3	21
Virtual MTSS/Rtl "New" Frontline Training	02/03/21	28	3	84
Virtual Rtl/MTSS Elementary Training	03/03/21	13	3	39
Virtual Rtl/MTSS Secondary Training	03/03/21	8	3	24
VIRTUAL: AP/DOI Schoology Training - Leveraging Schoology in Leadership	05/06/21	16	1.5	24
VIRTUAL: Restorative Practices - Small Group Facilitator Training (By Invitation Only)	03/04/21	17	3	51
Virtual: 2021 ADD vs ADHD Management Conference for School Nurses	04/27/21	15	2	30
Virtual: 2021 Asthma Management & Vaping Signs/Symptoms Conference for School Nurses	03/30/21	15	2	30
Virtual: 2021 Emergency Triage Conference for School Nurses	05/18/21	14	2	28
Virtual: 2021 Orthopedic Injuries Conference for School Nurses	05/18/21	15	2	30
Virtual: 2021 Sexual Trafficking & Internet Safety Awareness Conference for School Nurses	04/02/21	15	2	30
Virtual: 5-8 Math Curriculum Leadership Team	01/21/21	8	3	24
Virtual: 6-8 Science April CLT	04/26/21	4	3	12
Virtual: 6-8 Science January CLT	01/25/21	6	3	18
Virtual: 6-8 Science March CLT	03/29/21	3	3	9
VIRTUAL: Dual Language Curriculum Writing (PK-1st) - 4:30pm - 5:30pm	01/06/21	14	1	14
Virtual: Elementary Math & Science CLT Meeting	01/20/21	13	3	39
Virtual: HS Science April CLT	04/27/21	2	3	6
Virtual: HS Science January CLT	01/26/21	3	3	9
Virtual: HS Science March CLT	03/30/21	2	3	6
VIRTUAL: Lead4ward - State Assessment - AM Session (8-11am) - limited to 50 per session	02/11/21	52	3	156

VIRTUAL: Lead4ward - State Assessment - PM Session (1-4 pm) - limited to 50 per session	02/11/21	23	3	69
VIRTUAL: Lead4ward-Teacher Jam Session with Justin (Elementary) - Limit 50	04/19/21	15	1	15
VIRTUAL: Lead4ward-Teacher Jam Session with Justin (Secondary) - Limit 50	01/11/21	10	1	10
VIRTUAL: Lead4ward-Teacher Jam Session with Justin (Secondary) - Limit 50	03/22/21	3	1	3
VIRTUAL: Solution Tree RTI Workshop part 1 of 3 (AM Session) - Assistant Principals & DOI's	02/26/21	9	3	27
VIRTUAL: Solution Tree RTI Workshop part 1 of 3 (AM Session) - Principals & District Administrators	02/25/21	21	3	63
VIRTUAL: Solution Tree RTI Workshop part 1 of 3 (PM Session) - Assistant Principals & DOI's	02/26/21	14	3	42
VIRTUAL: Solution Tree RTI Workshop part 1 of 3 (PM Session) Curriculum Specialists & Academic Coaches	02/25/21	52	3	156
Virtual: ST Math Implementation Meeting	02/05/21	12	3	36
ZOOM: AP academy/CTC STAAR and STAAR Alt 2 training	02/01/21	16	2	32
ZOOM: AP Academy/CTC STAAR and STAAR Alt 2 training	02/01/21	1	2	2
ZOOM: CTC TELPAS Training	01/06/21	15	2	30
ZOOM: CTC TELPAS Training	01/06/21	4	2	8

2008

5726

Total # of Participants	13629
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Total # of Hours Earned	19932.75
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Dickinson ISD Professional Development Summary Spring Semester – 2021

1. 196 Professional development sessions provided between 1/4/2021 – 5/28/2021
Approximately 13,000 DISD staff attended (13,629)
19,932 professional development hours earned by DISD staff.
2. Professional development provided by:
 - a. DISD Educational Services Department
 - b. Special Programs Department
 - c. Campus sponsored PD
 - d. District Partnerships
 - Lead4ward
 - Solution Tree / Global PD
 - Houston Area Cooperative (HAC)
 - Region 4 Service Center
 - National Educators for Restorative Practices
 - AVID
 - Eduhero Online Education – Required Annual Trainings
3. Ongoing Professional Development Programs in DISD
 - a. New Teacher Induction Program (2 years)
 - b. Administrator Academy
 - c. Curriculum Development Teams
 - d. AP/Pre-AP Vertical Teams
 - e. Librarian Network
 - f. Special Education Instructional Design Team (SEID)
 - g. Collaborative University Partnerships

Chad Nuetzmann
Director of Teacher Development & Professional Learning



Dickinson ISD Professional Development Summer 2021 Preview

1. 263 Professional development sessions are scheduled to take place between June 3rd and August 12th 2021. This is significantly more than the number of sessions offered in the summer of 2020 (increase of 60 sessions).
2. NEW for Summer 2021 – Beginning in June of 2021 DISD will offer summer professional development for all ten of our CTE programs. These courses will include both curriculum development and collaboration opportunities as well as field experiences to help develop new and strengthen existing relationships with our CTE community partners. We had originally planned for rollout last summer, but we were delayed due to the COVID pandemic.
3. NEW for Summer 2021 – The strength of our district and the guarantee of our future success is found in our amazing teachers. Starting this summer, some of our best and most talented classroom teachers will be leading professional development sessions of their own. They will offer sessions on content knowledge and best practices as well as classroom management, technology and more. We are proud to highlight these amazing educators as we continue to develop those that will serve as our future campus and district leaders.
4. In 2021-2022 DISD will begin using the Schoology learning platform district-wide. This platform is similar to Google classroom and offers many additional benefits including data sharing with Skyward. All classroom teachers will receive a full-day of training this summer. Teachers may choose from any of the 30 sessions scheduled throughout the month of June. NEW to DISD teachers hired throughout the Spring and Summer will receive their training on Monday, August 9th as a part of their on-boarding training.
5. We are proud to announce that DISD is partnering with Solution Tree to offer the Professional Learning Communities (PLC) @Work LIVE Institute. We will be hosting this live-streaming event at two locations (DHS & MJHS) on June 29th, 30th and July 1st to approximately 250 participants. Those in attendance will work closely with teachers from their own campus and learning leaders from across the district. Participants will listen to nationally recognized keynote speakers like Mike Mattos, Anthony Muhammad, and Regina Owens as well as have the opportunity to choose from almost 40 live breakout sessions.

Chad Nuetzmann
Director of Teacher Development & Professional Learning

Dickinson ISD Summer 2021 Professional Learning Opportunities by Content Area

Course Title	Facilitator Presenter, <small>Blue</small> = Teacher Led	Course Description	Starting Date	Ending Date	Content Area:	Starting Time	Ending Time	Course Hours Earned:
VIRTUAL: AVID Path Institute #1 (2 Days) - Limit 42	Julie Abram	Participants must register online with My AVID account. This course in eduphoria is for information only.	6/17/2021	6/18/2021	All / Any	8:00:00 AM	4:00:00 PM	12
VIRTUAL: AVID Path Institute #2 (2 Days) - Limit 20	Julie Abram	Participants must register online with My AVID account. This course in eduphoria is for information only.	6/17/2021	6/18/2021	All / Any	8:00:00 AM	4:00:00 PM	12
DHS LGI: Joyful Learning - Limit 30	Leone Clark	Joyful Learning – This one day PD is based on the outstanding work and book by Udvari-Solner & Kluth. While not targeting special populations specifically, these high-impact learning strategies will provide teachers with an array of tools to engage and differentiate learners across all levels and needs. Focusing on the areas of community building, teaching/learning, studying/reviewing, active lectures, and assessing with the key element of celebration, teachers will walk away with practical hands on strategies they will enjoy implementing and students will enjoy experiencing. While appropriate for K-12, might be most applicable in grades 4 – 12 settings.	6/28/2021	6/28/2021	All / Any	8:30:00 AM	3:30:00 PM	6
DHS Aud: Solution Tree PLC@Work Conference @ DHS (By Invitation Only) - 3 DAYS	Multiple Solution Tree Presenters	This three day PLC@Work LIVE Webcast Institute is provided by Solution Tree for Dickinson ISD at Dickinson High School for three consecutive days. This event will help teachers learn how to collaborate together to improve student learning and overall success. This event is by invitation only. Please contact your campus administrator if you are interested in participating.	6/29/2021	7/1/2021	All / Any	8:00:00 AM	4:00:00 PM	18
MJHS Aud: Solution Tree PLC@Work Conference @ MJHS (By Invitation Only) - 3 DAYS	Multiple Solution Tree Presenters	This three day PLC@Work LIVE Webcast Institute is provided by Solution Tree at Dickinson ISD at McAdams JH school for three consecutive days. This event will help teachers learn how to collaborate together to improve student learning and overall success. This event is by invitation only. Please contact your campus administrator if you are interested in participating.	6/29/2021	7/1/2021	All / Any	8:00:00 AM	4:00:00 PM	18
ESC 251: Restorative Practices Make & Take - Refresher - Limit 70	NEDRP Lead Presenter	This is a full-day refresher for the 6 Restorative Practices classroom tools. This training is open to all DISD staff. This is also a make and take training where participants will be able to create tools they will use in their classrooms.	8/10/2021	8/10/2021	All / Any	8:30:00 AM	3:30:00 PM	6
VIRTUAL: Behavior Interventions and De-escalation - Limit 50 (Asynchronous)	Omar Cobo	Review of behavior intervention strategies and de-escalation tools to use with students of all grade levels and programs (limit 50). This course will be a self-paced google classroom style training which will require the submission of one or more short assignments/quizzes.	8/11/2021	8/11/2021	All / Any	Asynchronous	Asynchronous	3

CTE: Agriculture, Food, and Natural Resources - Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing partnerships with business and industry to promote curriculum relevance through the partner volunteering in one or more of the following vehicles: 1. Serving as a guest speaker, 2. Participating in classroom and student leadership activities, 3. Serving as a member of an advisory committee for CTE programs, 4. Providing work-based learning experiences such as internships or job shadowing, 5. Participate in mock interviews and/or Career Day, 6. Sponsor events, field trips or assemblies, 7. Promote attendance at our fall and spring District CTE Advisory meetings. A visit form and photo or screen shot of a virtual meeting of you and the contact must be submitted for each appointment within five days of the visit. Documentation must be emailed or delivered to Casey Schoen, CTE Administrative Assistant at the ESC.	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6
CTE: Arts, Audio Video Technology and Communications - Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6
CTE: Business, Marketing and Finance - Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6
CTE: Education & Training - Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6
CTE: Health & Science - Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6
CTE: Human Services - Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6
CTE: Law & Public Services - Curriculum Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6
CTE: Manufacturing - Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6
CTE: Science, Technology, Engineering & Math - Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6

CTE: Transportation, Distribution, and Logistics - Field Experience: Day 1 (June 3-July 30)	Melissa Everett	Instructors will schedule at least 3 appointments to visit with local business and industry partners associated with your program. The purpose of the visit is to build new and strengthen existing	6/3/2021	7/30/2021	CTE	9:00 AM	4:00 PM	6
DHS TBD: CTE: Agriculture, Food, and Natural Resources - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
DHS TBD: CTE: Arts, Audio Video Technology and Communications - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
DHS TBD: CTE: Business, Marketing and Finance - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
DHS TBD: CTE: Education & Training - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
DHS TBD: CTE: Health Science - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
DHS TBD: CTE: Human Services - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
DHS TBD: CTE: Law & Public Services - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
DHS TBD: CTE: Manufacturing - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
DHS TBD: CTE: Science, Technology, Engineering & Math - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
DHS TBD: CTE: Transportation, Distribution, and Logistics - Curriculum Planning: Day 2	Melissa Everett	Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).	7/12/2021	7/12/2021	CTE	8:00 AM	3:00 PM	6
MJHS Library & C124: McAdams ELA Teacher Academy - Day 1	Stacey Hughes	Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles. This Academy is for MJHS teachers only.	6/3/2021	6/3/2021	ELA	8:00:00 AM	3:30:00 PM	6

MJHS Library & C124: McAdams ELA Teacher Academy - Day 2	Stacey Hughes	Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles. This Academy is for MJHS teachers only.	6/4/2021	6/4/2021	ELA	8:00:00 AM	3:30:00 PM	6
DHS 9th Grade Center R214: ABYDOS Writing Institute (K-12) 3 Weeks, Mon-Thurs June 7-10, 14-17, 21-24 (Limit 25)	Liz Ortiz & Jennifer Blakely	Training in Abydos writing workshop strategies with integration of grammar within the writing process. This training is mandatory for ELA teachers of grades 5-12, as it directly corresponds to our year-long DISD writing curriculum, AbydosPro. Teachers leave knowing how to develop authentic writers in a writing community (their classroom) using best practices for writing and grammar instruction. The three week experience also yields a return to teachers writing for themselves and real audiences, not assigned writing for pseudo writing experiences. This course is taught by certified Abydos trainers. Attendance for the entire training is required in order to receive credit. If you are interested in attending please contact your campus principal or curriculum specialist (Jennifer Brewer /Qwynette Cormier). Space is limited to only 25 participants.	6/7/2021	6/24/2021	ELA	8:00:00 AM	4:00:00 PM	72
VIRTUAL: 5-8 ELAR Curriculum Vetting	Jennifer Brewer	This course will be a half-day credit. During this time teachers will be able to view and evaluate the revised curriculum. Teachers who want to attend must be Abydos trained in order to vet curriculum.	6/22/2021	6/22/2021	ELA	8:30:00 AM	11:30:00 AM	3
ESC 251: 3rd-4th Grade ELAR- Diving Deeper into Word Study for Struggling Readers and Writers	Susan Cook	The purpose of this training is to enhance your knowledge of decoding and encoding and support your ability to provide high-quality reading and writing instruction. We will explore information about critical factors for teaching struggling readers and writers that contribute to word reading development and will share routines and strategies that you can incorporate in your own classroom context.	6/28/2021	6/28/2021	ELA	8:00:00 AM	4:00:00 PM	6
VIRTUAL: 3rd-EOC ELAR, Lead4ward STAAR4WARD in Literacy-Part 1 of 2 - limit 100	Jarra Exxum- Lead4ward	What is STAAR 2.0 and what do I need to know for next year? The redesign of STAAR will require much more complex thinking for students. The 2021-2022 school year is an opportunity for teachers and leaders to have a renewed focus on instruction through the lens of the next generation of STAAR. Additionally, we will explore how teachers and leaders can integrate process standards to help students meet their full potential.	7/12/2021	7/12/2021	ELA	8:00:00 AM	11:00:00 AM	3

VIRTUAL: 3rd -EOC ELAR, Lead4ward STAAR4WARD in Literacy-Part 2 of 2 - limit 100	Jarra Exxum- Lead4ward	What is STAAR 2.0 and what do I need to know for next year? The redesign of STAAR will require much more complex thinking for students. The 2021-2022 school year is an opportunity for teachers and leaders to have a renewed focus on instruction through the lens of the next generation of STAAR. Additionally, we will explore how teachers and leaders can integrate process standards to help students meet their full potential.	7/13/2021	7/13/2021	ELA	8:00:00 AM	11:00:00 AM	3
VIRTUAL: 3rd-EOC Lead4ward Intervention for Literacy-Part 1 of 2 - Limit 100	Jarra Exxum- Lead4ward	How do we increase literacy opportunities for learning in the 2021-2022 school year? We know there will always be some students who need extra support. We also know that disruptions from COVID impacted all students. With disruption comes opportunity. We'll explore how to help students reassemble the bits and pieces of learning and, through this process, gain greater understanding. We'll reexamine intervention in literacy through the lens of process and content and prioritize high-impact curriculum standards. We'll refine and develop systems to create opportunities to learn: Intervention for All, Intervention for Some, and Intervention for a Few. And we'll explore how to leverage lead4ward tools and strategies to inform intervention and to plan with renewed intention.	7/19/2021	7/19/2021	ELA	8:00:00 AM	11:00:00 AM	3
VIRTUAL: 3rd-EOC Lead4ward Intervention to Literacy-Part 2 of 2 - Limit 100	Jarra Exxum- Lead4ward	How do we increase literacy opportunities for learning in the 2021-2022 school year? We know there will always be some students who need extra support. We also know that disruptions	7/20/2021	7/20/2021	ELA	8:00:00 AM	11:00:00 AM	3
ESC 230/231: English I & II Curriculum Training	Kelly Tummy-HCDE	Teachers will review all new curriculum documents and embedded supports provided. We will discuss district initiatives and ELAR resources/programs. Teachers will review unit assessments and plan for unit 1. Please bring your laptop or Chromebook.	7/21/2021	7/21/2021	ELA	8:30:00 AM	3:30:00 PM	6
DHS N231 & R214: English I & II Unit Planning	Qwinyette Cormier	Teachers will engage in unit planning with their teams to prepare for the upcoming school year.	7/22/2021	7/22/2021	ELA	8:30:00 AM	3:30:00 PM	6

JSES Library: ELAR K-3 Reading Academy Cohort, Day 1	Susan Cook/Leslie Burke	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement. All K-3 teachers and principals are required to complete Reading Academies. Previous Reading Academies are not a substitute for the current HB 3 Reading Academies. Reading Academies provide the guidance and structure to implement Science of Teaching Reading in the classroom. All Reading Academy participants will complete trainings at their home campus.	7/26/2021	7/26/2021	ELA	8:00:00 AM	4:00:00 PM	6
SLES Library: ELAR K-3 Reading Academy Cohort, Day 1 of 3	Susan Cook/Sherri Blackburn	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement. All K-3 teachers and principals are required to complete Reading Academies. Previous Reading Academies are not a substitute for the current HB 3 Reading Academies. Reading Academies provide the guidance and structure to implement Science of Teaching Reading in the classroom. All Reading Academy participants will complete trainings at their home campus.	7/26/2021	7/26/2021	ELA	8:00:00 AM	4:00:00 PM	6
ESC 230/231: English III & IV Curriculum Training	Kelly Tummy-HCDE	Teachers will review all new curriculum documents and embedded supports provided. We will discuss district initiatives and ELAR resources/programs. Teachers will review unit assessments and plan for unit 1. Please bring your laptop or Chromebook.	7/26/2021	7/26/2021	ELA	8:30:00 AM	3:30:00 PM	6
JSES Library: ELAR K-3 Reading Academy Cohort, Day 2	Susan Cook/Leslie Burke	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	7/27/2021	7/27/2021	ELA	8:00:00 AM	4:00:00 PM	6
SLES Library: ELAR K-3 Reading Academy Cohort, Day 2 of 3	Susan Cook/Sherri Blackburn	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	7/27/2021	7/27/2021	ELA	8:00:00 AM	4:00:00 PM	6
DHS N239 & N253: English III & IV Unit Planning	Qwinyette Cormier	Teachers will engage in unit planning with their teams to prepare for the upcoming school year.	7/27/2021	7/27/2021	ELA	8:30:00 AM	3:30:00 PM	6
JSES Library: ELAR K-3 Reading Academy Cohort, Day 3	Susan Cook/Leslie Burke	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	7/28/2021	7/28/2021	ELA	8:00:00 AM	4:00:00 PM	6
SLES Library: ELAR K-3 Reading Academy Cohort, Day 3 of 3	Susan Cook/Sherri Blackburn	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	7/28/2021	7/28/2021	ELA	8:00:00 AM	4:00:00 PM	6
JSES Cafeteria: Reading and Writing with Noel Gray (Silbernagel Teachers ONLY)	Leslie Burke	This training is available only to Silbernagel teachers only. Teachers will receive a refresher on components, planning guidelines, running records and moving students in guided reading.	7/29/2021	7/29/2021	ELA	8:30:00 AM	3:30:00 PM	6

BCES Library: ELAR K-3 Reading Academy Cohort, Day 1	Susan Cook/Amy Smith	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/2/2021	8/2/2021	ELA	8:00:00 AM	4:00:00 PM	6
CRES Library: ELAR K-3 Reading Academy Cohort, Day 1	Susan Cook/Sophia Acevado	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/2/2021	8/2/2021	ELA	8:00:00 AM	4:00:00 PM	6
HRES Cafe: ELAR K-3 Reading Academy Cohort, Day 1 of 3	Susan Cook/Kelly Colburn	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/2/2021	8/2/2021	ELA	8:00:00 AM	4:00:00 PM	6
LES Cafe: ELAR K-3 Reading Academy Cohort, Day 1 of 3	Susan Cook/Stephanie Williams	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/2/2021	8/2/2021	ELA	8:00:00 AM	4:00:00 PM	6
VIRTUAL: 5-8 Introduction to Notice and Note-FICTION	Jennifer Brewer	This course will be an overview to the Notice and Note Signposts for Fiction. This half-day will include modeling of the signposts and an explanation of how the signposts are connected to our curriculum and textbook.	8/2/2021	8/2/2021	ELA	8:30:00 AM	11:30:00 AM	3
VIRTUAL: 5-8 Introduction to Notice and Note Non-Fiction Signposts	Jennifer Brewer	This course will be an overview to the Notice and Note Signposts for Nonfiction. This half-day will include modeling of the signposts and an explanation of how the signposts are connected to our curriculum and textbook.	8/2/2021	8/2/2021	ELA	12:30:00 PM	3:30:00 PM	3
BCES Library: ELAR K-3 Reading Academy Cohort, Day 2	Susan Cook/Amy Smith	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/3/2021	8/3/2021	ELA	8:00:00 AM	4:00:00 PM	6
CRES Library: ELAR K-3 Reading Academy Cohort, Day 2	Susan Cook/Sophia Acevado	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/3/2021	8/3/2021	ELA	8:00:00 AM	4:00:00 PM	6
HRES Cafe: ELAR K-3 Reading Academy Cohort, Day 2 of 3	Susan Cook/Kelly Colburn	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/3/2021	8/3/2021	ELA	8:00:00 AM	4:00:00 PM	6
KELES Cafe: ELAR K-3 Reading Academy Cohort, Day 1 of 3	Susan Cook/Brooke Newell	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/3/2021	8/3/2021	ELA	8:00:00 AM	4:00:00 PM	6
LES Cafe: ELAR K-3 Reading Academy Cohort, Day 2 of 3	Susan Cook/Stephanie Williams	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/3/2021	8/3/2021	ELA	8:00:00 AM	4:00:00 PM	6
Kranz JH E127: 7th ELA (Day 1 of 2) - Kranz Teachers Only	Kim Kelley	Curriculum Planning. This training is for Kranz ELA teachers only.	8/3/2021	8/3/2021	ELA	8:30:00 AM	3:30:00 PM	6
BCES Library: ELAR K-3 Reading Academy Cohort, Day 3	Susan Cook/Amy Smith	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/4/2021	8/4/2021	ELA	8:00:00 AM	4:00:00 PM	6

CRES Library: ELAR K-3 Reading Academy Cohort, Day 3	Susan Cook/Sophia Acevado	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/4/2021	8/4/2021	ELA	8:00:00 AM	4:00:00 PM	6
HRES Cafe: ELAR K-3 Reading Academy Cohort, Day 3 of 3	Susan Cook/Kelly Colburn	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/4/2021	8/4/2021	ELA	8:00:00 AM	4:00:00 PM	6
KELES Cafe: ELAR K-3 Reading Academy Cohort, Day 2 of 3 - Date TBD	Susan Cook/Brooke Newell	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/4/2021	8/4/2021	ELA	8:00:00 AM	4:00:00 PM	6
LES Cafe: ELAR K-3 Reading Academy Cohort, Day 3 of 3	Susan Cook/Stephanie Williams	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/4/2021	8/4/2021	ELA	8:00:00 AM	4:00:00 PM	6
Kranz JH E127: 7th ELA (Day 2 of 2) - Kranz Teachers Only	Kim Kelley	Curriculum Planning. This training is for Kranz ELA teachers only.	8/4/2021	8/4/2021	ELA	8:30:00 AM	3:30:00 PM	6
KELES Cafe: ELAR K-3 Reading Academy Cohort, Day 3 of 3- Date TBD	Susan Cook/Brooke Newell	House Bill 3 (HB 3) Initiative from the 86th Legislative Session is designed to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy	8/5/2021	8/5/2021	ELA	8:00:00 AM	4:00:00 PM	6
Kranz JH E127: 8th ELA (Day 1 of 2) - Kranz Teachers Only	Kim Kelley	Curriculum Planning. This training is for Kranz ELA teachers only.	8/5/2021	8/5/2021	ELA	8:30:00 AM	3:30:00 PM	6
Kranz JH E127: 8th ELA (Day 2 of 2) - Kranz Teachers Only	Kim Kelley	Curriculum Planning. This training is for Kranz ELA teachers only.	8/6/2021	8/6/2021	ELA	8:30:00 AM	3:30:00 PM	6
CRES B-115: Brewing Up Writers-Lucy Calkins Style! (ELAR Grades 1-4) - (Limit 20)	Theresa Martin & Kellye Sipes	In this session we will review what we know about the Lucy Calkins units of study. We will go over the expectations, how to get started, lesson cycle, what to do if...then, terminology, resources and writing pathways.	8/10/2021	8/10/2021	ELA	8:30 AM	11:30 AM	3
CRES B-115: Brewing Up Writers-Part 2, The Writers Conference, Lucy Calkins Style! (ELAR Grades 1-4) - (Limit 20)	Theresa Martin & Kellye Sipes	In this session you'll learn about conferring with student writers. We'll share strategies from Lucy Calkins and Carl Anderson on how to listen to students written work, ask questions to stimulate their thinking, and then respond in ways to move each writer forward.	8/10/2021	8/10/2021	ELA	1:00 PM	4:00 PM	3
DHS Choir Room: Choir Collaboration 2021 - Analysis and steps forward	Zach Foster & Team	Analyze the past year and what needs to be done to accomplish goals ahead of us.	6/7/2021	6/7/2021	Fine Arts	8:00 AM	3:00 PM	6
LMS D-107: MS/JH Art - Project Share	Laura Doherty	Hands on presentation of lesson and project ideas. Each teacher will present a project that has been successful in their class. Please provide supplies to allow each teacher to experience lesson.	6/7/2021	6/7/2021	Fine Arts	8:30 AM	3:30 PM	6

DHS Choir Room: Vocal Technique and Pedagogy	Zach Foster & Team	Discuss methods for vocal tone production and class management	6/8/2021	6/8/2021	Fine Arts	8:00 AM	3:00 PM	6
LMS D-107: MS/JH Art - Mixed Media	Laura Doherty	Different examples and ideas will be presented that encompass a variety of media. This will include clay (air dry and kiln), fiber arts, paint, watercolor, collage, cardboard, etc.	6/8/2021	6/8/2021	Fine Arts	8:30 AM	3:30 PM	6
VIRTUAL: MS/JH Art - Teaching the Elements	Laura Doherty	Discuss ideas for each Element of Art that appeal to a vast array of students while using a variety of media. Elements are a TEK requirement and include line, shape, color, form, value, space and texture. Zoom Link: https://us02web.zoom.us/j/84696099343?pwd=LytBOWU4ME5XSjVBZGJjUzB5KzZMQT09	6/9/2021	6/9/2021	Fine Arts	8:30 AM	3:30 PM	6
VIRTUAL: MS/JH Art - Classroom Management & Procedures	Laura Doherty	Discuss and share ideas for classroom management that are based on the effectiveness in an Art class environment. Sharing ideas for art room procedures including entry, supply distribution, project storage, clean up, and dismissal. Zoom Link: https://us02web.zoom.us/j/87448409040?pwd=Y08wTOViR3R1bHc0WEtrNGhWcWNoQT09	6/10/2021	6/10/2021	Fine Arts	8:30 AM	3:30 PM	6
DHS Blackbox F104: Secondary Theater: The Team with A Vision	Laurel Powell	"The Team with a Vision" – Theatre teachers will revisit the purpose/vision statement for the DISD Theatre Department as a whole as well as create a purpose statement/vision for each individual campus based on the needs of that demographic and that specific program. The Department will look at the current "branding" name and logo for the district theatre program as well as solidify and/or create a "brand" name and logo for each department. Teachers will develop SMART goals in order to create a STRONG mentor program from campus to campus that builds vertically and retains those in the program. All theatre teachers should come with proposed shows and dates for the upcoming year (minimum of 1 per semester), pictures from your previous years that advertise your program (digital pics preferred), and an updated professional headshot in which all will be used on our district web page to advertise all the different programs.	6/14/2021	6/14/2021	Fine Arts	8:00 AM	3:00 PM	6
Lobit Elem F122: Elementary Music Best Practices & Technology	Landon Petersen & Guest Speaker	We will learn about best teaching practices and technology in the Elementary Music Classroom	6/22/2021	6/22/2021	Fine Arts	8:00 AM	4:00 PM	6
Lobit Elem F122: Elementary Music Collaboration & Curriculum Planning	Landon Petersen	We will collaborate, develop, and refine our lessons and best practices to provide a district-level scope and sequence for Elementary Music education.	6/23/2021	6/23/2021	Fine Arts	8:00 AM	4:00 PM	6

DHS Bandhall: Band Vertical Alignment and Pedagogy training- Day 1	Trevor Braselton	Directors will work together to align practices and pedagogy for teaching band 6-12th grade.	7/19/2021	7/19/2021	Fine Arts	8:30:00 AM	3:30:00 PM	6
DHS Bandhall: Band Vertical Alignment and Pedagogy training -Day 2	Trevor Braselton	Directors will work together to align practices and pedagogy for teaching band 6-12th grade.	7/20/2021	7/20/2021	Fine Arts	8:30:00 AM	3:30:00 PM	6
DHS E101: Secondary Art - Day #1	Jennifer Sumrall & A. Carpenter	Discuss Essential standards and we will calendar out the year	8/2/2021	8/2/2021	Fine Arts	9:00:00 AM	3:00:00 PM	6
DHS E101: Secondary Art - Day #2	Jennifer Sumrall & A. Carpenter	Discuss Essential standards and we will calendar out the year	8/3/2021	8/3/2021	Fine Arts	9:00:00 AM	3:00:00 PM	6
DHS Blackbox F104: Secondary Theater - Day #2	Laurel Powell	TBD	8/6/2021	8/6/2021	Fine Arts	8:00 AM	3:00 PM	6
JSES D107: Elementary Art Teachers Collaboration Day (K through 4th grade)	Janette Magdaleno	K - 4th grade art teachers will meet new employees to the district, share lesson plans ideas, Virtual lesson plan ideas, art projects, supplies used, classroom management ideas, PLC plans, art club ideas and contests. The session will take place at Silbernagel Elementary in Janette's art room D107	8/9/2021	8/9/2021	Fine Arts	8:30:00 AM	3:30:00 PM	6
JSES D107: Technology in the Art Room (K through 4th grade)	Janette Magdaleno and Jennifer Rushing	Teaching cross curricular art lessons: demonstrate the process of teaching and creating artwork using lessons that use Technology. Teachers will discuss the "how" of teaching the lesson. The session will take place at Silbernagel Elementary in Janette Magdaleno's art room D107	8/10/2021	8/10/2021	Fine Arts	8:30:00 AM	3:30:00 PM	6
JSES D107: Elementary Art Teachers: Creation and Implementation Day 1: (K through 4th grade)	Janette Magdaleno	K-4th grade art teachers will each demonstrate the process of teaching and creating the artwork of a lesson that has been implemented in their classroom. Teachers will discuss the "how" of teaching the lesson. The session will take place at Silbernagel Elementary in Janette's art room D107	8/11/2021	8/11/2021	Fine Arts	8:30:00 AM	3:30:00 PM	6
JSES D107:Elementary Art Teachers: Creation and Implementation Day 2: (K through 4th grade)	Janette Magdaleno	K-4th grade art teachers will each demonstrate the process of teaching and creating the artwork of a lesson that has been implemented in their classroom. Teachers will discuss the "how" of teaching the lesson. The session will take place at Silbernagel Elementary in Janette's art room D107	8/12/2021	8/12/2021	Fine Arts	8:30:00 AM	3:30:00 PM	6

VIRTUAL: GT UPDATE: Creating the Perfect Bite. Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the following Registration link: https://hac2021-summer-upd-mcnair.eventbrite.com This is an event for districts that are members of the Houston Area GT COOP. Seats are limited for this session. Please unregister with Eventbrite if you cannot attend to allow someone from the waitlist to take your spot. ONLINE EVENT: More information will be sent close to the course start date. Online etiquette is expected from all participants. Zoom attendance will be taken and/or all asynchronous work will be graded for online events. Certificates will be email to participants that successfully complete all course requirements.	6/1/2021	6/1/2021	Gifted & Talented	9:00 AM	4:00 PM	6
VIRTUAL: GT UPDATE: Meeting the Needs of GT Learners in AP/DC classes (Asynchronous Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	6
VIRTUAL: GT UPDATE: Meeting the Needs of the Underrepresented GT Student (Asynchronous Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	6
VIRTUAL: Creativity in the GT Classroom: GT Foundation Course - Provided by Houston Area Co-op. (Asynchronous)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	6
VIRTUAL: Differentiation: GT Foundation Course - Provided by Houston Area Co-op. (Asynchronous)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	6
VIRTUAL: GT UPDATE (3 hours) Practical Applications of the GT Basics - Provided by Houston Area Co-op (Asynchronous Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	3
VIRTUAL: GT UPDATE (3 hours) The Excellence Gap - Provided by Houston Area Co-op (Asynchronous Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	3
VIRTUAL: Identification & Assessment of GT Students: GT Foundation Course - Provided by Houston Area Co-op. (Asynchronous)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	6
VIRTUAL: Intro to Differentiating with Depth & Complexity Icons: GT Foundation Course - Provided by Houston Area Co-op. (Asynchronous)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	6
VIRTUAL: Nature & Needs GT Foundation Course - Provided by Houston Area Co-op. (Asynchronous)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	6

VIRTUAL: Social & Emotional: GT Foundation Course - Provided by Houston Area Co-op. (Asynchronous)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/3/2021	8/8/2021	Gifted & Talented	Asynchronous	Asynchronous	6
VIRTUAL: GT UPDATE (3 hours) The Power of Choice: Strategies for Increasing Agency in GT Students - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/8/2021	6/8/2021	Gifted & Talented	1:00 PM	4:00 PM	3
VIRTUAL: GT UPDATE (3 hours) Using Picture Books to Teach Social and Emotional Skills - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/9/2021	6/9/2021	Gifted & Talented	1:00 PM	4:00 PM	3
ESC 251: GT Update: Growing Giftedness Post Pivot-Limit 50	Blythe Brown/Julie Abram	Differentiation in our new teaching environment requires us to be prepared for any instructional setting option. In this session, you will explore and experience a variety of strategies to differentiate instruction in practical ways to meet the needs of your advanced learners. You will leave with planning tools for engagement, critical thinking, and creativity that are grounded in the thinking skills of depth & complexity.	6/14/2021	6/14/2021	Gifted & Talented	8:00:00 AM	3:00:00 AM	6
VIRTUAL: GT UPDATE Conference - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/15/2021	6/15/2021	Gifted & Talented	8:00 AM	4:00 PM	6
VIRTUAL: Meeting the Social-Emotional Needs of Gifted Children: GT Foundation Course - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/22/2021	6/22/2021	Gifted & Talented	8:30 AM	3:30 PM	6
VIRTUAL: Differentiated Instruction for GT Learners: GT Foundation Course - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/28/2021	6/28/2021	Gifted & Talented	8:30 AM	3:30 PM	6
VIRTUAL: Creativity and Instructional Strategies for the GT Classroom: GT Foundation Course - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	6/29/2021	6/29/2021	Gifted & Talented	8:00 AM	4:00 PM	6
VIRTUAL: Social & Emotional Needs of the Gifted: GT Foundation Course - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	7/16/2021	7/16/2021	Gifted & Talented	8:30 AM	3:30 PM	6
VIRTUAL: Creativity and Critical Thinking Across the Disciplines: GT Foundation Course - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	7/21/2021	7/21/2021	Gifted & Talented	8:30 AM	3:30 PM	6
VIRTUAL: GT UPDATE: Growing Giftedness Post Pivot - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	7/22/2021	7/22/2021	Gifted & Talented	8:30 AM	3:30PM	6
VIRTUAL: Differentiation for Advanced Students: GT Foundation Course - Provided by Houston Area Co-op (Live Event)	Houston Area Co-op	COURSE INFORMATION: You must register in eduphoria as well as online with Eventbrite. You are not officially registered until you have completed the online process in both systems. Use the	7/23/2021	7/23/2021	Gifted & Talented	8:30 AM	4:00 PM	6

ESC 251: GT Nature & Needs-Limit 45	Blythe Brown/Julie Abram	This course meets 1 of 5 foundation course requirements for the 6 GT Foundation hours for Nature & Needs. A total of 30 Foundation hours are required.	7/26/2021	7/26/2021	Gifted & Talented	8:00:00 AM	3:00:00 PM	6
ESC 251: GT: Social & Emotional Needs of Gifted Learners-Limit 50	Blythe Brown/Julie Abram	This course meets 1 of 5 foundation course requirements for the 6 GT Foundation hours for Social & Emotional Needs. A total of 30 Foundation hours are required.	7/27/2021	7/27/2021	Gifted & Talented	8:00:00 AM	3:00:00 PM	6
ESC 251: GT: Id and Assessment of Gifted Learners-Limit 50	Blythe Brown/Julie Abram	This course meets 1 of 5 foundation course requirements for the 6 GT Foundation hours for Identification and Assessment. A total of 30 Foundation hours are required.	7/28/2021	7/28/2021	Gifted & Talented	8:00:00 AM	3:00:00 PM	6
ESC 251: GT: Creativity in Instruction for Gifted Learners-Limit 50	Blythe Brown/Julie Abram	This course meets 1 of 5 foundation course requirements. A total of 30 Foundation hours are required.	7/29/2021	7/29/2021	Gifted & Talented	8:00:00 AM	3:00:00 PM	6
ESC 251: GT: Differentiating Instruction for Gifted Learners-Limit 50	Blythe Brown/Julie Abram	This course meets 1 of 5 foundation course requirements for the 6 GT Foundation hours for Differentiating Instruction. A total of 30 Foundation hours are required.	7/30/2021	7/30/2021	Gifted & Talented	8:00:00 AM	3:00:00 PM	6
VIRTUAL: DBQ Training - GT UPDATE CREDIT	Keith Hyndshaw	Document based questions are authentic assessments. Evidence-based argument, both spoken and written, is a necessary life skill. This is the primary focus of The DBQ Project. Students who do DBQs find meaning amidst an array of information. In real life, whether we are deciding how to vote, what to buy, or how to spend our time, we answer questions by looking at diffuse evidence and deciding what it means. DBQs and Mini-Qs are structured to allow students at all levels to practice answering engaging questions. As they learn to use evidence to support their arguments, students are practicing skills that will last them a lifetime.	6/17/2021	6/17/2021	GT / Social Studies	8:30:00 AM	3:30:00 PM	6
VIRTUAL: DBQ Training-Repeat Session - GT UPDATE CREDIT	Keith Hyndshaw	Document based questions are authentic assessments. Evidence-based argument, both spoken and written, is a necessary life skill. This is the primary focus of The DBQ Project. Students	7/22/2021	7/22/2021	GT / Social Studies	8:30:00 AM	3:30:00 PM	6
VIRTUAL: DBQ Training-Repeat Session - GT UPDATE CREDIT	Keith Hyndshaw	Document based questions are authentic assessments. Evidence-based argument, both spoken and written, is a necessary life skill. This is the primary focus of The DBQ Project. Students	7/26/2021	7/26/2021	GT / Social Studies	8:30:00 AM	3:30:00 PM	6
ESC 251: Leadership Academy (All Principals & AP's) Day 1 of 2	Paula Maeker Solution Tree	All Principals and AP's are invited to attend this two day leadership academy. We will learn about the PLC process in preparation for the district summer institute taking place on June 29-July 1.	6/9/2021	6/9/2021	Leadership	8:00 AM	4:00 PM	6
ESC 251: Leadership Academy (All Principals & AP's) Day 2 of 2	Paula Maeker Solution Tree	All Principals and AP's are invited to attend this two day leadership academy. We will learn about the PLC process in preparation for the district summer institute taking place on June 29-July 1.	6/10/2021	6/10/2021	Leadership	8:00 AM	4:00 PM	6

DHS LGI Room: FYT Mentor Training	Chad Nuetzmann	This mandatory mentor training is only intended for teachers who have been assigned by their campus Principal to serve as a mentor for a Protégé First Year Teacher for the upcoming school year. Attendance at this training is a requirement of the DISD Mentor program. This training will immediately follow the FYT/Mentor Luncheon also located in the MJHS Cafeteria.	8/9/2021	8/9/2021	Leadership	1:00 PM	4:00 PM	3
VIRTUAL: STAAR 2.0: STAAR4ward in Math (2 half-days)	Nancy Crouch-Lead4ward	The redesign of STAAR will require much more complex thinking for students. The 2021-2022 school year is an opportunity for teachers and leaders to have a renewed focus on instruction through the lens of the next generation of STAAR. Additionally, we will explore how teachers and leaders can integrate process standards to help students meet their full potential. This training takes place virtually over two days (June 3rd & 4th) from 8:00 am-11:00 am. Attendance at both days is required to attend.	6/3/2021	6/4/2021	Math	8:00:00 AM	11:00:00 AM	6
MJHS C106 & C108: McAdams Math Teacher Academy - Day 1	Stacey Hughes	Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles. This Academy is for MJHS teachers only.	6/3/2021	6/3/2021	Math	12:30:00 PM	3:30:00 PM	3
JSES Staff ONLY: Math Problem Solving in Action Book Study (3rd-4th Grade) Asynchronous	Leslie Burke	This training is for Silbernagel 3rd & 4th grade math teachers only. Teachers will receive a copy of the book from the campus principal before leaving for the summer and will complete assigned tasks at their own pace over the summer. The text will focus on unpacking and scaffolding word problems and using mini-lessons to engage students in word problems. All participants will earn six hours of PD credit for successful completion of the book and activities.	6/3/2021	8/1/2021	Math	Asynchronous	Asynchronous	6
JSES Staff ONLY: Math Problem Solving in Action Book Study (Kinder-2nd Grade) Asynchronous	Leslie Burke	This training is for Silbernagel Kinder-2nd grade math teachers only. Teachers will receive a copy of the book from the campus principal before leaving for the summer and will complete assigned tasks at their own pace over the summer. The text will focus on implementing problem-solving workshops and workstations to maximize practice time. All participants will earn six hours of PD credit for successful completion of the book and activities.	6/3/2021	8/1/2021	Math	Asynchronous	Asynchronous	6

MJHS C106 & C108: McAdams Math Teacher Academy - Day 2	Stacey Hughes	Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles. This Academy is for MJHS teachers only.	6/4/2021	6/4/2021	Math	12:30:00 PM	3:30:00 PM	3
MJHS C106 & C108: McAdams Math Teacher Academy - Day 3	Stacey Hughes	Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles. This Academy is for MJHS teachers only.	6/7/2021	6/7/2021	Math	8:00:00 AM	3:30:00 PM	6
Lobit Elem A138: Grade 1 Curriculum Revisions (Invite ONLY)	Jacquelyn Kennedy	Grade 1 curriculum revisions and development. This is by invitation only.	6/7/2021	6/7/2021	Math	8:30:00 AM	3:30:00 PM	6
VIRTUAL: Math G5-7 Region 4 presents 10 Essential Standard Resources - limit 30	Region 4 / Amanda Rodriguez, Shelley Bolen-Abbott	5th-7th grade Math - Region 4 presents 10 Essential Standard Resources. Limited to 30 participants.	6/9/2021	6/9/2021	Math	8:30:00 AM	11:30:00 AM	3
DHS K201: Math180 Training (part 1 of 2) - Blended Learning Virtual	Mandy Snelson	This is a virtual training for Math180, but participants are invited to attend together in Mandy's office K201. The training is divided into two half-day sessions (1-4pm) on June 9th and June 16th. Attendance at both sessions is required to receive credit. Please bring your device to use during the training.	6/9/2021	6/9/2021	Math	1:00 PM	4:00 PM	3
DHS K203/204:Pre College Algebra Curriculum	Melinda Jean Snelson	Persons teaching Pre College Algebra in the 21-22 school year. Please bring a laptop or chromebook.	6/14/2021	6/14/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS K204: Algebra 2 Curriculum Day 1.	Melinda Jean Snelson	Persons teaching Algebra 2 in the 21-22 school year. Please bring a laptop or chromebook.	6/14/2021	6/14/2021	Math	8:00:00 AM	3:00:00 PM	6
ESC Boardroom: Mathematics Gr 3-4 Curriculum Vertical Team Meeting (Day 1: Invitation Only)	Jacquelyn Kennedy	This session will be by invitation only. You will be contacted by Jacquelyn Kennedy or campus instructional coach to request participation. We will meet as a vertical team to	6/14/2021	6/14/2021	Math	8:30:00 AM	3:30:00 PM	6
DHS K204: Algebra 2 Curriculum Day 2	Melinda Jean Snelson	Persons teaching Algebra 2 in the 21-22 school year. Please bring a laptop or chromebook.	6/15/2021	6/15/2021	Math	8:00:00 AM	3:00:00 PM	6
VIRTUAL: Math G8-Algebra Region 4 presents 10 Essential Standard Resources - limit 30	Region 4 / Amanda Rodriguez, Shelley Bolen-Abbott	8th Grade-Algebra - Region 4 presents 10 Essential Standard Resources. Limited to 30 participants.	6/15/2021	6/15/2021	Math	8:30:00 AM	11:30:00 AM	3

ESC 251: Mathematics Gr 3-4 Curriculum Vertical Team Meeting (Day 2: Invitation Only)	Jacquelyn Kennedy	This session will be by invitation only. You will be contacted by Jacquelyn Kennedy or campus instructional coach to request participation. We will meet as a vertical team to	6/15/2021	6/15/2021	Math	8:30:00 AM	3:30:00 PM	6
ESC 230/231: Mathematics K-2 Curriculum Vertical Team Meeting (Day 1: Invitation Only)	Jacquelyn Kennedy	This session will be by invitation only. You will be contacted by Jacquelyn Kennedy or campus instructional coach to request participation. We will meet as a vertical team to revise elementary	6/16/2021	6/16/2021	Math	8:30:00 AM	3:30:00 PM	6
VIRTUAL: G5 Math-8th Algebra Curriculum Vetting	Amanda Rodriguez	Teachers and/or coaches of 5th grade math, 6th grade math, 7th grade math, 8th grade math or 8th Algebra who are interested in getting a sneak peek into our new curriculum documents can sign up for	6/16/2021	6/16/2021	Math	8:30:00 AM	11:30:00 AM	3
DHS K201: Math180 Training (part 2 of 2) - Blended Learning Virtual	Mandy Snelson	This is a virtual training for Math180, but participants are invited to attend together in Mandy's office K201. The training is divided into two half-day sessions (1-4pm) on June 9th and June 16th.	6/16/2021	6/16/2021	Math	1:00 PM	4:00 PM	3
ESC 230/231: Mathematics K-2 Curriculum Vertical Team Meeting (Day 2: Invitation Only)	Jacquelyn Kennedy	This session will be by invitation only. You will be contacted by Jacquelyn Kennedy or campus instructional coach to request participation. We will meet as a vertical team to revise elementary	6/17/2021	6/17/2021	Math	8:30:00 AM	3:30:00 PM	6
DHS K203/204: AP Statistics Curriculum Day 1	Melinda Jean Snelson	Persons teaching AP Statistics in the 21-22 school year. Please bring a laptop or chromebook.	6/21/2021	6/21/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS K203/204: Pre-Calculus Curriculum Day 1	Melinda Jean Snelson	Persons teaching Pre-Calculus in the 21-22 school year. Please bring a laptop or chromebook.	6/21/2021	6/21/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS K203/204: Statistics Curriculum Day 1	Melinda Jean Snelson	Persons teaching Statistics in the 21-22 school year. Please bring a laptop or chromebook.	6/21/2021	6/21/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS K203/204: Pre-Calculus Curriculum Day 2	Melinda Jean Snelson	Persons teaching Pre-Calculus in the 21-22 school year. Please bring a laptop or chromebook.	6/22/2021	6/22/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS K203/204: Statistics Curriculum Day 2	Melinda Jean Snelson	Persons teaching Statistics in the 21-22 school year. Please bring a laptop or chromebook.	6/22/2021	6/22/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS K203: Algebraic Reasoning Curriculum Day 1.	Melinda Jean Snelson	Persons teaching Algebraic Reasoning in the 21-22 school year. Please bring a laptop or chromebook.	6/22/2021	6/22/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS N124/125: AP Calculus Curriculum	Melinda Jean Snelson	Persons teaching AP Calculus in the 21-22 school year. Please bring a laptop or chromebook.	7/14/2021	7/14/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS N124/125: HS PAP Math Curriculum	Melinda Jean Snelson	Persons teaching PAP Algebra 2, PAP Pre-Calculus, PAP Geometry in the 21-22 school year. Please bring a laptop or chromebook.	7/14/2021	7/14/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS N124/125: Geometry Curriculum Day 1	Melinda Jean Snelson	Persons teaching Geometry in the 21-22 school year. Please bring a laptop or chromebook.	7/19/2021	7/19/2021	Math	8:00:00 AM	3:00:00 PM	6

DHS N124/125: Geometry Curriculum Day 2	Melinda Jean Snelson	Persons teaching Geometry in the 21-22 school year. Please bring a laptop or chromebook.	7/20/2021	7/20/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS N124/125: Algebra 1 Curriculum Day 1	Melinda Jean Snelson	Persons teaching Algebra 1 in the 21-22 school year. Please bring a laptop or chromebook.	7/21/2021	7/21/2021	Math	8:00:00 AM	3:00:00 PM	6
DHS N124/125: Algebra 1 Curriculum Day 2	Melinda Jean Snelson	Persons teaching Algebra 1 in the 21-22 school year. Please bring a laptop or chromebook.	7/22/2021	7/22/2021	Math	8:00:00 AM	3:00:00 PM	6
KJHS E239: 7th grade Math Planning - KJHS staff only	Brendan Fitzpatrick	Teachers will collaborate with one another to plan for the upcoming school year. Participants will create an instructional calendar, common assessments, and instructional materials.	8/2/2021	8/2/2021	Math	8:30:00 AM	3:30:00 PM	6
VIRTUAL: Intervention for Math with Lead4ward (Gr 3-EOC) - 2 half-days Required	Nancy Crouch-Lead4ward	How do we increase opportunities for learning math in the 2021-2022 school year? We know there will always be some students who need extra support. We also know that disruptions from COVID impacted all students. With disruption comes opportunity. We'll explore how to help students reassemble the bits and pieces of learning and, through this process, gain greater understanding. We'll reexamine intervention in math through the lens of process and content and prioritize high-impact curriculum standards. We'll refine and develop systems to create opportunities to learn: Intervention for All, Intervention for Some, and Intervention for a Few. And we'll explore how to leverage lead4ward tools and strategies to inform intervention and to plan with renewed intention. This training takes place over two days (August 3-4th 8:00-11:00 am)	8/3/2021	8/4/2021	Math	8:00:00 AM	11:00:00 AM	6
KJHS E239: 8th grade Math Planning - KJHS staff only	Brendan Fitzpatrick	Teachers will collaborate with one another to plan for the upcoming school year. Participants will create an instructional calendar, common assessments, and instructional materials.	8/5/2021	8/5/2021	Math	8:30:00 AM	3:30:00 PM	6
VIRTUAL: Visible Learning for Math (K-12) Book Study	Brendan Fitzpatrick	Teachers will launch a book study to learn how to most effectively deliver math instruction by utilizing the principals within Visible Learning for Mathematics, Grades K-12.	8/9/2021	8/9/2021	Math	1:00 PM	4:00 PM	3
DHS LGI Room: First Year Teaching Academy	Chad Nuetzmann	This half-day training is for first year teachers only, new to the profession, who are NEW to DISD. This session will give teachers an overview of the Teacher Induction and Mentoring Program and describe the support teachers will receive throughout the year.	8/9/2021	8/9/2021	NEW to DISD	8:30 AM	11:30 AM	3

VIRTUAL: NEW to DISD - Schoology Teacher Foundation Training - REQUIRED-Limit 30 per session (Group 1)	Technology Team	This half-day training will introduce you to the Schoology learning platform. All DISD teachers are required to attend this training. The training will take place virtually via Zoom. Since multiple sessions will be taking place simultaneously, you must use the zoom link associated with your assigned session. The link can be found in the course description and notes sections in eduphoria course. You do not need to enroll in this course. That will be done for you. Additionally, you will be emailed the link and any additional information prior to the training.	8/9/2021	8/9/2021	NEW to DISD	1:00 PM	4:00 PM	3
VIRTUAL: NEW to DISD - Schoology Teacher Foundation Training - REQUIRED-Limit 30 per session (Group 2)	Technology Team	This half-day training will introduce you to the Schoology learning platform. All DISD teachers are required to attend this training. The training will take place virtually via Zoom. Since multiple sessions	8/9/2021	8/9/2021	NEW to DISD	1:00 PM	4:00 PM	3
VIRTUAL: NEW to DISD - Schoology Teacher Foundation Training - REQUIRED-Limit 30 per session (Group 3)	Technology Team	This half-day training will introduce you to the Schoology learning platform. All DISD teachers are required to attend this training. The training will take place virtually via Zoom. Since multiple sessions	8/9/2021	8/9/2021	NEW to DISD	1:00 PM	4:00 PM	3
VIRTUAL: NEW to DISD - Schoology Teacher Foundation Training - REQUIRED-Limit 30 per session (Group 4)	Melinda Snelson & Qwin Cormier	This half-day training will introduce you to the Schoology learning platform. All DISD teachers are required to attend this training. The training will take place virtually via Zoom. Since multiple sessions	8/9/2021	8/9/2021	NEW to DISD	1:00 PM	4:00 PM	3
VIRTUAL: NEW to DISD - Schoology Teacher Foundation Training - REQUIRED-Limit 30 per session (Group 5)	Vicky Smith & Jacquelyn Kennedy	This half-day training will introduce you to the Schoology learning platform. All DISD teachers are required to attend this training. The training will take place virtually via Zoom. Since multiple sessions	8/9/2021	8/9/2021	NEW to DISD	1:00 PM	4:00 PM	3
VIRTUAL: NEW to DISD - Schoology Teacher Foundation Training - REQUIRED-Limit 30 per session (Group 6)	Jennifer Brewer & Susan Cook	This half-day training will introduce you to the Schoology learning platform. All DISD teachers are required to attend this training. The training will take place virtually via Zoom. Since multiple sessions	8/9/2021	8/9/2021	NEW to DISD	1:00 PM	4:00 PM	3
DHS Auditorium: NEW to DISD Training for Professional Staff - Day 1 of 3 (REQUIRED)	DISD Staff	New to DISD Professional Employees will receive information on payroll, insurance/benefits, the employee handbook and Lead4ward. This is a mandatory training for all professionals newly hired by DISD to start in the Fall 2021 semester.	8/10/2021	8/10/2021	NEW to DISD	8:00 AM	4:00 PM	6
DHS Dance Room: NEW to DISD Training for Professional Staff, Restorative Practices - Day 2 of 3 (REQUIRED)	NEDRP Lead Presenter and 10+ DISD SGF's	NEW to DISD Professionals will receive a full-day of training in Restorative Practices and the six classroom tools on how to build relationships with students and create a safe and welcoming classroom environment. This is a mandatory training for all professionals newly hired by DISD to start in the Fall 2021 semester.	8/11/2021	8/11/2021	NEW to DISD	8:00 AM	4:00 PM	6
VIRTUAL: NEW to DISD Training for Professional Staff - Day 3 of 3 (REQUIRED)	DISD Staff	New to DISD Professional Employees will receive information on technology, special programs, and At-Risk training. This is a mandatory training for all professionals newly hired by DISD to start in the Fall 2021 semester.	8/12/2021	8/12/2021	NEW to DISD	8:00 AM	4:00 PM	6
VIRTUAL: PE & Health PD Day #1	Tina Knight-Gray	Virtual Zoom meeting with guest speakers. Speakers TBA.	6/7/2021	6/7/2021	Physical Ed	9:00:00 AM	3:00:00 PM	6

DHS Gym: PE & Health PD Day #2	Tina Knight-Gray	Collaboration with each grade level. Morning Session will start at Dickinson High School Gym at 8 am and break off into grade levels and difference campuses. Elementary teachers will meet with Jill Gonzales at KE Little, Middle School-Jr High and High Schools-TBD.	6/8/2021	6/8/2021	Physical Ed	8:00:00 AM	3:00:00 PM	6
ESC 251: Pre-kindergarten Three Cheers for PK Adoption Materials Training	Susan Cook	Meet Three Cheers for Pre-K. It's the all-new Pre-Kindergarten curriculum that helps you get young children ready for Grade K! Skills-based experiences and purposeful play initiate learning around quality children's literature.	8/3/2021	8/3/2021	Pre-K	8:00:00 AM	4:00:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #1) - Limit 30 per session	Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal modeling and instructional portion first, and then a hands on practical application portion in the afternoon. You may choose from any of the many session dates available throughout June and limited availability in July.	6/3/2021	6/3/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #2) - Limit 30 per session	Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/4/2021	6/4/2021	REQUIRED	8:00 AM	3:00 PM	6
DHS LGI: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #4) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/7/2021	6/7/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #3) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/7/2021	6/7/2021	REQUIRED	8:00 AM	3:00 PM	6
DHS LGI: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #6) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/8/2021	6/8/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #5) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/8/2021	6/8/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #7) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/9/2021	6/9/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #8) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/9/2021	6/9/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #10) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/10/2021	6/10/2021	REQUIRED	8:00 AM	3:00 PM	6

CRES Library: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #25) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/21/2021	6/21/2021	REQUIRED	8:00 AM	3:00 PM	6
ESC 251: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #22) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/22/2021	6/22/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #26) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/22/2021	6/22/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #27) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/23/2021	6/23/2021	REQUIRED	8:00 AM	3:00 PM	6
CRES Library: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #28) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/24/2021	6/24/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #29) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/25/2021	6/25/2021	REQUIRED	8:00 AM	3:00 PM	6
VIRTUAL: Schoology Teacher Foundation Training - REQUIRED for ALL Returning Teachers (Session #30) - Limit 30 per session	District Master Trainers & Technology Team	This full-day training will introduce you to the Schoology learning platform. All DISD returning teachers are required to attend this training. The training is divided into two parts with a formal	6/29/2021	6/29/2021	REQUIRED	8:00 AM	3:00 PM	6
MJHS A129: Aquatic Science Curriculum Planning	Carol Bullock	Lesson Planning, Curriculum Development and Calendar out the year	6/3/2021	6/3/2021	Science	8:30:00 AM	3:30:00 PM	6
MJHS B123 & B121: McAdams Science Teacher Academy - Day 1	Stacey Hughes	Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles. This Academy is for MJHS teachers only.	6/7/2021	6/7/2021	Science	8:00:00 AM	3:30:00 PM	6
MJHS B123 & B121: McAdams Science Teacher Academy - Day 2	Stacey Hughes	Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies	6/8/2021	6/8/2021	Science	8:00:00 AM	3:30:00 PM	6
DHS S212: Chemistry Curriculum Planning	Carol Bullock	HS Chemistry will discuss essential standards and calendar out the year	6/9/2021	6/9/2021	Science	8:30:00 AM	3:30:00 PM	6
ESC 230/231: 5th Grade Science Curriculum - Limit 15	Vicky Hood	Current 5th grade science teachers are invited to edit our district curriculum documents and develop resources for the 2021-2022 school year.	6/9/2021	6/9/2021	Science	8:30:00 AM	3:30:00 PM	6
VIRTUAL: Region 4: Visual Literacy in Science (Grades K - 12)	Region 4 - Hanna Roach	Region 4: Visual Literacy in Science. This is for all K-12 Science teachers.	6/10/2021	6/10/2021	Science	8:30:00 AM	11:30:00 AM	3

VIRTUAL: Region 4: Effective Questioning in the Science Classroom (Grades K - 12)	Region 4 - Hanna Roach	Region 4: Effective Questioning in the Science Classroom. This is for all K-12 Science teachers	6/10/2021	6/10/2021	Science	12:30:00 PM	3:30:00 PM	3
MJHS B123: DMS/BMS 6th Science Curriculum planning	Carol Bullock	Curriculum Planning: Will Introduce/discuss essential standards and work on pacing calendar. Participants please bring a device to access the internet, and digital resources.	6/14/2021	6/14/2021	Science	8:30:00 AM	3:30:00 PM	6
VIRTUAL: 6th/7th STEM Science Curriculum Planning - Day 1	Carol Bullock	STEM 6/7 curriculum planning. Discuss essential standards and will calendar out the year	6/15/2021	6/15/2021	Science	8:30:00 AM	3:30:00 PM	6
VIRTUAL: 6th/7th STEM Science Curriculum Planning - Day 2	Carol Bullock	6th/7th STEM Science Will introduce essential standards and will calendar out the year.	6/16/2021	6/16/2021	Science	8:30:00 AM	3:30:00 PM	6
KJHS E164: 7th Science Curriculum Planning	Carol Bullock	Participants will discuss essential standards and calendar out the year.	6/17/2021	6/17/2021	Science	8:30:00 AM	3:30:00 PM	6
LMS C211: 6th Science Curriculum Planning	Carol Bullock	Essential Standards will be discussed and we will calendar out the year	6/21/2021	6/21/2021	Science	8:30:00 AM	3:30:00 PM	6
ESC 230/231: 1st and 2nd Grade Science Curriculum Development	1st and 2nd Grade Science Curriculum Development	1st and 2nd grade science teachers will develop resources such as example unit plans and assessment items for the 2021-2022 school year. If possible, please bring your own laptop. (Course	6/22/2021	6/22/2021	Science	8:30:00 AM	3:30:00 PM	6
ESC 230/231: 3rd and 4th Grade Science Curriculum Development	3rd and 4th Grade Science Curriculum Development	3rd and 4th grade science teachers will develop resources such as example unit plans and assessment items for the 2021-2022 school year. If possible, please bring your own laptop. (Course	6/23/2021	6/23/2021	Science	8:30:00 AM	3:30:00 PM	6
KJHS E274: Kranz 8th Science Curriculum Planning	Carol Bullock	Essential standards will be discussed and we will calendar out the year	6/24/2021	6/24/2021	Science	8:30:00 AM	3:30:00 PM	6
MJHS A129: HS Envir. Science Curriculum Planning	Carol Bullock	We will discuss essential standards and calendar out the year. Please bring a device to access digital resources.	6/28/2021	6/28/2021	Science	8:30:00 AM	3:30:00 PM	6
KJHS E270: STEM 8 Biology Curriculum Planning	Carol Bullock	Discuss EOC data, Essential Standards and calendar out the year	7/12/2021	7/12/2021	Science	8:30:00 AM	3:30:00 PM	6
VIRTUAL: Beginners, Enders & In-Betweeners (Grades 3 -12 science)	Region 4 - Elisa Lewis	Region 4: Beginners, Enders & In-Betweeners. This is for all 3-12 Science teachers. Beginners, Enders & In-Betweeners in the Science Classroom Science is an epic story and a great science lesson is a chapter that can keep kids on the edge of their seats. What can a science teacher do to make the story by getting students' attention and setting them up to be successful. Learn strategies to wrap up a lesson to make it memorable and meaningful. Fill the in-between time with engaging activities, checks for understanding, and ways to make learning personal and purposeful.	7/19/2021	7/19/2021	Science	8:30:00 AM	11:30:00 AM	3

VIRTUAL: Formative Assessment Make and Take (Grades 3 -12 science)	Region 4 - Elisa Lewis	Region 4: Formative Assessment Make & Take. This is for all 3-12 Science teachers. Formative Assessment Make-N-Take Dissect content exemplars and discover the secrets of writing formative assessment items that increase rigor and reveal student thinking.	7/19/2021	7/19/2021	Science	12:30:00 PM	3:30:00 PM	3
DHS S211: PAP Chemistry Curriculum Planning	Carol Bullock	Discussion of essential standards and calendar out the year	7/20/2021	7/20/2021	Science	8:30:00 AM	3:30:00 PM	6
DHS R204: HS Biology Curriculum Planning - Day 1 of 2	Carol Bullock	Discuss Essential standards and we will calendar out the year	7/26/2021	7/26/2021	Science	8:30:00 AM	3:30:00 PM	6
DHS R204: HS Biology Curriculum Planning - Day 2 of 2	Carol Bullock	EOC Data Analysis Calendar out the year	7/27/2021	7/27/2021	Science	8:30:00 AM	3:30:00 PM	6
VIRTUAL: Texas LRE: Kids are Citizens, Too	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using the following link: https://texaslre.org/professional-development/ . Kids	6/1/2021	6/1/2021	Social Studies	8:00:00 AM	3:00:00 PM	6
MJHS B124 & B122: McAdams SS Teacher Academy - Day 1	Stacey Hughes	Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies	6/3/2021	6/3/2021	Social Studies	8:00:00 AM	3:30:00 PM	6
VIRTUAL: Texas LRE: Liberty Kids (4th-5th Social Studies)	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using the following link: https://texaslre.org/professional-development/ .	6/3/2021	6/3/2021	Social Studies	8:00:00 AM	3:00:00 PM	6
MJHS B124 & B122: McAdams SS Teacher Academy - Day 2	Stacey Hughes	Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies	6/4/2021	6/4/2021	Social Studies	8:00:00 AM	3:30:00 PM	6
VIRTUAL: Texas LRE: Institute on Founding Documents (5 days) - 8th Soc Studies & HS Government.	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using the following link: https://texaslre.org/professional-development/ . Join	6/7/2021	6/11/2021	Social Studies	8:00:00 AM	3:00:00 PM	30
ESC Boardroom: Social Studies Essential Standards --Elementary and Middle School - Day 1 of 2 - Limit 20	Susan Haynes	You must contact Susan Haynes directly to apply to participate in this training. Teachers must have taught current content for at least two years to attend this training. Teachers will be identifying	6/8/2021	6/8/2021	Social Studies	8:30:00 AM	3:30:00 PM	6
ESC Boardroom: Social Studies Essential Standards --Elementary and Middle School - Day 2 of 2 - Limit 20	Susan Haynes	You must contact Susan Haynes directly to apply to participate in this training. Teachers must have taught current content for at least two years to attend this training. Teachers will be identifying	6/9/2021	6/9/2021	Social Studies	8:30:00 AM	3:30:00 PM	6
VIRTUAL:STAAR4ward in Social Studies - limit 50	Jodi Denton	The redesign of STAAR will require much more complex thinking for students. The 2021-2022 school year is an opportunity for teachers and leaders to have a renewed focus on instruction	6/10/2021	6/10/2021	Social Studies	8:30:00 AM	3:30:00 PM	6
VIRTUAL: Texas LRE: Exploring the Ideas that Unite Us - 2 DAYS, Secondary Social Studies	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using the following link: https://texaslre.org/professional-development/ . This	6/14/2021	6/15/2021	Social Studies	8:00:00 AM	3:00:00 PM	12

ESC Boardroom: Social Studies Essential Standards Framework--Jr. High and High School - Day 1 of 2 - Limit 20	Susan Haynes	You must contact Susan Haynes directly to apply to participate in this training. Teachers must have taught current content for at least two years to attend this training. Teachers will be identifying	6/15/2021	6/15/2021	Social Studies	8:30:00 AM	3:30:00 PM	6
ESC Boardroom: Social Studies Essential Standards Framework--Jr. High and High School - Day 2 of 2 - Limit 20	Susan Haynes	You must contact Susan Haynes directly to apply to participate in this training. Teachers must have taught current content for at least two years to attend this training. Teachers will be identifying	6/16/2021	6/16/2021	Social Studies	8:30:00 AM	3:30:00 PM	6
VIRTUAL: WELLS 2 - Social Studies Program-District Dyslexia Specialist (By Invitation Only)	Maricela Guerrero	WELLS 2-Social Studies program: the class will focus on the 6 areas that follow. How reading works The 6 syllable types Building fluency to have comprehension Why do students exhibit	6/21/2021	6/22/2021	Social Studies	8:00:00 AM	3:30:00 PM	12
VIRTUAL: Texas LRE: Teaching the Tough TEKS Grade 08 - 4 DAYS	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using the following link: https://texaslre.org/professional-development/ . In	6/21/2021	6/24/2021	Social Studies	8:00:00 AM	3:00:00 PM	24
VIRTUAL: Texas LRE: Teaching the Tough TEKS High School EOC - 4 DAYS	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using the following link: https://texaslre.org/professional-development/ . In	6/21/2021	6/24/2021	Social Studies	8:00:00 AM	3:00:00 PM	24
VIRTUAL: Texas LRE: Lone Star Government (2 DAYS) Session Information Only	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using hte following link: https://texaslre.org/professional-development/ . Join	6/28/2021	6/29/2021	Social Studies	8:00:00 AM	3:00:00 PM	12
VIRTUAL: Texas LRE: Civics Rocks (2 DAYS) INFORMATION ONLY	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using hte following link: https://texaslre.org/professional-development/ . Join	6/30/2021	7/1/2021	Social Studies	8:00:00 AM	3:00:00 PM	12
VIRTUAL: Texas LRE: Exploring the Ideas that Unite Us (2 DAYS) Secondary Social Studies: INFORMATION ONLY	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using hte following link: https://texaslre.org/professional-development/ . This	7/7/2021	7/8/2021	Social Studies	8:00:00 AM	3:00:00 PM	12
VIRTUAL: Texas LRE: Teaching the Tough TEKS Grade 08 (4 DAYS) INFORMATION ONLY	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using hte following link: https://texaslre.org/professional-development/ . In	7/12/2021	7/15/2021	Social Studies	8:00:00 AM	3:00:00 PM	24
VIRTUAL: Texas LRE: Teaching the Tough TEKS High School EOC (4 DAYS) INFORMATION ONLY	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using the following link: https://texaslre.org/professional-development/ . In	7/12/2021	7/15/2021	Social Studies	8:00:00 AM	3:00:00 PM	24
VIRTUAL: Texas LRE: (K-3rd) Kids are Citizens, Too-INFORMATION ONLY	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using hte following link: https://texaslre.org/professional-development/ . Kids	7/13/2021	7/13/2021	Social Studies	8:00:00 AM	3:00:00 PM	6
VIRTUAL: Texas LRE: (4th-5th) Liberty Kids (2 DAYS) INFORMATION ONLY	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using the following link: https://texaslre.org/professional-development/ .	7/14/2021	7/15/2021	Social Studies	8:00:00 AM	3:00:00 PM	12
VIRTUAL: Texas LRE: Institute on Founding Documents-5 DAYS (8th Grade & HS Government) INFORMATION ONLY	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using hte following link: https://texaslre.org/professional-development/ . Join	7/19/2021	7/23/2021	Social Studies	8:00:00 AM	3:00:00 PM	30
VIRTUAL: Texas LRE: (4th & 7th) Lone Star Government-INFORMATION ONLY	Texas LRE	This posting is for information only. You must register for the session at the Texas LRE website using hte following link: https://texaslre.org/professional-development/ . Join	7/22/2021	7/23/2021	Social Studies	8:00:00 AM	3:00:00 PM	12

DHS TBD: CPI Refresher Course - DHS teachers and paras only:	Jamie Harbuck, Michael Herdman & Kim Fouts	Crisis Prevention Institute-program to provide verbal intervention strategies and nonviolent physical crisis intervention techniques for the care, welfare, safety, and security of all students and staff. This is a REFRESHER. You must already have taken a FULL course training. **You will be required to take an online portion and pass the test with 80% and above. You will receive your online instructions 2 weeks before the class through your work email. Please be looking for it. If you do not receive the email 2 weeks before class, you will need to email me. You WILL NOT be admitted to class without	6/1/2021	6/1/2021	Special Programs	8:00:00 AM	12:00:00 PM	6
DHS TBD: CPI Refresher Course - DHS teachers and paras only:	Jamie Harbuck, Michael Herdman & Kim Fouts	Crisis Prevention Institute-program to provide verbal intervention strategies and nonviolent physical crisis intervention techniques for the care, welfare, safety, and security of all students and staff. This is a REFRESHER. You must already have taken a FULL course training. **You will be required to take an online portion and pass the test with 80% and above. You will receive your online instructions 2 weeks before the class through your work email. Please be looking for it. If you do not receive the email 2 weeks before class, you will need to email me. You WILL NOT be admitted to class without taking and passing this online course BEFORE class.	6/2/2021	6/2/2021	Special Programs	8:00:00 AM	12:00:00 PM	6
ESC 251: Creating a Successful IEP [REQUIRED for all returning SPED teachers]-Limit 60 (Multiple session dates available)	Kimberly Davidson	Standards Based IEP Process: from development to data [REQUIRED/Compliance] - for all returning SPED teachers. Teachers please bring your own laptop or district chromebook.	6/7/2021	6/7/2021	Special Programs	8:30:00 AM	3:30:00 PM	6
ESC 251: Creating a Successful IEP [REQUIRED for all returning SPED teachers]-Limit 60 (Multiple session dates available)	Kim Davidson	Standards Based IEP Process: from development to data [REQUIRED/Compliance] - for all returning SPED teachers. Teachers please bring your own laptop or district chromebook.	6/8/2021	6/8/2021	Special Programs	8:30:00 AM	3:30:00 PM	6
VIRTUAL: G FORCE 1.5 - 4 D's of Inclusion and Intervention (day 1 of 2) Grades 7-12 Only - Limit 20	Kimberly Davidson	4 D's of Inclusion and Intervention: Design-Deliver-Do-Differentiate [Supporting and scaffolding instruction using Schoology as the platform] DAY 1: This is a blended learning course, participants will have access to the course materials and practice, a week prior, to be prepared for the zoom meeting. (Grades 7-12 Inclusion Support Instructional Specialists -enrollment limited to 20)	6/15/2021	6/15/2021	Special Programs	8:30:00 AM	10:30:00 AM	6

VIRTUAL: G FORCE 1.0 - 4 D's of Specially Designed Instruction (day 1 of 2) K-12-limit 20	Kimberly Davidson	4 D's of Specially Designed Instruction (SDI): Design-Deliver-Do-Differentiate [Designing instruction using Schoology as the platform] DAY 1: This is a blended learning course, participants will have access to the course materials and practice, a week prior, to be prepared for the zoom meeting. (enrollment limited to 20)	6/15/2021	6/15/2021	Special Programs	10:30:00 AM	12:30:00 PM	6
VIRTUAL: G FORCE 1.5 - 4 D's of Inclusion and Intervention (Day 1 of 2) - PreK-6 Only - Limit 20	Kimberly Davidson	4 D's of Inclusion and Intervention: Design-Deliver-Do-Differentiate [Supporting instruction using Schoology as the platform] DAY 1: This is a blended learning course, participants will have access to the course materials and practice, a week prior, to be prepared for the zoom meeting. (Grades PK-6 Inclusion Support Instructional Specialists - enrollment limited to 20)	6/15/2021	6/15/2021	Special Programs	1:00:00 PM	3:00:00 PM	6
VIRTUAL: G FORCE 1.5 - 4 D's of Inclusion and Intervention (day 2 of 2) Grades 7-12 Only-limit 20	Kimberly Davidson	4 D's of Inclusion and Intervention: Design-Deliver-Do-Differentiate [Supporting and scaffolding instruction using Schoology as the platform] DAY 2: This is a blended learning course, participants will have access to the course materials and practice, a week prior, to be prepared for the zoom meeting. (Grades 7-12 Inclusion Support Instructional Specialists -enrollment limited to 20)	6/22/2021	6/22/2021	Special Programs	8:30:00 AM	10:30:00 AM	6
VIRTUAL: G FORCE 1.0 - 4D's of Specially Designed Instruction (day 2 of 2) K-12-limit 20	Kimberly Davidson	4 D's of Specially Designed Instruction (SDI): Design-Deliver-Do-Differentiate [Designing instruction using Schoology as the platform] DAY 1: This is a blended learning course, participants will have access to the course materials and practice, a week prior, to be prepared for the zoom meeting. (enrollment limited to 20)	6/22/2021	6/22/2021	Special Programs	10:30:00 AM	12:30:00 PM	6
VIRTUAL: G FORCE 1.5 - 4 D's of Inclusion and Intervention (Day 2 of 2) - PreK-6 Only-limit 20	Kimberly Davidson	4 D's of Inclusion and Intervention: Design-Deliver-Do-Differentiate [Supporting instruction using Schoology as the platform] DAY 2: This is a blended learning course, participants will have access to the course materials and practice, a week prior, to be prepared for the zoom meeting. (Grades PK-6 Inclusion Support Instructional Specialists - enrollment limited to 20)	6/22/2021	6/22/2021	Special Programs	1:00:00 PM	3:00:00 PM	6
VIRTUAL: Preparing for an ARD and Frontline Support (Asynchronous) Google Classroom Course	Kimberly Davidson	You must enroll in this course in eduphoria as well as in the Google Classroom. Please use the Google Classroom code: 4bvn5vm to access the training. Upon completion of the training you will email Kim Davidson with documentation of completion and she will authorize credit for this course. THIS IS A SELF-PACED ONLINE COURSE - An overview of how to prepare for various types of ARDs using the Frontline platform.	6/28/2021	8/12/2021	Special Programs	n/a	n/a	3
MJHS Library: Special Education Certification Preparation Course	Kimberly Mcdougald	Special Education Certification test preparation course.	7/27/2021	7/27/2021	Special Programs	8:30:00 AM	3:30:00 AM	6

ESC 251: Creating a Successful IEP [REQUIRED for all returning SPED teachers]-Limit 60 (Multiple session dates available)	Kimberly Davidson	Standards Based IEP Process: from development to data [REQUIRED/Compliance] - for all returning SPED teachers. Teachers please bring your own laptop or district chromebook.	8/4/2021	8/4/2021	Special Programs	8:30:00 AM	3:30:00 PM	6
ESC 251: Creating a Successful IEP [REQUIRED for all returning SPED teachers]-Limit 60 (Multiple session dates available)	Kimberly Davidson	Standards Based IEP Process: from development to data [REQUIRED/Compliance] - for all returning SPED teachers. Teachers please bring your own laptop or district chromebook.	8/5/2021	8/5/2021	Special Programs	8:30:00 AM	3:30:00 PM	6
MJHS Library: Behavior Clinic 101 Overview - Limit 30 (Day 1 of 2)	Kimberly Davidson	Documentation Overview: Behavior Intervention Plan; Functional Behavioral Assessment; IEP/ARD Documentation. This course is targeted to Behavior Coaches and ABCD teachers (enrollment limit of 20)	8/9/2021	8/9/2021	Special Programs	8:30:00 AM	3:30:00 PM	6
MJHS Library: Behavior Clinic 101: Practical Application - Limit 30 (Day 2 of 2)	Kimberly Davidson	Practical application: Behavior Intervention Plan; Functional Behavioral Assessment; IEP/ARD Documentation. This course is targeted to Behavior Coaches and ABCD teachers (enrollment limit of 20)	8/10/2021	8/10/2021	Special Programs	8:30:00 AM	3:30:00 PM	6
VIRTUAL: Social Skills in Action - Limit 50 (Asynchronous)	Omar Cobo	Review of social skills resources and strategies to use with students of all grade levels and programs (limit 50: target audience is Behavior Coaches, ABCD teachers, SAILS teachers and other special education staff who teach social skills) This course will be a self-paced google classroom style training which will require the submission of one or more short assignments/quizzes.	8/11/2021	8/11/2021	Special Programs	Asynchronous	Asynchronous	3
DHS CT-113: Robotics Training for NEW Coaches (LEVEL 1)	Sara Malloy	This training is designed for new robotics coaches to the district. The course will include an overview of VEX robotics kits and parts. It will give an overview of the current VEX game/design challenge as well as DISD tournament layout. The Engineering Design Process and engineering notebook will also be covered. What to bring: Robotics laptop and charger, One VEX Kit (with charged batteries - brain and controller), Paper & writing utensil (for notes)	7/20/2021	7/20/2021	STEM	8:30 AM	3:30 PM	6
DHS CT-113: Robotics Training for EXPERIENCED Coaches (LEVEL 2)	Sara Malloy	This training is designed for returning robotics coaches to the district. This course will cover effective strategies for VEX competitions. This will be a deep dive into topics such as game strategy/analysis, engineering design process, engineering notebook, programming and troubleshooting. What to bring: Robotics laptop and charger, One VEX Kit (with charged batteries - brain and controller), Paper & writing utensil (for notes)	7/22/2021	7/22/2021	STEM	8:30 AM	3:30 PM	6

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 7, 2021

Item Title: Educational Services: Special Programs, CTE, and Content Area Updates

Agenda Item: Dr. Jeff Pack

Background Information:

The Special Programs, CTE, and Content Area Updates are attached.

Recommendation:

Information only

Action Item: Yes No

2020-2021 English Language Arts Report

Prepared by: Jennifer Brewer, Susan Cook, Qwinyette Cormier

Summary of Procedures/Events/Activities

- Curriculum documents were updated in Forethought and on the public website for all teachers and community members to access.
- Following the administration of writing CBAs and benchmark exams, ELA teachers have worked together with the Curriculum Specialists and instructional coaches to calibrate and score student writing samples using the scoring rubrics and student writing models provided by TEA. 20-21 will be the last year for writing STAAR in grades 4 and 7. The updated testing information is still being developed at the state level and the curriculum will be updated as information is given.
- Teachers meet weekly in PLC teams to plan and evaluate lessons in order to ensure alignment to the TEKS with appropriate levels of rigor.
- English Language Arts teachers continue training and evaluating the Texas English Language Proficiency Assessment System (TELPAS) writing assessment that is given to all ELL students in the district.
- Lead4Ward and Solution Tree data analysis tools have been incorporated into the routine assessment procedures utilized by teachers and administrators.
- The review and approval process for district CBAs includes a teacher edit and review panel for each assessment.
- The new ELA TEKS were implemented in 2019-2020 with all grade levels and training and standards continue to be a focus with campus PD.
- 9-12 ELA curriculum was revised with the new TEKS by the curriculum specialist and consultant Kelly Tummy.
- In summer 2020, teachers attended the Abydos Reading Week and Grammar Week, two four-day trainings. The purpose of this training was to strengthen skills as writers and teachers of writers. Adjustments were made to the district curriculum to incorporate these strategies and the AbydosPro writing curriculum in grades 7-12 supports teachers in using Abydos strategies all year long in their writing instruction.
- Secondary AP ELA teachers used syllabi certified by the College Board. AP mock exams are given for each CBA based on the current curriculum taught to better prepare students for success on the AP EOC exam in May. Pre-AP mock exams were administered in September (Pretest) to assess curriculum and teaching effectiveness for 9th and 10th Pre-AP English. 9th and 10th Pre-AP quarterly assess Pre-AP student progress using NMSI diagnostic MC passages.
- Leveled Literacy Intervention (LLI) continues to be utilized as a supplemental, five days a week, 30-minute literacy intervention for elementary students who struggle with literacy in the classroom. The intervention is for *no more than 4 students* in a group and meant to be short-term to accelerate student's progress. The system includes appropriate *leveled text reading*, intensive systematic *phonics* instruction, a focus on *comprehension* and attention to *fluency*. LLI is currently being utilized as a literacy intervention for grades K-8.
- Grades K-8 ELA continued to implement MAP reading assessments. MAP assessments provide skill-based test items and in-depth reports for screening, instructional planning, progress monitoring, and standards benchmarking. ELA teachers have immediate access to skill-specific, actionable data to target instruction and practice, select students for intervention, and predict state-test performance.
- Established and implemented 7 essential standards per grade level which would make the most impact with all ELAR instruction. The essential standards were chosen based on district data to address universal gaps in K-12 ELAR.

- ELA Curriculum and Instruction Councils (CLTs) continue to meet monthly with the Curriculum Specialist since 2015. The councils consist of Instructional Coaches from the elementary, middle school and junior high campuses, and department chairs and grade-level team lead teachers from the junior high and high school campuses.
Council responsibilities include:
 - a) Provide campus leadership/communication in the content area of representation
 - b) Meet with the campus administration to review and share meeting information
 - c) Assist curriculum specialist with district/campus data and make recommendations for improvement
 - d) Recommend curriculum/instructional changes to district non-negotiable curriculum and instructional practices
 - e) Provide campus-based training and support for district initiatives
 - f) Review and vet 9-week CBAs
- ELAR curriculum specialist supported DISD teachers in various ways during the COVID-19 school closures:
 - a) Essential standards were identified for each grade level. Staff members across our district worked diligently to provide at-home instruction and support for students while schools are closed. The work given to students was assessed in order to monitor progress and levels of proficiency.
 - b) ELAR curriculum specialists met regularly with directors, principals, academic coaches, team leaders, and grade level teams to ensure virtual instruction and At-Home student packets were aligned. ELAR curriculum specialists provided numerous online instructional materials, daily schedules, and progress monitoring suggestions for teachers to utilize.
 - c) ELAR curriculum specialists collaborated with teachers during the summer to compact curriculum to kick start the 2020-2021 school year with a focus on our essential standards. Our first priority was for students to practice comprehension skills so that they engage with a variety of texts. Leading teachers in planning for effective Tier 1 instruction was key to the growth of all students and minimizes the need for intervention.
- Per House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, all kindergarten through third-grade teachers and principals must attend a teacher literacy achievement academy by the 2021-2022 school year. To increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement. The first year (2020-2021), all elementary principals, elementary assistant principals, elementary ELAR curriculum specialist, and elementary Reading/ELA coaches attended.
- Curriculum specialists attended the TASA Virtual Curriculum Management Audit Training Level 1 and will begin the curriculum audit process with the team.

Plans for Improving/Modification/Enhancement

- Teachers work to identify each child's strengths and needs. Students receive individual and small group assistance. All schools offer a tutorial program, and teachers are providing prescriptive interventions using student performance data. Students are tracking their progress and success per learning standard.
- Eduphoria Forethought will be utilized as our online tool for the revised district curriculum documents, lesson plan templates, and best practice lessons.
- Schoology expectations for teachers will be designing and implementing a minimum of 2 Schoology interactions each week, provide feedback to students, include student modifications, and discussing Schoology activities during PLCs.

- We will implement mCLASS (in lieu of K-3 MAP). mCLASS is an integrated, standard literacy system based on the science of reading that offers teacher-administered assessment and holistic instruction for grades K–2
- Per House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, all kindergarten through third-grade teachers and principals must attend a teacher literacy achievement academy by the 2021-2022 school year. To increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement. During the 21-22 school year, all ELAR kindergarten through 3rd-grade teachers will attend. DISD will provide a general blended model and biliteracy blended model reading academies for K-3 ELAR teachers.
- Per House Bill 3 (HB 3), amend statute to include multiple reading initiatives to include requirements that LEAs adopt K-3 phonics curriculum that uses systematic direct instruction, incorporate the use of integrated reading instruments, and prioritize the placement of highly effective teachers in K-2.
- Curriculum specialists will be attending the PLC At Work Conference. Specialists will learn how to:
 - Acquire best practices for instruction, assessment, and intervention that support the diverse needs of learners
 - Develop a plan for proactively addressing widening achievement gaps
 - Implementing essential standards K-Grade 12 in order to narrow teachers' focus and streamline priority student expectations for the 2021--22 school year.
- Curriculum Specialists, Academic Coaches, STEM, and EL Specialists will collaborate and train together to develop district-wide processes and strategies to enhance the alignment of RLA to close gaps in learning.
 - Meet monthly with K. Tummy to develop our leadership team.
 - Curriculum Specialists will train with K. Tummy to enhance teacher skills through learning walks.
 - Curriculum Specialists will create goals with K. Tummy to develop Academy agendas and professional development
- Based on the upcoming changes to the STAAR blueprint, Curriculum Specialists will implement a new item roll-out with instructional coaches and academic teams.
- RLA Curriculum Specialists attended an ASCD Literacy Academy and began the process of aligning instructional strategies and processes grades K-12.

Potential for Near and Long-Term Program Effectiveness

Teachers and curriculum staff continue to focus on rigorous instruction that will meet student needs and reflect mastery of ELA TEKS. The STAAR Supporting and Readiness Standards, as well as the College and Career Readiness Standards, are critical components of planning, instruction, and assessment. Professional development will continue to focus on effective reading and writing strategies at all grade levels.

Fiscal Impact

Resources to write and revise instructional units to correlate with the TEKS and STAAR requirements will be critical, as well as additional reading, writing, and grammar training for teachers. The Educational Services Department and campuses will work together using local and federal resources to fund these endeavors.

Dickinson ISD Math Report

Prepared by: Jacquelyn Kennedy, Amanda Rodriguez, Mandy Snelson

Summary of New Procedures/Events/Activities

- Academic Coaches, Department and Team Leaders, and District Curriculum Specialists meet regularly to discuss lesson content, instructional models, and proactive decisions in order to address COVID learning gaps due to school closures.
- At DHS, College and Career Readiness standards are emphasized as well as the math skills needed for college entrance exams.
- Teachers are using Eduphoria AWARE to track student success on Curriculum Based Assessments (CBA), Pre-STAAR benchmarks and common assessments.
- Lead4Ward data analysis tools and heat maps have been incorporated into the routine assessment procedures utilized by teachers and administrators.
- Teachers and/or Math Academic coaches are meeting with curriculum specialists and/or campus administrators throughout the year to discuss specific interventions that need to be implemented to improve student performance based on district/campus data, specifically in regards to accelerated learning strategies provided by TEA due to COVID school closures.
- The review and approval process for district CBA's includes all teachers via an online or campus-based vetting process for each assessment.
- Math Professional Development provides teachers with a preview of the upcoming content as well as an analysis of the data from the district curriculum based assessments and Pre-STAAR benchmark data. These sessions focus on improving student performance and instructional strategies.
- Kindergarten through Grade 3 Math teachers have attended the Texas Education Agency Mathematics Achievement Academy and are implementing the processes and procedures into their teaching. Some teachers have continued their learning by attending the Problem Solving and Discourse sessions provided as an extension of the Mathematics Achievement Academies.
- TI-Nspire calculator training continues to be available to all secondary math teachers.
- ST Math has been adopted and synced to students Classlink accounts, Kindergarten-Grade 5. This program was provided by Texas Home Learning as a supplemental resource.
- The Mathematics Curriculum Leadership Teams meet regularly with the Curriculum Specialists. The teams consist of Academic Coaches from the elementary, middle school and junior high campuses, and department chairs and subject lead teachers from high school campuses.

Curriculum Leadership Team Responsibilities include:

- Provide campus leadership/communication in the content area of representation
- Meet with the campus principal, content assistant principal(s) and content teachers immediately following each Leadership Team Meeting to review the meeting agenda and share information
- Work with the curriculum specialist to review district/campus data and make recommendations for improvement
- Recommend curriculum/instructional changes to district non-negotiable curriculum and instructional practices
- Participate in Professional Development Leadership Team Meetings and turn around and provide/recreate campus-based training and support for district initiatives

Plans for Improvement/Modification/Enhancement

- Eduphoria Forethought is utilized as our online tool for the revised district curriculum documents, lesson plan templates, and best practice lessons.
- Teachers will utilize MClass data (K-3) to differentiate instruction. This assessment tool is being provided by Texas Home Learning.
- Teachers will utilize MAP data (4-8) to differentiate instruction.
- Teachers identify each child's strengths and needs, and students receive individual and small group assistance. All schools offer a tutorial program, and teachers are providing prescriptive interventions using student performance data.
- Teachers will continue to receive training on student engagement activities. Training has highlighted the use of the Lead4ward Playlist and the process standards.
- Curriculum and standards-based professional developments will be offered throughout the year.
- Teachers will utilize Schoology, along with a variety of technological resources, in order to support and enhance students' learning. These efforts will help to address learning gaps as a result of COVID-19 school closures.
- MATH 180 has been purchased at DHS for use with all of our Modified math courses and our Study Skills students.

Potential for Near and Long-Term Program Effectiveness

- Math teams meet to plan instruction, coordinate lessons and discuss student benchmark/test results. The Math Curriculum Specialists meet with teams to discuss instructional strategies, coordinate vertical alignment, and lesson planning and implementation.
- Teachers are offering content specific math tutorials during school and also at night in the Lighted Windows-Open Doors program to help students district-wide to be successful.
- Interim assessments provided by TEA will be implemented in the 2021-2022 school year for grades 3-Algebra.
- Texas Home Learning materials for grades 5-8 Math will be incorporated into the curriculum resources including model lessons from Carnegie Learning and Eureka Math and the online math modules from Mathia.
- All teachers will be trained to implement our new LMS, Schoology, in order to provide students with opportunities for tier 1 reteach, differentiation, choice and experience with new assessment types. This will support alignment to the new STAAR assessment item types beginning 2022-2023.

Fiscal Impact

- DISD will continue to schedule training sessions that address the Mathematics standards, pedagogy and teachers' needs to achieve excellence in our diverse classrooms.
- DISD will need to consider purchasing a supplemental math program after ST Math provided by TEA expires in 2 years.
- As the district continues to grow, additional TI-Nspire calculators will be needed for Grade 7 – 12 Mathematics classes.

Dickinson ISD Science Report 2020-2021

Prepared by: Vicky Hood and Carol Bullock

Summary of New Procedures/Events/Activities

- Identified possible knowledge gaps created by the Spring 2020 COVID-19 outbreak, modified 2020-2021 *Scope and Sequence* to allow for “in-time” remediation, and gathered/created resources to aid in closing the identified knowledge gaps.
- Gathered and/or developed resources for face-to-face and remote instruction.
- Trained coaches and teachers on how to use the Eduphoria on-line testing platform (Aware) for district level assessments.
- Identified Essential Standards (*Solution Tree*) for grades K- 12. During the 21-22 summer, curriculum specialists will work with teachers to create targeted instruction for these Essential Standards.
- SBOE postponed the Science TEKS revision process and final adoption until the 2021-2022 school year.
- SBOE rescheduled the implementation of the new Science TEKS for the 2024-2025 school year.
- Fall of 2021, DISD STEM program will expand to include a 5th grade team at each middle school.
- Elementary Math and *Science Curriculum Leadership Teams* (grade K-4) met monthly to share information, review progress, and discuss the needs of the programs.
- 5th - 8th grade DISD *Science Curriculum Leadership Teams* met each month to share information, review data from common/content based assessments and make adjustments for student improvement.
- Curriculum specialists continue to disseminate information and resources from multiple sources such as *TEA, Lead4Ward, Region 4, and Harris County Department of Education*.
- In 2021-2022, curriculum specialists will roll out examples of the revised STAAR items (such as constructed response, multiselect, multipart, drag and drop, hot spot, and text entry).
- Curriculum Based Assessments along with Common Assessments continue to be revised to meet the rigor of the new STAAR test items.

Plans for Improvement/Modification/Enhancement

- K-12 science curriculum continues to be reviewed/revised upon receipt of data from STAAR, curriculum-based assessments, and common assessments.
- Starting 2021-2022, 1st-5th grade science will have targeted STEM investigations/challenges earmarked for each nine-week period.
- In order to better prepare and support teachers, Curriculum Specialists will attend *Solution Tree's Conference* that is being hosted at DISD June 2021.
- DISD has contracted with Region IV for 12 hours of professional development for K-12 Science teachers.

Potential for Near and Long-Term Program Effectiveness

- Data from local assessments as well as the STAAR exam are analyzed by 5th, 8th, and biology instructors, academic coaches and curriculum specialists to determine needed curriculum adjustments.
- 5th – 8th academic coaches work to meet the individual needs of struggling students and plan with grade level teachers to build and incorporate rigorous lessons.
- Principals need to continuously monitor student performance scores and help teachers concentrate their instructional efforts on areas of demonstrated need.
- Curriculum Specialists meet with teachers to review student performance and share instructional strategies.

Fiscal Impact

- In order to meet the rigorous demands of the state curriculum, science teachers must have an in-depth understanding of multiple science concepts. Funding for additional training may be required to ensure that members of our teaching staff have the knowledge necessary to meet this need.
- The upcoming revision and adoption of the science TEKS will require additional funds for equipment and teacher training as the rigor of the TEKS continue to increase.
- All campuses should review their budgets to ensure that sufficient funds are available not only for the replacement and/or maintenance of current science equipment, but also for the purchase of additional equipment necessary to meet the needs of our ever-expanding student population.
- The expansion of the DISD STEM program (6th grade will be added in 22-23) will require additional funds for teacher training as well as classroom and laboratory materials, *Project Lead the Way* modules, and technology devices.
- To increase 5th grade STAAR performance, DISD should explore funding K-4 science academic coach/lab instructor positions for each campus (suggestion from Region 4 Curriculum review).
- Additional science laboratory classrooms are needed at both Dunbar Middle School and Barber Middle School.

Dickinson ISD Social Studies Report

Prepared by: Susan Haynes

Summary of New Procedures/Events/Activities

- Social Studies skills TEKS are used to assess content in the dual-coded items of the state assessments, which provide nearly half of all assessment items on Grade 8 Social Studies STAAR and the U.S. History EOC. Social Studies teachers plan instruction that includes building skills fluency not only to help students attain difficult concepts, but also to properly align instruction to both curriculum process standards and assessment. These skills TEKS are a continued focus in non-tested Social Studies courses in order to build skills fluency, including analyzation, synthesis, cause and effect, finding the main idea, and identifying point of view.
- Several social studies teacher leaders attended virtual training by Lead4Ward throughout the year, including the Think Conference, the Texas Council for Social Studies Conference, the Region IV E.S.C. Social Studies Conference, Texas LRE, Humanities Texas, Solution Tree trainings, and additional content level professional development. Teachers learned valuable strategies at these events and shared them in their respective team meetings with colleagues. Virtual U.S. History EOC readiness review blitzes were planned and implemented according to data trends and feedback provided by formative assessments.
- Special focus this year has been on literacy in the content area; teacher volunteers are coming together to implement activities that support literacy in the Social Studies classroom.
- Social Studies teachers on all campuses either have been trained, or they are in the process of being trained, in the ELPS strategies to help both English Language Learners (ELL) and other struggling students' master content specific vocabulary and concepts.
- Secondary students in need of special instruction are identified and provided remediation through after school tutorials and small group instruction. Students in need of special instruction are also provided remediation during school hours before retaking End of Course exams in the fall and the spring. Special interest is focused on sub-group populations with high rates of failure.
- The curriculum specialist has created and modeled lessons for various grade levels to better implement strategies to enhance the learning in social studies classrooms. These strategies are improving skills by having students work cooperatively, and they are increasing academic rigor in the classroom.
- Classroom teachers and the Social Studies Curriculum Specialist are continuing the development of units of instruction to guide student learning. These units incorporate thinking maps and higher-level questioning strategies to increase depth of understanding of social studies concepts.
- On-going curriculum revision and curriculum-based assessments ensure better alignment and appropriate pacing in order to improve student achievement.
- A committee of teachers, administrators, and community members was developed to assist the Curriculum Specialist by providing feedback during the creation of curriculum for the new African American Studies Elective course; this committee helped to vet resources and instructional materials to be adopted. The curriculum specialist also developed a partnership with the University of Houston to assist with the development of the curriculum for the course.

Summary of Covid-Related Social Studies Support

- Classroom teachers received essential standards documents and aligned resources from curriculum specialist in order to narrow focus on TEKS that are tested at a high-frequency and best support future learning
- Classroom teachers in elementary, middle, junior high, and high school all received digital planning documents and model online lessons to help transition to online learning
- Elementary, middle, and junior high academic coaches met monthly with curriculum specialist to assist in planning for both online and offline resources
- Summer professional development will focus on identifying essential standards for the 2021-2022 school year, planning common formative assessments to better close learning gaps, intervention for students, and aligning tested content to identified essential standards

Plans for Improving/Modification/Enhancement

Social Studies Literacy will be a continued focus in the upcoming years, with an emphasis on reading and writing in the social studies classroom.

Cross-content integration has taken place with Reading Language Arts and Elementary Mathematics (Personal Financial Literacy) to provide authentic learning opportunities for students.

Collaborative planning will continue in grades K-12 with a focus on both the content of the streamlined TEKS and the appropriate level of instruction to match the TEKS.

Use of student scores on CBAs as well as the STAAR released tests will continue to provide teachers and campus administrators with information regarding student mastery of required social studies concepts and skills along with individual student data to aid in acceleration and remediation of instructional efforts.

Social Studies units have been formatted in the Understanding by Design framework, and they will continue to be refined in grades K - 12 so that instruction can be focused on big ideas, enduring understandings, and essential questions. Special attention is given to accommodations for English-language learners and other students with special learning needs.

Social Studies essential standards are being identified by teacher teams for each unit to streamline planning for high-quality first time instruction, common formative assessments, and intentionally designed remediation.

Potential for Near and Long-Term Program Effectiveness

Student performance data is available and teachers have been analyzing the data to adjust curriculum and instruction. Students have been analyzing their own data to identify strengths and weaknesses, as well as improve mastery and reach higher levels of achievement.

Teachers will continue to study formative assessment, unit assessment, and CBA results and they will modify instruction to focus on individual student needs in order to enhance mastery of social studies concepts and to improve scores.

Classroom instruction that focuses on social studies skills TEKS (communication, problem-solving and decision-making, and critical thinking) will also help ensure that students are actively involved in lessons and value the subject matter for critical concepts attainment. Teachers are encouraged to assign relevant, real-world projects that focus on problem solving methods and deep levels of thinking.

Fiscal Impact

In order to meet the rigorous demands of the state curriculum, teachers must have an in-depth understanding of social studies concepts. Additional training will be required to ensure that members of our teaching staff have the knowledge necessary to meet this need.

As the world keeps changing and evolving, updated maps and data may need to be ordered so that students have access to current data in social studies classrooms. Likewise, funds should be provided to purchase and/or expand media libraries so that students have access to updated interactive instructional materials.

More funds may need to be allotted to purchase additional updated technologies on all campuses. This will allow teachers to incorporate more multi-sensory activities into lessons such as streaming videos and interactive maps.

In order to improve AP test scores, materials will need to be purchased for grades 6-10 to help students learn to better analyze primary source documents in order to master the rigor necessary for high performance in their academic writing in the Pre-AP and AP classroom.



Program Overview: The DISD Special Programs Department is supervised by Laurie Rodriguez, assisted by coordinators Maggie Burk and Kimberly Davidson and it includes the following programs:

Special Education

- Licensed Specialists in School Psychology
- Educational Diagnosticians
- Occupational Therapists
- Physical Therapists
- Specialized teachers
- Licensed Professional Counselor

Section 504

- Comprehensive School Counseling Program
- Nursing/Health Services
- Social Emotional Learning & Community Mental Health Partnerships
- Dyslexia/Reading Intervention
- Social Work Services

COVID-19 Response / Review of Services

Throughout the COVID-19 crisis, the Special Programs Department provided numerous services for our students, their families and our community. We have assisted families with applying for the TEA SSES grants and worked with families who have needed other types of assistance. Our special education teachers, counselors, dyslexia specialists, assessment and related services staff and speech providers created an emergency assistance plan and then provided services as the students needed them, whether that was in-person, virtually, or in the student's home. The Gator HOPE clinic remained open. Almost all ARD Committee and Section 504 meetings were held virtually for the 2020-2021 school year. Staff members have commented that virtual meetings are more efficient, travel time is down for assessment staff, teachers are able to be on time instead of walking across campus, Parent participation in ARD and Section 504 meetings has increased. Our Social Emotional Learning framework was maintained through lessons, websites and social media. A focus continued on self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Wellness Wednesday emails were sent weekly to all staff. Our Social Workers helped families apply for various kinds of assistance, including reaching out to 271 parents of students listed on the eligibility list for SSES (Supplemental Special Education Services) and hosted informational sessions for SSES. Our Gator staff lives our motto of **"Whatever the Student needs IS our Job Description."**

Comprehensive School Counseling Program - The Social Emotional Learning (SEL) Specialist directs and manages the district school counseling program and the district social emotional learning model.

- Counselors provided social emotional learning and guidance lessons using google classroom, zoom, face to face and social media. Counselors maintained facebook pages and updated their websites & created virtual career days.
- Self-Wellness and Self-Care was promoted to staff, students and families and responded to a variety of crises virtually and face to face.
- Counselors continued professional development by attending webinars, zoom meetings and face to face meetings.
- Counselors maintained relationships with Communities In Schools (CIS), Family Service Center, DePelchin and other community partnerships.

Team Leader: Kim Jackson (elementary - middle school) and Dr. Angie Estes (junior high - high school) | 23 campus counselors, and 2 district-wide social workers

- Elementary Counseling Focus (A total of 7 Counselors):
 - Primary counseling duties include: Guidance Curriculum (teach transferable skills through whole group and small group lessons), Responsive Services (may be preventive, remedial or crisis oriented), Individual Planning System (guide all students as they plan, monitor and manage their individual educational, career, personal, and social development/provide postsecondary options), System Support (identify & coordinate resources and activities on campus and in the community/ assess student and campus data to support effective school counseling programs)
 - Character Education, Individual and Small Group Counseling, College and Career Readiness, Career Day Organizer, Bully Prevention, Crisis Response, Teach Social Skills and provide Community Outreach
- Middle School Counseling focus (A total of 3 Counselors):
 - Primary counseling duties include: Guidance Curriculum (teach transferable skills through whole group and small group lessons), Responsive Services (may be preventive, remedial or crisis oriented), Individual Planning System (guide all students as they plan, monitor and manage their individual educational, career, personal, and social development/provide postsecondary options), System Support (identify & coordinate resources and activities on campus and in the community/ assess student and campus data to support effective school counseling programs)
 - Character Education, Individual and Small Group Counseling, College and Career Readiness, Career Day Organizer, Bully Prevention, Crisis Response, Teach Social Skills and provide Community Outreach
- Jr. High (A total of 4 Counselors) –
 - Primary counseling duties include: Guidance Curriculum (teach transferable skills through whole group and small group lessons), Responsive Services (may be preventive, remedial or crisis oriented), Individual Planning System (guide all students as they plan, monitor and manage their individual educational, career, personal, and social development/provide postsecondary options), System Support (identify & coordinate resources and activities on campus and in the community/ assess student and campus data to support effective school counseling programs)
 - Character Education, Individual and Small Group Counseling, College and Career Readiness, Career Day Organizer, Bully Prevention, Crisis Response, Teach Social Skills and provide Community Outreach
- High School (A total of 8 Counselors & 1 Counselor at DCC) –
 - Primary counseling duties include: individualized meetings for every student to discuss 4 year plans and post-secondary goals, Student Schedules, PSAT, SAT, College and Career Readiness, financial assistance, teen parents, communicate with parents, Coordinate/ Facilitate Parent Events, Dual Credit, and Collegiate High School



Social Emotional Learning (SEL)- Social Emotional Learning Specialist: Amy Cmaidalka

- Direct and manage the district school counseling program and the district social emotional learning model.
- Pursued, was Awarded and Implemented the Following Grant Opportunities:
 - Valero Energy \$25,000
 - Dickinson Education Foundation \$10,000
 - For Gator CORE (Campuses Offering Resilience in Education) Kits: gifted students, culturally responsiveness/anti-racism, conflict resolution, military/deployment, crisis response, self-regulation, social skills, anger/frustration, self-esteem, peer relationships, impulse control, executive functioning, and Making good choices.
 - Dickinson Rotary \$6500
 - For Gator CORE (Campuses Offering Resilience in Education) Kits. The kits cover some of the most relevant topics that counselors and campus staff see on a daily basis. These topics include anxiety, grief/lose, and divorce/separation. The materials are age appropriate and divided into 4 groups: elementary, middle, junior high and high school. The Gator CORE Kits, housed at our Gator Wellness Center, will be available for check out to all campuses.
 - Mental Health America of Greater Houston Best Demonstration Grant \$100,000
 - The implementation of the SEL SQUAD (social emotional learning staff qualified uniquely advocating for Dickinson) will be the strength needed to integrate Dickinson ISD’s Social Emotional Learning and overall wellness into all campuses. The SEL SQUAD will receive intense unique training that will support all staff and students. By analyzing the data provided by the UHCL SEL Screener we will sculpt integration into the classroom Gator BREAK area utilizing the Anchor Framework
- Coordinated Family Engagement Events for 2020-2021: Parenting Support presented by DePelchin and Social Media & Internet Safety Webinar by Project Protect our Children



- Coordinated Professional Development Opportunities for Professional School Counselors and Dickinson ISD staff
- Integrated Programs outlined within the Rebuild TX Project Grant
- Collaborate with Partners to implement the Social Emotional Learning Model and Rebuild TX Project Grant
 - Mental Health America of Greater Houston

- Mental Health America of Greater Houston (MHA) had been instrumental in helping us with our ReBuild Texas Grant. MHA served as the project coordinator and ensures collaboration and synergy. They coordinated vendors and contracts for training, monitor training efficacy and overall progress, serve as fiscal agent for the project, maintain timeline, provide technical assistance, and provide ongoing support and consultation for success of the Dickinson Mental Health Project. The funding ended in December 2020.

Social Work Services:

- The district campuses are split between the 2 social workers –
 - Jamie Harbuck - DHS, MJHS, DCC/DALC, HRES, LMS, LES, BCES, CRES
 - Jo Ellen Allen - KJHS, BMS, KELES, SLES, JSES, DMS
- Due to COVID, we have only transported 12 students.
- 121 home visits were made, scheduled 41 appointments (health, Medicaid office, SSI office, dentist, eye, etc.), made 49 referrals for assistance with eye exams and glasses, 1,000+ referrals for assistance with clothing, sat in or conducted student/parent/staff conferences.
- Other job duties include: SHAC, CRCG, Bay Area Alliance, Operation School Bell, parent and staff training, holiday assistance programs, Backpack Buddy, MI Lewis liaison, Lighthouse Christian Ministries liaison, free/reduced applications for lunch assistance, SSDI assistance, Medicaid assistance and CPI instructor.
- Identified 179 homeless students, 45 unaccompanied youth, and worked directly with PEIMS Department and technology to develop reports and improve processes for managing and identifying homeless students.
- Applied for a Homeless grant to provide additional support to some of our most vulnerable students.
- 14 CPI district trainers; 330 staff trained in CPI
- Reached out to 271 parents of students listed on the eligibility list for SSES (Supplemental Special Education Services) by email and postage mail and hosted informational sessions for SSES
- Assisted 20+ parents directly with the SSES application
- 11 PRS (pregnancy related services) students
- 14 Homebound students
- Arranged Mobile Food Distribution with Galveston County Food Bank - 271 households, 1,270 individuals, \$25,623.90 in food
- Attended ARDs for initial referrals
- Contacted parents of qualifying SPED students (approximately 250+) for resources such as Medicaid, Social Security and Gulf Coast Center
- Referred 422 students to Operation School Bell for clothing assistance.
- Began referring students to Clothed By Faith when additional clothing support is needed. Referred 3 students.
- Coordinated and hosted four School Health Advisory Council (SHAC) Meetings.
- Assisted in finding shelters/living accommodations, eye vouchers, dental work, medical assistance, for families.
- Manage donations for families - Christmas, basic needs, appliances
- Develop and maintain community resources - MI Lewis, Lighthouse Christian Ministry, Galveston Co-Care, Bay Area Alliance, CIS (Community In Schools), Social Security office,
- Serve on community boards - CRCG (Community Resource Coordination Group of Galveston County) , The Sanctuary foster care
- Member of the DISD Crisis Response Team
- Attended trainings-Texas School Social Worker, Texas Network of Youth Services, Kemah Palms, Region 13-Highly Mobile At Risk, CPI, Region 4 Foster Care Education Consortium, Human Trafficking
- Responded to emails from district staff on students with various needs.
- Made contact with various families at the request of school staff.
- Collaborated with nursing staff, counselors, communities in school staff and Gator Hope Clinic staff to provide student support.

School Social Workers



Community Outreach

- Community Outreach has been limited due to COVID
- 2020-2021 school year, Jamie Harbuck and Jo Ellen Allen organized Operation School Bell with the Assistance League of Bay Area and Kohl's department store to clothe 422 students
- Three years ago, we started a "parent-led" parent support group that meets at DHS in the LSI (Life Skills Instructional) room. This group continues to meet regularly and is completely organized by parents. We do have a special education teacher/facilitator on site who will attend by invitation only in order to provide information when it is requested.
- Special Programs staff participate in various community outreach partnerships:
 - Galveston Community Resource Coordination Group.
 - Laurie Rodriguez is currently serving on the board for GCASE as the board secretary.
- Laurie Rodriguez was re-appointed to serve on the Governor's Advisory Committee for Special Education for a second four year term to expire in February 2021, however due to Covid, she continues in this role.
- Community Outreach Organizations include: Lighthouse Christian Ministries, MI Lewis, Assistance League of Bay Area, Community In Schools, Family Promise of Clear Creek, A Peaceful Place, Anchor Point, Galveston County Food Bank, Salvation Army, Catholic Charities, Interfaith Caring Ministries, Texas Workforce, Social Security Administration, Coastal Health and Wellness, Gulf Coast Center, and WIC (Women Infant Children).

Nursing / Health services - Team Leader: Erica Hollister

- Currently there are 12 Registered Nurses, 3 Licensed Vocational Nurses, and one long term LVN sub. For the 2021/2022 school year: 14 Registered Nurses, 2 Licensed Vocational Nurses.
- GCHD Medical Reserve Corps – Tier 1 member. The purpose of the Medical Reserve Corps is to strengthen communities by establishing a system for medical and public health volunteers to offer their expertise throughout the year, as well as during times of community need and in the event of a public health emergency. Erica joined this group in 2018 and continues to attend training sessions that will be beneficial to the district in the event of a public health emergency such as the COVID-19. During this current pandemic, Erica has volunteered at Walter Hall administering the COVID-19 vaccine.
- Due to a retirement, an opening, and transfer requests, we will have some nurse movement for next school year. The current LVN at DHS retired. We will move the LVN from MJH to fill this position. An RN has been hired for MJH. We have had an open position at DHS 9th grade center, which will be filled by the KJH RN. The KJH position has recently been posted.
- Total DISD clinic visits January 8, 2020 – December 18, 2020: 10,384. Total DISD medications administered: 15,737. Total DISD state mandated vision, hearing, scoliosis and ANTES screenings: 17,722.
- School nurses provide care for previously diagnosed medical conditions such as organ transplants, congenital heart defects, anaphylactic allergies, diabetics, cancer, sickle cell, cystic fibrosis, feeding tubes, epilepsy, tracheas, catheterization, hydrocortisone inefficiency, etc.
- UTMB Physician Consultant Program – continues as a successful program, low cost to the district (~ \$500.00 a month). Doctors provide:
- OHI evaluations: TEA requires a physician to be a part of all Other Health Impairment evaluations. If a student does not have a physician, it is the district's responsibility to obtain necessary information from a physician. We must pay for the student to see a physician or we could utilize other means. DISD utilizes the UTMB Pediatric Residents to serve in this capacity. They serve as the physician for the evaluations for an Other Health Impairment due to ADHD when the student does not have a physician. The doctors also assist with Child Find vision and hearing screenings.
- Training Sessions: for Gator Academy, Health Science students and they also talk to LID classes regarding hygiene. They are available to provide puberty presentations to 5th grade students at the campus nurse's request. We have utilized the UTMB residents to provide training to our Low Incidence Disability students on topics such as hygiene and puberty. The high school has also utilized them to present to students on various topics.



- Last year, we utilized the UTMB resident doctors to provide training on a variety of medical topics that day care providers are required to have. We notified all local day cares of the opportunity and invited them at no charge. The daycare director is required to have 30 CEU every year. This is an excellent partnership for not only Gator Academy, but also the community daycares. This will begin again this Spring.

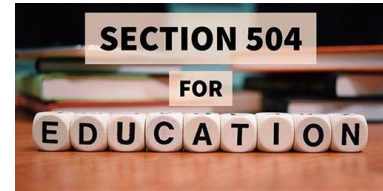
Gator HOPE Clinic

Health Orientation, Prevention & Education

Gator HOPE Clinic: Mrs. Nancy Lounds is the Physician Assistant for Gator HOPE Clinic in a partnership with Methodist Hospital. Methodist provides \$25,000 in medical supplies and the supervising physician. From January 2020- December 2020, she saw 2533 patients. Mrs. Lounds provides a more intensive level of care including medical testing, prescriptions, sutures, vaccinations, concussion clearance, sports physicals.

Section 504 - Team Leader: Kim Davidson

- There are 720 students receiving Section 504 accommodations and services, which is an increase of 78 students.
- This year, the Assistant Principals have continued to grow in the role of campus 504 coordinator.
- Continued development and implementation of systems assists in streamlining the process and maintaining procedures district wide.



Dyslexia / Reading Instruction - Team Leader: Maricela Guerrero

- This year, the additional TEA required PEIMS reporting for students identified and served under dyslexia has been included in ARDCFs and 504 coordinators PEIMS reports. Additionally, campus dyslexia specialists are now coding kindergarten and first grade students according to dyslexia universal screener outcomes, as well as providing a justification for students not tested. A checks and balances process has continued to ensure an accurate list for both 504 and special education students.
- Currently, under 504, there are 180 students receiving dyslexia services and 396 students receiving dyslexia services under special education, for a total of 576 students.
- We have 22 Neuhaus-trained dyslexia specialists in our district in BLS 1. We have 9 dyslexia specialists trained in BLS 2 and 3 specialists trained for BLS 3. We have 5 bilingual dyslexia specialists trained in Esperanza. Dyslexia specialists continue to develop professionally by attending training offered by Neuhaus and Region 4. Additionally, we have 9 RISE teachers trained in Reading by Design in order to meet the needs for specialized designed dyslexia instruction for students who are not making progress with standard protocol instruction.
- Five out of seven elementary campuses have at least two dyslexia specialists providing services to students. Two of our middle schools and one junior high school have two dyslexia specialists, with two more campuses having a second dyslexia specialist being added next school year. The high school campus has one reading teacher and one dyslexia specialist. We will be adding a second dyslexia specialist at each middle school due to the high increase of students (these are the first group of students who were identified as a result of including the elementary early screener requirement put in place by TEA in 2018).
- The District Dyslexia Specialist provided overflow support for 2 elementary schools during the first nine weeks with a total of 7 groups. During the rest of the school year, she supported 1 elementary school, 1 middle school, and the alternative campus with a total of 5 groups, including one Esperanza group.
- DISD utilizes a research-based evaluation process for identification with all testing conducted by the assessment staff using peer-reviewed methods and test instruments; we are compliant with the new handbook.
- The District Dyslexia Specialist met with district leadership staff to determine next years' dyslexia screening instruments. The 1st grade screener was completed by January 29, 2021, and the kindergarten screener was completed by May 21, 2021, per state requirements. All elementary campuses were able to meet the deadline using the MAP universal screener approved by the Commissioner's List.



- The district dyslexia team and Special Programs staff hosted a series of successful virtual informational sessions each Thursday from April 8, 2021 through May 6, 2021. The kickoff session included a keynote from successful students and their parents, and the other sessions covered the following topics: What is dyslexia and how does it affect learning (offered in Spanish as well); What does dyslexia instruction look like in DISD; Transitioning from high school to post-secondary; Conquering challenging coursework; Technology tool belt; Anxiety roadblocks and dyslexia; and How do I know whether my dyslexia child is served via special education or 504 (offered in Spanish as well). Videos of the presentations have been added to our district YouTube channel and links to these are housed on our Dyslexia Expo website. Parents, staff, and guests from Region 4 and surrounding districts have been invited and have begun to view these videos. We have received numerous emails expressing gratitude for the wealth of information that has been shared and will continue to be available for years to come.

Special Education Instructional Services Team Leader: Kim Davidson

- Special Education: Total # students: At snapshot we were at 1,622 (increase from 1,572 students from 2019). Total count as of April 2021, 1653 (with an additional 110 pending initial evaluations)
- SEID (Special Education Instructional Delivery): The SEID team provides support district wide in the areas of curriculum instruction, professional development and procedures and support. All 10 SEID members were trained in the trainer of trainer model for writing standards based IEPs which will be turned into summer training for all DISD special education teachers.
 - Foundational district wide training is provided to all new teachers that includes
 - A to Z and IEP: operating guidelines for special education regarding the procedures and expectations for special education.
 - Case Manager training: to afford all staff working with special education students, insight to the new systems and procedures put in place to monitor and document our support and programs
 - District wide training has been developed and will be on going with special education staff
 - Creating Successful IEPs: Standards Based IEP process
- Dickinson continues to offer a variety of special education instructional services along a continuum based on students' identified needs. The district carefully monitors instruction with the goal of providing instruction in the least restrictive environment. The department continues to refine our systems district wide and provide staff the support they need to meet the needs of the students of DISD.
- Transition services begin the year students turn 13, which is often in junior high and continue through high school. Transition services include post secondary goals that are determined based on data and interviews with the students annually. This is required for all students receiving special education regardless of their programming.
- ARD Committee facilitation is provided by specially trained special education teachers who serve as ARD facilitators; conducting ARDs, maintaining the federally required audit files, and tracking data and documents for compliance. There are 10 ARDCF who travel between campuses, juggling various campus schedules, staff and parents. As the number of students increase annually so do the number of ARD meetings and amount of responsibility.
- Inclusion Services: Personnel are responsible for providing or overseeing the specially designed instruction for special education students who are in general education classes and are expected to take the STAAR.
 - Instructional interventionists provide inclusion support to students in the general education setting district wide. Currently there are 167 at the elementary level and 256 at the Middle/Junior high level
 - At the high school, the service delivery model expanded to all core subjects. Currently there are 229 students being served.
 - Inclusion Support Autism Specialists; high school has a certified autism specialist currently serving 33 students.



- Blind/Visually Impaired Inclusion Services provided by a Teacher of the Visually Impaired: We provide services to a total of 9 students. 8 students are on 5 campuses and 1 Blind and Hard of Hearing Student under 3 (ECI program) is provided services at home.
- Use of accommodation logs by gen ed teachers and inclusion logs by sped staff is used district wide to document support/services provided
- Low Incidence Disabilities (LID) classrooms: for students who need more intensive instruction in more specialized classes, each class is named according to the primary goal of instruction. There are a total of 43 teachers serving 379 students in classes which include:
 - ECSE (Early Childhood Special Education, formerly known as PPCD) is designed for students with disabilities which may or may not be accompanied by significant health needs. It currently has been a self-contained, highly supported class where students receive their instruction, personal health and restroom assistance, and other self-care needs. This program will change for next school year to delineate those students that need a highly supported special education class (SEAS) versus those that could receive inclusion through PK (SANDS). We will have ECSE classes at all 7 elementary campuses next year.
 - 5 ECSE classes currently serving 66 students
 - SAILS (Structured Academics, Integrated Life Skills) is designed to meet the individual needs of the students enrolled on each campus. The SAILS class provides a structured approach using the 10 Critical Components model for academic, vocational and life skills education in order to enable students to reach their maximum level of independence in their school and community settings. The students in SAILS take STAAR alternative.
 - 26 SAILS classes serving 206 students in grades K-8
 - TIDES (Teaching Individualized Developmental Experiences & Skills) 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. Students in TIDES take STAAR alternative. We have not had any students at the middle school level in the past 2 years. However, we will be opening a middle school TIDES at LMS to support 5 upcoming 5th grade students.
 - 5 TIDES classes serving 37 students in grades K-12th
 - WAVE High School (Woven Academic 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.
 - 5 WAVE teachers serving 53 students in grades 9-12.
 - SEALS: (Secondary Education And Life Skills) services our students who are 18-21 years old. We have two 18+ programs for these students who have completed their high school diploma requirements but continue to need instructional assistance for either independent living skills or work-based learning as they transition to adulthood.
 - SEALS ILS (Independent Living Skills): housed at MJHS and their focus is on 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. They have work based learning opportunities on campus in the attendance office, the gym and the dining hall. They are also introduced to public transportation using the Connect Transit System. Students will also receive instruction in a community setting. However, COVID restrictions reduced the amount of community involvement they participated in this school year. Currently serving 10 adults
 - SEALS WBL (Work Based Learning): we have an agreement with the following entities: College of the Mainland and the Texas Workforce Commission / Vocational Rehabilitation Services. This agreement allows us to house our program on the COM campus, access VRS curriculum and job coach resources, and participate in work opportunities designed to facilitate post-secondary goals. These adult students are currently working to complete Work Exploration and Work Assessments. Adult students attend Work Based Learning at the Amendole Day Program in Texas City, The Texas City Library and at the Dickinson Bayou Animal Shelter. However, COVID restrictions reduced access to the community college and community involvement. All participate in Work Based Learning on campus and all are involved in Transportation Training using the Connect Transit

System. We have one paraprofessional and one teacher. Adult students also provide service to the district through Special Education Resource Services (SERS), a warehouse that inventories all special services equipment/resources and then distributes items upon request. This has been a large undertaking this year with collaboration with O&F to work cooperatively to build shelving and organize the materials. Currently serving 4 adults

- Model of Instruction: For the last 11 years, Dickinson ISD has followed the model presented in the book 10 Critical Components for Success in the Special Education Classroom and we maintain an ongoing relationship with authors, Marcia Rohrer and Nannette Samson for training our LID teachers.
- Special Educational Program, other than the LID programs:
 - RISE (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 significantly below grade level academic skills in one or more core subjects. The ARDC determines which RISE subjects the student should receive support for (math, reading/writing or both). RISE support is provided by teachers who are special ed certified and instruction is provided in a pull out special education setting where they follow the TEKS while getting intensive instruction on their IEPs. The high school offers RISE in all 4 core academic subjects.
 - 20 RISE teachers are serving 132 students in middle/junior high level and 110 in high school.
 - DEAR Program (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. Since the program began in 2011, over 101 students have graduated who likely otherwise would not have completed high school.
 - 1 DEAR teacher serving 9 students
 - Homebound (special and general education). Currently, we have 3 Homebound students. These numbers fluctuate throughout the year based on student needs. We have one full-time homebound teacher. She has also worked as a liaison between school and parents during the remote instruction to assist with log in issues and navigating google classrooms.
- Behavior Programming for students who demonstrate significant emotional or behavioral learning needs:
 - BTC (Behavior Teaching Continuum): The behavior coaches support special education students, 504 students based on their plans as well as RtI/MTSS. The BTC is a leveled approach to support students and staff based on the student's need. The behavior coaches provide campus training and consultation to staff along with support on keeping and tracking data. When a student requires a more intensive and direct approach this is level 3 BLP (Behavior Learning Program). BLP is a comprehensive, campus-based approach consistent with ESSA and IDEA, for positive behavior support systems and student placement back into mainstream classrooms. BLP focuses on teaching/coaching students to behave appropriately in general education or other special education classrooms with the help of a specially trained teacher(s) and paraprofessionals. Resources utilized within the BTC and BLP program may include, Check-In, Check-Out, Restorative Practices, CHAMPS, and Second Steps. It includes orientation, frequent monitoring for students not ready for a check-in, check-out system, re-orientation, and self-monitoring. In addition a collaborative consult piece is provided to staff who work with these students.
 - 13 BTC teachers serving 83 at the elementary level, 118 at the middle/junior high and 73 at the high school level; all have increased support since last year
 - Behavior coaches provided services both in person and remotely during the past year.
 - ABCD (Adaptive Behavior Class - Dickinson): ABCD is a self-contained class designed for students with intense behavioral needs who have not achieved success in the Behavior Learning Program setting. Student interaction is restricted from the rest of the school population during the initial phase of the program. Students progress on a highly structured acquisition system and as the student demonstrates success, the student integrates back into his/her previous educational setting. ABCD focuses on intense behavior remediation including (but not limited to) anger management strategies, social skills and coping strategies.
 - 6 ABCD teachers serving 28 students

- We currently have 2 classes at the elementary level, both at LES and 1 class at the middle school level, at DMS. Based on the growth and needs we will be adding an additional second class at DMS next school year.
- Out of district placements: We started the year with 7 students placed in an out of district placement. Two students were at Shiloh Treatment Center in Manvel, Texas. 5 students placed at HCDE Adaptive Behavior School, East. We have transitioned all but 2 students back to DISD. Due to the needs of 1 student at ABS, she has not met criteria to begin the return transition. One student will complete his transition from ABS, by the end of this school year. Upon return from out of district behavior placements, students return to the ABCD program. The High school is working to revamp their ABCD to support the needs of these students upon their return to DHS.
- Behavioral Services:
 - Our Licensed Professional Counselor, Omar Cobo, supported the Behavior Team for the 2020-2021 school year as the Behavior Team Lead.
 - Behavior Coaches and ABCD Teachers participated in the SPED Program Overview at the start of the 2020-2021 school year which outlined the expectation for providing Social Skills lessons and behavior support for Face-to-Face students and Remote students.
 - Behavior Coaches and ABCD Teachers were able to provide lessons and support to Remote students via Zoom and Google Classroom.
 - The Behavior Team participated in monthly professional learning community (PLC) meetings during the 2020-2021 school year which included training opportunities that covered the following topics and standards: Systematic Observations; Individualized Education Program (IEP); Behavior Intervention Plan (BIP); Progress Monitoring; Compensatory Services; Review of Existing Evaluation Data Documentation (REED); Restraint Documentation; Social Skills and Interventions; Utilizing the Behavior Tracker; ARD Deliberation Documentation; Conducting Functional Behavior Assessments (FBA); and Mental Health Considerations / Invisible Disabilities.
 - The Behavior Team also participated in training that supports equity in the classroom: Understanding Bias; Adverse Childhood Experiences (ACEs); and the Character Strong Equity Series.
 - The Behavior Team participates in a Google Classroom specifically created for the team to serve as a repository for completed training sessions, updates, general information, and presentations.
 - During the monthly Behavior Team meetings, the Behavior Coaches and ABCD Teachers identified areas for future training and areas for improvement, these discussions operated as Professional Learning Community time to help strengthen the team and to identify opportunities for further skill-development.
- Out of District Placements:
 - We do not currently have any students at the Texas School for the Blind and Visually Impaired (TSBVI) or the Texas State School for the Deaf (TSD).
 - Out-of-District Placements: We currently have 2 students at Harris County Department of Education Adaptive Behavior School (HCDE: ABS). DISD Staff go visit the ABS students once per month to review progress and ensure that this is the Least Restrictive Placement.
 - Galveston-Brazoria Co-op for the Deaf and Hard of Hearing (GBCDHH)- We have 12 students who are located on a CCISD campus (increase of 2) There are six students who are receiving direct services within the DISD schools. We have an additional five students who are receiving services through Section 504 within the DISD schools and approximately 21 students receiving equipment.

Special Olympics - Head of Delegation: Megan Turner

- Due to COVID-19 no sports or practices were allowed to be held in person.
- Information was shared with athletes and families about online and virtual exercises opportunities.
- Virtual Gaming information was shared about a variety of video games and platforms.
- On 3/15 Special Olympics made the Return to Play announcement that we could begin practices with new COVID-19 protocols in place.



- Excitedly on 3/24 we began our Special Olympics practices for Athletics for Track and Field at the Kranz Junior High Field.
- We had 13 athletes attending our weekly practices and 4 returning coaches and 2 new coaches guiding, assisting, and cheering on our Gators.
- We are wrapping up our last practice on 5/12 gathering. We have been practicing the events for walking, running, and shot put experiences. There are not any competitive events this school year but we will be ready for next year.

Special Education Assessment, Speech and Related Services Team Leader: Maggie Burk

- **Assessment Staff:** The Assessment team is led by Stacy Davila and it consists of 3 LSSPs, 4 LSSP Interns and 5 Educational Diagnosticians. We spent most of the year 3 people short (3 LSSPs). Two of these LSSP Interns are not longer working; one resigned effective immediately for personal reasons and one left due to health concerns. That left the district with 5 openings. We have hired LSSPs for next year, and only have a part time position open for next school year.
- We have hired five LSSP Interns, one of which is bilingual. One of these interns completed his LSSP Practicum with us this school year. We will have an LSSP Practicum student from Texas Tech working in the district this coming year. Again this year, Maggie Burk contacted all of the School Psychology programs across the state as well as in Arizona, Oklahoma, and Arkansas. She designed and sent out a flier and several emails to the professors. In October, Laurie Rodriguez and Maggie Burk virtually attended the Texas Association of School Psychologists Annual Conference and Recruiting Fair.
- The assessment staff provide all dyslexia and special education evaluations and assist with Section 504 evaluations. This has helped the district tremendously with the concern that the state in general has not adequately evaluated students with dyslexia for a specific learning disability. Since all students whom we suspect dyslexia receive a Full and Individual Evaluation, we have not had issues.
- We have created the Grow Your Own program. We have 6 staff that attend regularly; one in the LSSP program, and 4 in the Ed. Diagnostician program at LaMar University. The Educational Diagnostician’s training at the university has not prepared them to be successful. We have covered various topics, including the cognitive processing model (known as “the Gs”) and various tests. All participants will attend year 2 in which we will cover additional tests, Cross Battery, Crucial Conversations, as well as other topics. Some of the Ed. Diags that completed the university program will be doing testing next year with an extra duty agreement.
- The Speech team is led by Tonia Marion-Wilson and it consists of 6 full-time SLPs, 1 – part time English SLP, 1 Full-time bilingual assessment SLP, 4 full time SLPA’s (2 bilingual). We have two assistants currently enrolled in graduate school. There are 632 students in speech (an increase of 40 students from last year at this time) with 70 students receiving bilingual therapy across the district. We travel to provide services to Head Start, private schools located within our district, and Gator Academy. In addition, we attend ARD meetings, SIT meetings, provide RTI interventions and do assessments. We are adding an SLP to provide speech and language services as well as Assistive Technology related to communication.
- The Related Services Team is led by Tanya Jensen, PT and consists of physical and occupational therapists.
 - Occupational Therapy (OT): 5 Full time time. We have had to utilize contract services to complete 43 evaluations to date. We have 348 students currently receiving OT services (Approx. 70 students/therapist). There are less than 25 students left using virtual services, most kids are back in person. Last year there were 150 occupational therapy evaluations for the 2019-20 school year. This year we have 202 requested evaluations to date. All LID classes receive OT support. We are adding an OT to provide occupational

Evaluations

CROSS-BATTERY

FIE * IEP * ARD

Educational Diagnostician

Licensed Specialist in School Psychology

Recommendations * Consultations

Behavior * FBA

PT versus OT:

Physical Therapy

Occupational Therapy

Gross Motor Skills

Fine Motor Skills

Functional Mobility

Functional Handwriting

V-P skills



therapy as well as support Assistive Technology related to writing and reading next year.

- Physical Therapy (PT): The district employs 2 Part-time (0.75) staff who service 46 special education students. Some virtual students continue to receive services in the home as virtual physical therapy is not an option. PTs supervise and provide evaluations for Adaptive PE. PTs provide training for use of the EvacuTrac chair for wheelchair bound students. There are 20 students currently using wheelchairs for primary mobility.

- Assistive Technology (AT): Currently, there are 134 students using high tech assistive technology devices. Campus specific OTs are responsible for supervising 100 Google chrome books on their respective campuses, and supervising the use of 115 Co:Writer seats. One of the full time OTs manages the inventory and tracking of all AT equipment, processing all AT assessment plans, compiling the student specific team, completing AT evaluations, attaining devices and providing training to relevant staff. This therapist also supports the use of AT throughout the district to provide the following: alternative computer access, switches to promote participation and function in the classroom, voice output communication devices (12 iPads with communication apps, a selection of mid tech, low and no tech communication devices), reading technology supports: (Snap and Read (300 seats) and reading pens (5)), support to 8 AT students (high AT needs). AT devices range in cost from \$60 for a Co:Writer seat to \$ 6500 for dedicated speech output devices. Devices are determined based on student need and an AT Evaluation. The district AT team has assisted students in attaining personal devices through grants and insurance. These students then own their own device which they bring to school. We added 2 positions to support our growing AT needs. One position for AT/OT and one for AT/SLP. With the increase in students identified as having dyslexia and other reading or writing disabilities, we expect the upward trend to continue with needing more assistive technology devices.



- Counseling as a Related Service:** Counseling as a related service is provided to students who have a disability condition and receive special education services. It is provided by a Licensed Professional Counselor (LPC). Last year, this position was funded by the Rebuild grant. This year, it is a full time district position. Omar Cobo, LPC, had an increase in caseload from 114 students last year to 148 students during the 2020-2021 school year. Last year, he provided services to both Face-to-Face students and Remote Students. He conducted counseling sessions during home visits for students that were difficult to contact and not engaged on Google Classroom for instruction. He conducted counseling sessions via Zoom, as well as created a Google Classroom to disseminate counseling information and activities for his remote students. By January 2021, the majority of his students were Face-to-Face and were able to engage in counseling services routinely. He has had an increase in students receiving direct counseling services on his caseload as a trend during the 2020-2021 school year. To assist with the increase in direct counseling services and increased number of students on his caseload, he will supervise three Clinical Mental Health Practicum Graduate Students that will assist with providing counseling and consultation services for the 2021-2022 school year.

- Private Schools: We are required to notify and provide services up to the proportionate share of federal funds to students who qualify for special education services who attend a private school or are home-schooled in the DISD boundaries. We currently have 6 home/private school students who have an Individual Service Plan and are receiving special education services. We have a child-find obligation to test any students suspected of having a disability who attend a private school or home school in our district boundaries. This year, we set up 3 meetings, including options to attend via zoom or after school. Historically, attendance at this meeting is poor. This year, we had one parent attend. True Cross has referred students, but does not allow any outside staff to go to the school to provide services.
- Residential Facilities Tracker (RF Tracker): This year, the tracking system was changed to Skyward, theoretically making it much easier to enter the students. However, TEA now requires that the information be entered monthly, and Skyward has struggled to create the correct data mining program to capture students who are in RF for short periods of time. We are on track with entering the data. We currently have 2 residential facilities, both housed at the Esmond Center: Detention and TLC Level 5.
- Contracted services: Orientation and Mobility (O&M) Specialist, Occupational Therapist, Bilingual Speech Pathologist, LSSPs, Bilingual LSSPs and Diags, Professional Development Trainers, Special Ed consultants

Special Education support in DISD School Safety and Security

- We have three facilitators for As+K About Suicide to Save a Life. The counseling team attended this training along with professional development over Dickinson ISD's Suicide Prevention Procedures.
- A team of 14 staff members have been trained in Critical Incident Stress Management (CISM) Individual and Group. Two professional school counselors have been trained in Critical Incident Stress Management (CISM) Application with Children. One professional school counselor and the SEL Specialist has been trained in Critical Incident Stress Management (CISM) Managing School Crises: From Theory to Application
- Nine staff members were trained in NOVA Critical Response Team Training.
- All returning assessment staff and behavior coaches have been trained in Threat Assessment by SIGMA Threat Management. LSSPs support the campus teams.
- Three Professional School Counselors are trainers for Psychological First Aid
- One Professional School Counselor, the Social Emotional Learning Specialist and the Coordinator of Evaluation and Related Services are trainers of Youth Mental Health First Aid and Adult Mental Health First Aid.
- The Social Emotional Learning Specialist is working with the Gulf Coast Center to create a Galveston County Suicide Prevention Coalition in coordination with the Texas Suicide Prevention Collaborative. The first meeting was May 20, 2021.
- Four Professional School Counselors and the Social Emotional Learning Specialist are now Say Something Train-the-Trainers by Sandy Hook Promise.
- The lead Elementary/Middle Professional School Counselor, SEL Specialist, Executive Director of Special Programs, Coordinator of Evaluation & Related Services and the Coordinator of Special Programs Instruction & Compliance attended the Standard Response Protocol/Standard Reunification Method Train-The-Trainer.
- The SEL Specialist attended the School Behavioral Threat Assessment Training through Texas State Texas School Safety Center.
- Administrators received a one pager on DISD Safe and Supportive Schools with Suicide Prevention procedures (threat to self) and School Behavioral Threat Assessment procedures (threat to others).
- Through the Dickinson Education Foundation Gator CORE kit Grant, counselors are receiving "On the Go" kits to utilize when responding to a crisis.
- The lead Elementary/Middle Professional School Counselor and the SEL Specialist are Trauma Informed Care Train the Trainer. This program primarily uses content created by the National Association of State Mental Health Program Directors' Center for Innovation in Behavioral Health Policy and Practice and included in "TIC Train the Trainer on SAMHSA's Trauma-Informed Approach: Key Assumptions & Principles" Curriculum.
- The SEL Specialist and the Coordinator of Evaluation & Related Services are Certified Trauma Practitioners-Education by Starr Commonwealth.



in



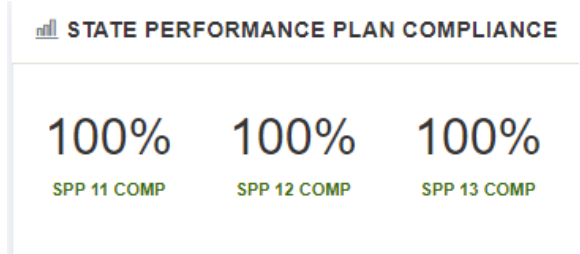
State Accountability Information:

- Historically, special education in Texas has multiple monitoring systems, including Performance Based Monitoring and Appraisal System (PBMAS) and the State Performance Plan (SPP). This year, TEA changed from PBMAS to Results Driven Accountability (RDA). SPP remains the same.
- DISD 2020 Special Education Determination Status: Level 4: Targeted Review
- The Targeted Review process required DISD staff to meet with an assigned compliance monitor on a monthly basis, submit various documents and plans for improvement and implementation. The specific areas of concern for us include:
 - ECSE (early childhood special education) inclusion in the least restrictive environment
 - Targeted action plan included adding two ECSE teachers so that all 7 elementary schools have an ECSE teacher and changing the instructional design to include a full spectrum of inclusionary instructional models. The district committee did an individual review of all ECSE students and one campus (JSES) immediately began a pilot inclusionary program which has been successful. All ECSE and pre-k teachers will attend targeted professional development and receive coaching support and feedback from Region 4 education specialists. TEA's targeted review monitor has indicated approval of this plan.
 - Ages 6-21 inclusion in the least restrictive environment
 - Campus teams consisting of the campus administrator along with both general and special educators conducted a review of their campus instructional arrangement data. They had to conduct the review using a Google form that they completed. This gave the campus teams a targeted agenda with focused areas for review and discussion regarding the least restrictive environment and inclusion opportunities on their campus. This information will be used as we begin next school year to continue a review of the opportunities provided for students at each campus. Additional training and dialogue will be conducted to support general education teachers as well in providing these opportunities in class using UDL and SDI to support all students.
 - Discipline disproportionality
 - The data used in this indicator is from 2 years previous (2018-19). DISD was at 35.4% in 2018-2019. Last year, 2019-2020, we were at 44.20% which will be a Level 3. Ideally, the district would fall below 29% to be at a level 1. This year, secondary campus Assistant Principals review their discipline data monthly to monitor referrals and disciplinary placements. End of the year data indicates that the district will be at 27%; however, next year's indicator will be elevated due to data being 2 years in arrears. While we may still require monitoring due to last year's discipline data, this is huge growth for the district. The other piece of data that TEA monitors is the risk ratio for racial/ethnic students. Risk ratios greater than 2.5 are indicative of a problem and can be cited by TEA. All DISD risk ratios are below the 2.5 rate, with Black or African American at 2.0 being the highest. We will need to continue to monitor this to ensure our Black or African American students are not being overly identified for discipline.
 - Campus administrators utilized Restorative Practices to develop alternatives to discipline, as well as proactively met with behavior coaches to monitor students who had significant behavior concerns. Administrators also reviewed common practices, such as issuing ISS for repeated no shows to detention for dress code violations.
- Data for STAAR testing was not available due to COVID-19 interruption in the Spring 2020 semester.
- The district also participated in the newly required self-assessment process. Although only 7 areas were required for review, the district completed 22 of 23 areas. Our results are shown in the table to the right.



4. State Performance Plan (SPP):

- Although DISD missed timelines in the 2019-2021 school year, TEA did not cite the district on the State Performance Plan (SPP) Indicator for Indicator 11 (timely initial evaluations). DISD did achieve a perfect score on Indicator 12 (early childhood evaluations).
- SPP 11: We missed initial timelines on 23 students last school year out of 377 completed and ARDed initial evaluations. This is a 100% indicator, meaning if you miss even one initial timeline you are out of compliance. However, TEA did not cite the district this year despite being at 93% due to missing 23 initial timelines. We have missed timelines for this school year due to COVID and will be out of compliance. Any student who was referred last school year, but an ARD was held this school year, after the due date, will reflect on the current year's SPP 11 indicator.
- SPP 13 (transition services): This is also a 100% indicator and data are based on the 2018-19 school year. DISD did not achieve a perfect score on the State Performance Plan Indicators for Indicator 13, however, we were assessed as having met compliance (likely due to Covid conditions).



Data from school year	Used for state rating	SPP 13 status
2017-18	2019 (PBMAS)	Failed
2018-19	2020 (RDA)	Met Compliance
2019-20	2021 (RDA)	Met Compliance

Assessment trend information: Team Leader: Maggie Burk

Total # Initial Special Education Referrals, Re-evals and ARD count

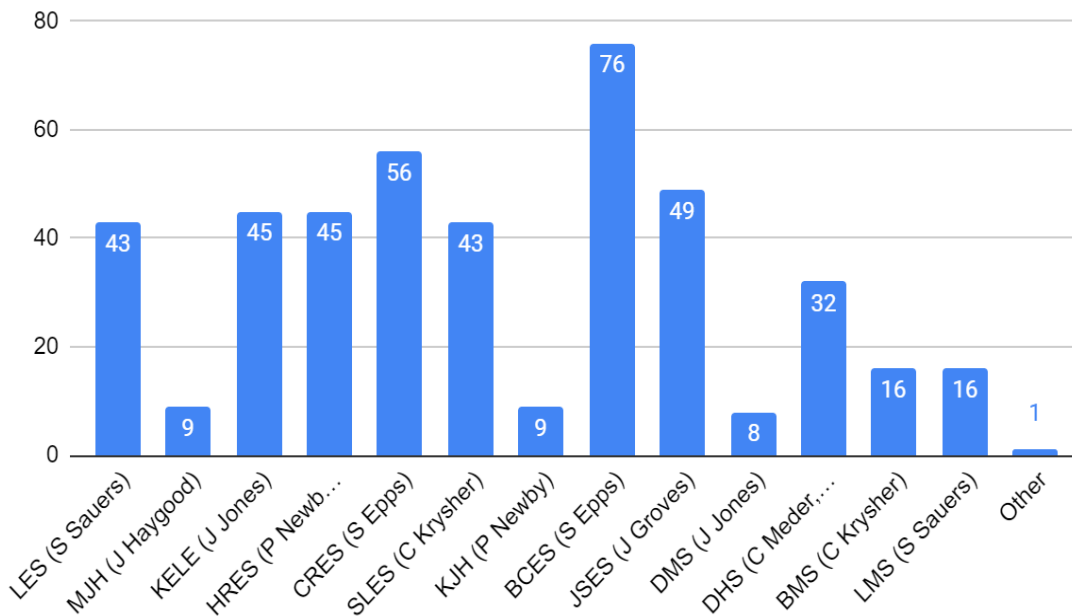
	2016-2017 (all year)	2017-2018 (all year)	2018- 2019 (all year)	2019-2020 (all year)	2020-2021 To date
Initial Evals (CF: child find)	301 (83 CF)	319 (88 CF)	592 (94 CF)	516 (115 CF)	To date: 522 (106 CF)
# qualified	217	217	326	327	*
Qual. Rate	72%	68%	55%	86%	*
Re-evals	465	363	361	392	To date: 506
# ARDs T:total F: fall S: spring	T: 3,142 F:911 S:2,231	T: 3,716 F:1,468 S:2,248	T: 4,317 F: 1,691 S:2,626	T: 4,747 F: 2,602 S: 2,145	T: 5,152 F: 2,904 S: 2,248

Annual Reporting dates: are Aug 1 – June 30. Fall reporting dates: Aug 1 – Dec 31. Spring reporting dates: Jan 1 – June 30.

*data are not determined until all evaluations are completed in July.

Initial Referrals by campus (to date)

Initial Referrals 2020-2021



- We also have 106 students, ages 3-5, not currently in school who have been referred since August 1, 2020.
- We had 137 students who were not tested in the spring due to COVID that rolled over to this school year.
- Additional Measures to complete evaluations: We have received a Fiscal Support Grant from TEA to help with contract testing. However, contract evaluators are difficult to find and often do poor evaluations. They require a great deal of time for staff to manage the outside contractor.
- We had 4 LSSP interns this school year. Interns must have completed a 600 hour on-site practicum and 2 years of graduate school before being eligible to complete an internship. They typically require a reduced caseload for the first month, along with required 2 hours of supervision per week for the remainder of the school year.
- Staff are working evenings and weekends to write reports to ensure students' needs are met and we don't miss additional timelines.
- Due to dyslexia screenings, we are seeing an increase in the number of academic evaluations for Kindergarten, 1st and 2nd grade students.
- We operated most of the year 3 people short; we had one intern who was unable to complete the program and left the district in March and one out on FMLA as of April. We decreased the number of training sessions assessment staff are attending in order to focus on the students' needs. However, we are trying to use webinars and outside consultants to ensure staff are knowledgeable and up-to-date on trends.
- We continue to see an increase in the number of evaluations for students with behavior difficulties as seen with the number of psychological evaluations. Behavior difficulties across the district, but particularly at the elementary and middle schools are increasing.
- We are seeing an increase in students in our SAILS classrooms with significant behavior issues. This leads to an increase in the number of Functional Behavioral Assessments and LSSP intervention. We have provided ABA training through a grant from UHCL to teachers. Teaching non-compliant, potentially physically aggressive students is time-consuming and frequently requires increased staffing to address the student's concerns.
- For the 2021-2022 school year, DISD will be implementing a *Diagnostic Classroom Model* to benefit DISD by providing relevant classroom data for evaluations and determinations, having multiple opportunities for naturalistic observations, and being more efficient within the testing process. The classroom will be on a ten school day rotation for children within the initial evaluation process; however, it will not guarantee enrollment into DISD or being eligible for special education services.

- With the increase in evaluations, there is a concurrent increased cost of testing materials, including protocols and test kits. QInteractive, is an online testing system utilizing 2 Ipad with both electronic and paper protocols. The assessment person has one Ipad that hosts the administrator module and the student enters their answers on the 2nd Ipad. QInteractive includes many of the tests used by LSSPs, Educational Diagnosticians, and Speech Pathologists. QInteractive is the less expensive source for many of the required tests. It requires an annual fee based on the number of students we have identified at snapshot. The cost for next school year is approximately \$29,000. While this covers many of the test kits we use, it does not cover all required tests as there are multiple publishers with copyright requirements. As tests are re-normed and developed, we will have to purchase new test kits. We also have to purchase test protocols for each test for each student.

ARD trends – Team Leader: Jennifer Groves

1. Each year, the number of students that receive Special Education Services increases.
2. If a student in special education has increasing needs throughout the school year, an additional ARD is necessary to address those needs. With the new RDA information on LRE ARD committees are being convened to address student's LRE and discuss placement.
3. We are required to hold a failure ARD for every student that fails a state assessment after each administration of the test (some students are requiring 3 ARDs per year (4 ARDs if it is a transfer student). Due to no STAAR testing in the 19-20 SY we did not have to hold these ARD's. Per TEA, the ARDC is the grade placement committee for Special Education students who do not meet the passing requirements for their grade level.
4. Transfer students have a minimum of 2 ARDs. Typically 3 ARDs, if they come to us prior to the first Friday of October. DISD follows a procedure to re-annualize ARD's that are held before snapshot so that staff are better able to plan with more knowledge of the student and to allow for Initial and transfer ARD's to be scheduled within the first 30 days of the upcoming school year.
5. The number of transfer students for each school year has varied. Some years we see a large increase. For the 2020-2021 SY we saw an increase in students transferring to virtual academies and a significant decrease in students transferring in to the district. These numbers do not include in-district transfers.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 ¹	2020-2021
137	189 (+52)	197 (+8)	192 (-5)	185 (-7)	149 (-36)

6. Amendments to the ARD paperwork are required in order to reflect changes made by TEA to state assessment accommodations or qualifications. Changes are made yearly and can vary based on each type of assessment.
7. Revision ARD's are held for every student who is recommended for Extended School Year (ESY) services. Procedures were written to streamline the student recommendation process in order to ensure that all students being recommended meet the regression and recoupment criteria. These procedures were beneficial and have significantly reduced the number of students being recommended for ESY. For the 20-21 school year we saw a decrease in the number of students being recommended for ESY when compared to typical years when face to face instruction was offered.
8. We are seeing an increase in the number of advocates present at ARD meetings. The feedback from the advocates seems to be that DISD is doing a good job evaluating and providing services to students, however a few of the advocates have expressed concerns with teacher documentation of service provisions.
9. DISD is currently over the 1% federal cap for STAAR Alt 2 students but plan for testing based on students special education eligibility and identified needs.
10. Increase evaluation equals an increase in initial ARDs. An ARD must be held for every student that is evaluated regardless of the student meeting eligibility requirements. The ARD must be held within state mandated timelines or based on the students 3rd birthday.
11. The data on the next chart are the enrollment numbers by campus as reported from the Student Data Review (PDM1-120-009, PDM1-121-001) PEIMS data as of "snapshot" (October 30, 2020). These data indicate a total DISD enrollment of 11,631 with 1,628 students receiving special education and related services (increase of 56 students). 1,129 of the students in special education also meet the economically disadvantaged criteria.

¹ As of 1/31/2020

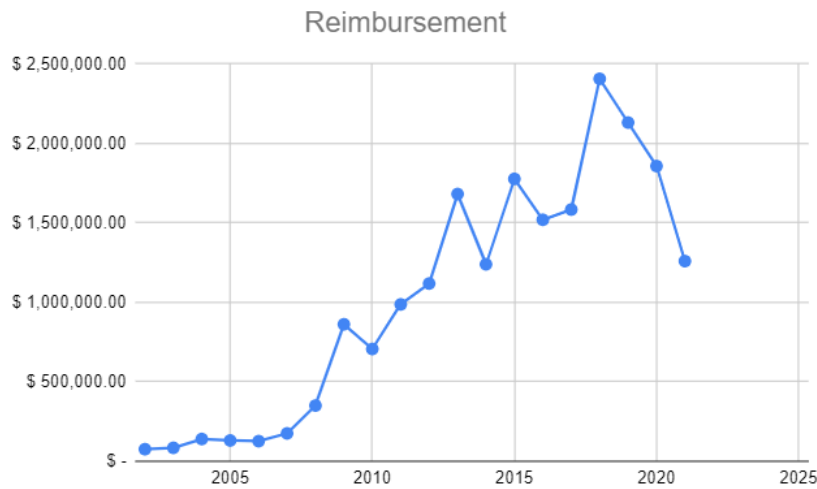
	October 2019			May 7, 2020			May 27, 2021		
Campus:	Enroll	SE #	SE %	Enroll	SE #	SE %	Enroll	SE #	SE %
DHS	3139	398	12.7	3097	394	12.7	3088	407	13.18
DCC	63	3	4.8	55	1	1.8	91	4	4.4
JJAEF	6	0	0	3	0	0	0	0	0
TLC	10	2	20	9	0	0	7	2	28.57
Det.	21	6	28.6	8	1	12.5	12	2	16.67
CAP	4	2	50	5	1	20	3	0	0
MJH	884	128	14.48	875	127	14.5	890	137	15.39
KJHS	1006	109	10.83	1006	108	10.7	961	114	11.86
DMS	617	93	15.07	611	89	14.6	639	121	18.94
BMS	721	82	11.37	725	86	11.9	692	80	11.56
LMS	459	86	18.74	464	85	18.3	477	88	18.45
BCES	695	93	13.38	692	98	14.2	677	95	14.03
HRES	678	91	13.42	711	105	14.8	674	109	16.17
JSES	673	86	12.78	659	92	14	639	87	13.62
KELE	691	83	12.01	681	84	12.3	601	70	11.65
SLES	708	109	15.4	734	126	17.2	669	120	17.94
CRES	648	106	16.4	658	119	18.1	688	127	18.56
LES	632	95	15	642	113	17.6	666	119	17.87
Total:	11655	1572	13.5	11631	1626	14	11474	1681	14.65

* Red print indicates decrease / Green print indicates increase (from previous year) % rounded to nearest 10th.

Medicaid SHARS Reimbursements

- Dickinson ISD was selected for an audit conducted by TEA and HHSC. Last year we reported that as of May 15, 2020 - we have not received a final report. We have not yet received a report as of June 2021.

- Special programs staff continues to complete required paperwork that allows the district to seek Medicaid reimbursement funds for School Health and Related Services (SHARS) and Medicaid Administrative Claiming (MAC). These are federal funds that can be deposited into the local fund account; the caveat being that staff members who are paid with federal funds cannot also seek Medicaid reimbursement. Approximately 2/3 of our special education students meet requirements for economically disadvantaged, which means many also qualify for Medicaid. Due to restrictions in filing for reimbursement during Covid, we expected a decrease in funds. Further, the state has changed what can be reimbursed for under personal care services, which represents a significant portion of our reimbursements.



2002	75,669.71	2012	1,118,438.06
2003	84,276.02	2013	1,681,986.00
2004	139,656.86	2014	1,239,474.87
2005	130,582.77	2015	1,777,050.62
2006	126,290.11	2016	1,519,692.81
2007	175,213.60	2017	1,584,394.73
2008	350,235.94	2018	2,407,074.02
2009	861,696.78	2019	2,131,616.40
2010	706,402.23	2020	1,857,753.00
2011	987,018.56	2021 YTD	1,259,573.34

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 7, 2021

Item Title: Measures of Academic Progress (MAP) EOY Results and STAAR 2021 Data

Agenda Item: Carla Voelkel, Dr. Jeff Pack, Dr. Debby 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:

Information only.

Action Item: _____ Yes _____[√] No



Student Growth Summary Report

Aggregate by District

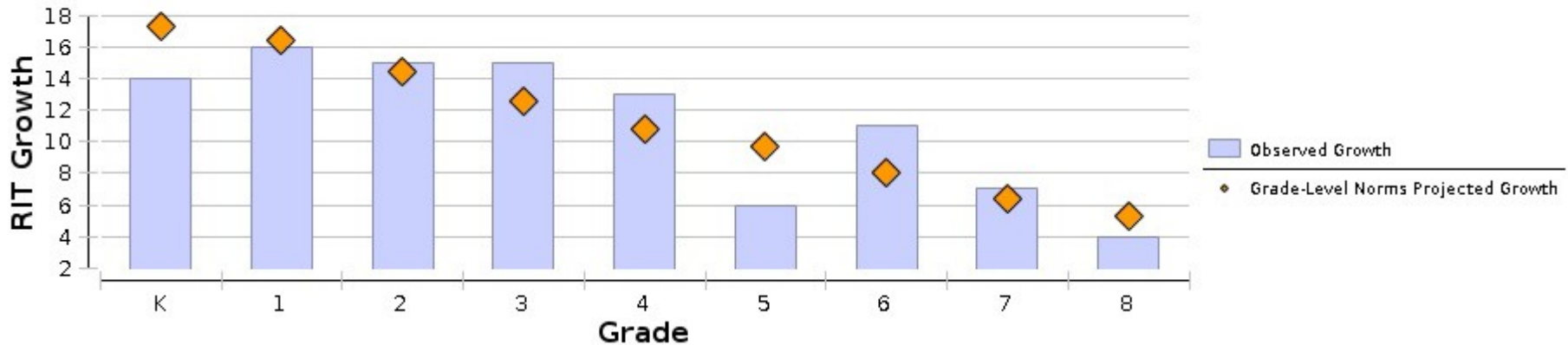
Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020) ^
End - 32 (Spring 2021) ^
Grouping: None
Small Group Display: No

Math: Math K-12

Grade (Spring 2021)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	670	141.5	11.0	64	155.3	12.5	36	14	0.4	17.3	-1.54	6	670	249	37	31
1	723	158.7	11.9	41	174.3	13.3	37	16	0.3	16.4	-0.31	38	723	355	49	46
2	716	174.8	11.7	48	190.1	13.9	54	15	0.3	14.4	0.41	66	716	401	56	53
3	703	186.2	11.8	35	200.7	13.4	48	15	0.3	12.5	0.95	83	703	447	64	62
4	718	197.6	12.6	39	210.8	14.5	52	13	0.3	10.8	1.19	88	718	468	65	63
5	603	209.8	13.2	54	215.7	15.9	36	6	0.3	9.7	-1.63	5	603	197	33	29
6	602	212.3	11.8	38	222.8	14.3	50	11	0.3	8.0	1.14	87	602	417	69	67
7	441	217.7	14.7	39	224.6	16.8	41	7	0.3	6.4	0.24	59	441	238	54	52
8	374	216.9	12.6	20	220.5	13.9	17	4	0.4	5.3	-0.69	25	374	172	46	42

Math: Math K-12



Kindergarten and 5th grade GROWTH will be a focus for the 2021-2022 school year

Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

[^] These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.

^{**} Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by District

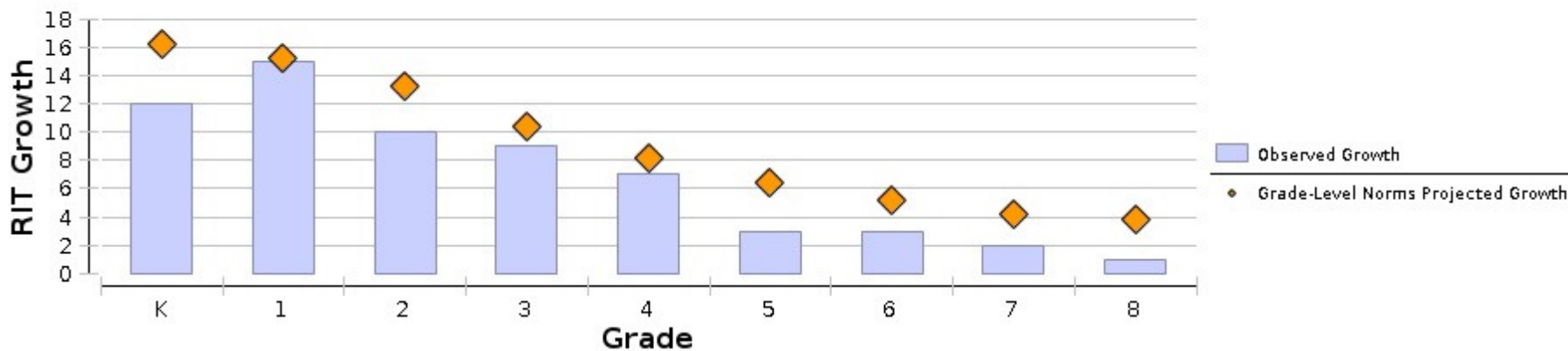
Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020) ^
End - 32 (Spring 2021) ^
Grouping: None
Small Group Display: No

Language Arts: Reading

Grade (Spring 2021)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	562	139.2	9.0	69	151.7	11.9	40	12	0.4	16.2	-1.51	7	562	206	37	31
1	611	153.1	11.3	30	168.0	13.3	30	15	0.3	15.2	-0.12	45	611	306	50	48
2	579	171.8	12.3	47	181.9	13.1	30	10	0.3	13.2	-1.24	11	579	208	36	33
3	581	188.5	15.3	60	197.5	14.6	52	9	0.4	10.4	-0.67	25	581	261	45	43
4	691	197.8	14.2	56	204.7	14.2	49	7	0.4	8.1	-0.58	28	691	320	46	43
5	647	206.0	14.6	58	208.5	16.4	36	3	0.3	6.4	-1.98	2	647	244	38	34
6	622	209.8	14.4	48	212.8	13.9	36	3	0.3	5.2	-1.27	10	622	260	42	39
7	542	212.6	15.7	41	214.5	15.6	29	2	0.4	4.2	-1.33	9	542	226	42	38
8	350	214.0	14.4	31	214.8	14.8	19	1	0.6	3.8	-1.51	7	350	129	37	35

Language Arts: Reading



Reading will continue to be a focus for the 2021-2022 school year

Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

[^] These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.

^{**} Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by District

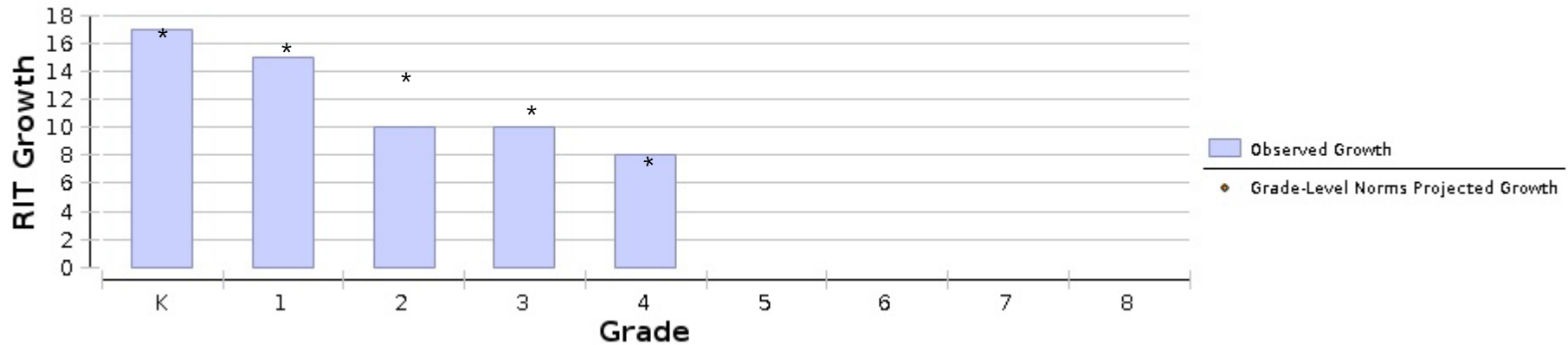
Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020) ^
End - 32 (Spring 2021) ^
Grouping: None
Small Group Display: No

Language Arts: Reading (Spanish)

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against							
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms		
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection
K	127	136.7	8.7	153.4	11.8		17	0.9				127	47	37	37
1	132	153.7	11.0	168.3	12.1		15	0.7				132	53	40	42
2	144	168.1	11.3	177.7	13.3		10	0.6				144	33	23	29
3	81	182.4	13.6	192.7	12.6		10	0.8				81	59	73	70
4	29	187.4	13.1	195.8	12.9		8	1.9				29	14	48	45
5	0	**		**			**					**			
6	0	**		**			**					**			
7	0	**		**			**					**			
8	0	**		**			**					**			

Language Arts: Reading (Spanish)



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

[^] These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.

^{**} Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

Grouping: None
Small Group Display: No

Bay Colony Road Elementary School

Math: Math K-12

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods							Growth Evaluated Against							
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	96	142.9	10.7	73	157.6	11.2	54	15	0.9	17.1	-1.05	15	96	41	43	31
1	99	157.9	10.5	36	173.6	12.5	33	16	0.8	16.4	-0.28	39	99	49	49	47
2	112	176.0	10.8	57	190.6	12.3	58	15	0.8	14.4	0.10	54	112	68	61	57
3	90	185.9	10.4	33	203.2	10.1	63	17	0.8	12.5	2.29	99	90	68	76	77
4	112	198.5	10.2	44	213.1	12.2	64	15	0.7	10.9	1.87	97	112	84	75	77

Math: Math K-12



Explanatory Notes

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* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

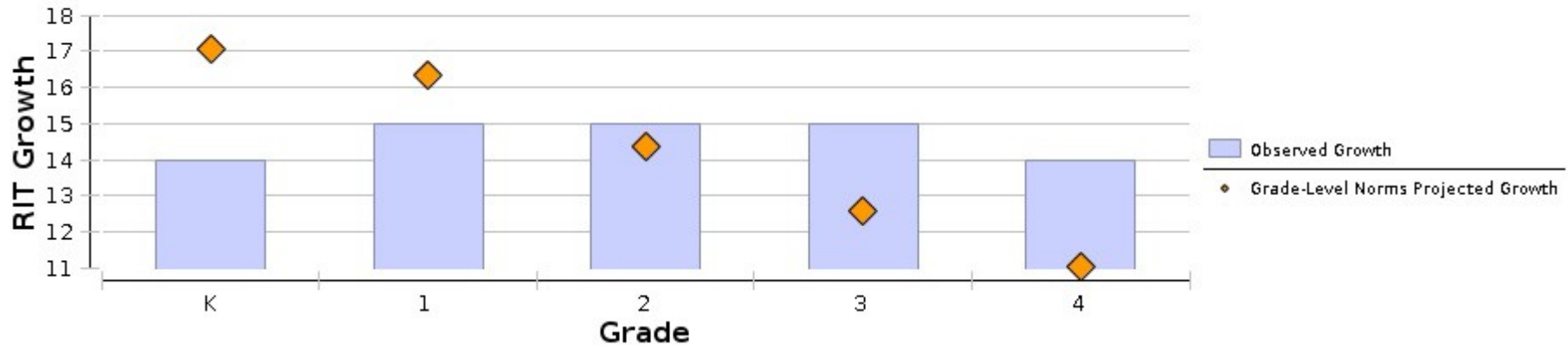
Grouping: None
Small Group Display: No

Calder Road Elementary

Math: Math K-12

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	107	143.0	11.6	74	156.8	11.8	48	14	0.8	17.0	-1.45	7	107	38	36	32
1	114	160.0	12.3	50	174.5	14.4	38	15	0.8	16.4	-0.74	23	114	51	45	39
2	85	176.5	11.1	60	191.9	13.8	65	15	0.8	14.4	0.45	67	85	45	53	54
3	105	188.2	10.9	48	203.4	13.1	64	15	0.7	12.6	1.24	89	105	76	72	66
4	93	201.0	11.7	59	214.8	13.9	72	14	0.6	11.1	1.39	92	93	67	72	69

Math: Math K-12



Explanatory Notes

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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

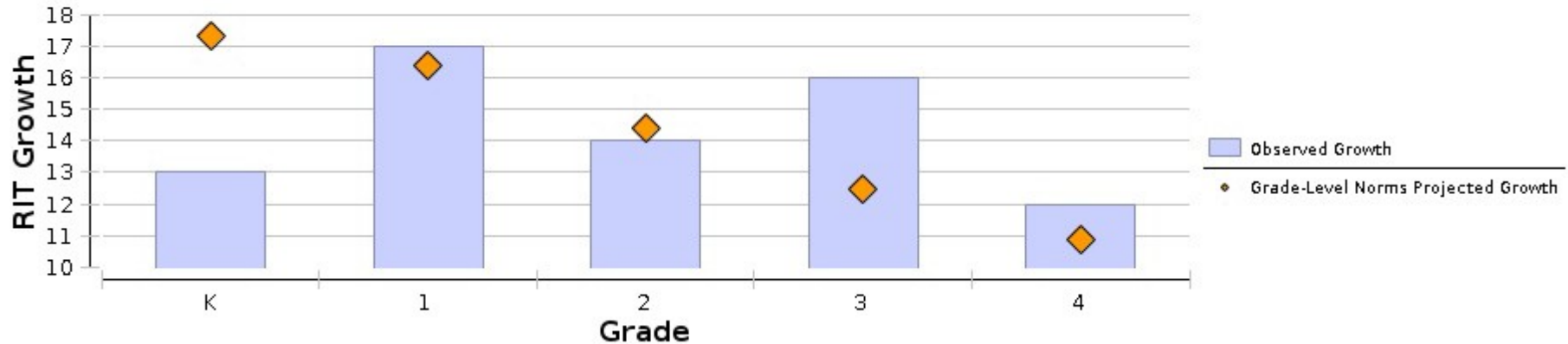
Grouping: None
Small Group Display: No

Hughes Road Elementary School

Math: Math K-12

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods							Growth Evaluated Against							
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	102	141.3	9.5	63	153.8	10.7	26	13	0.8	17.3	-2.14	2	102	31	30	26
1	109	158.2	11.5	38	174.7	14.5	39	17	0.8	16.4	0.04	52	109	57	52	51
2	118	173.1	12.8	37	187.3	13.7	37	14	0.7	14.4	-0.07	47	118	65	55	49
3	101	185.1	11.5	29	201.1	12.6	50	16	0.8	12.4	1.69	95	101	68	67	64
4	112	198.3	13.4	43	210.5	13.9	50	12	0.8	10.9	0.66	75	112	65	58	57

Math: Math K-12



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

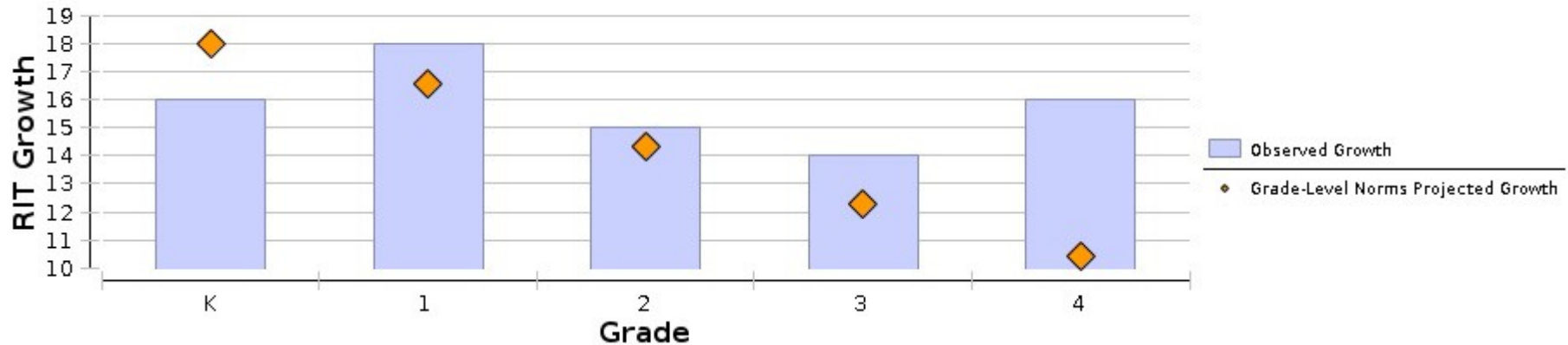
Grouping: None
Small Group Display: No

KE Little Elementary School

Math: Math K-12

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods							Growth Evaluated Against							
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	82	136.7	12.0	30	152.8	12.7	20	16	1.1	18.0	-0.83	20	82	33	40	35
1	86	152.1	12.9	9	170.2	13.5	16	18	0.9	16.6	0.61	73	86	48	56	55
2	90	169.8	12.3	18	184.4	15.3	21	15	0.9	14.3	0.11	54	90	48	53	50
3	90	181.9	13.9	14	196.1	17.6	22	14	1.0	12.3	0.90	82	90	59	66	68
4	102	191.3	13.2	11	207.1	15.7	32	16	0.8	10.4	2.70	99	102	76	75	83

Math: Math K-12



Explanatory Notes

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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

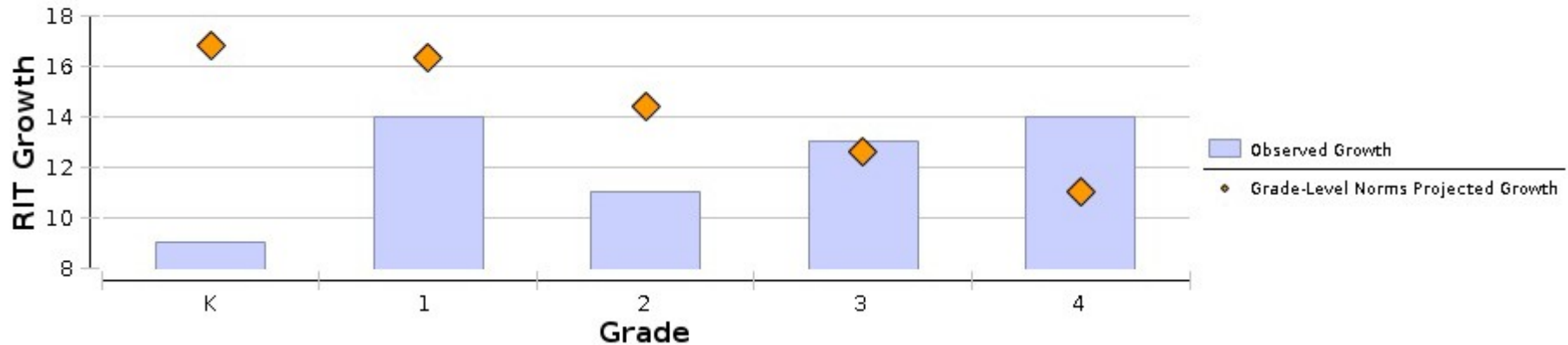
Grouping: None
Small Group Display: No

Lobit Elementary School

Math: Math K-12

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods							Growth Evaluated Against							
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	105	144.8	10.4	83	153.4	13.6	24	9	0.9	16.8	-3.65	1	105	21	20	10
1	117	162.3	10.4	65	176.6	12.6	51	14	0.7	16.3	-0.79	21	117	56	48	46
2	118	179.7	10.2	79	191.1	11.4	61	11	0.5	14.4	-1.33	9	118	46	39	39
3	110	188.3	11.4	49	201.6	12.2	53	13	0.6	12.6	0.34	63	110	65	59	55
4	105	200.9	12.9	58	215.3	14.2	74	14	0.7	11.0	1.69	95	105	76	72	74

Math: Math K-12



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

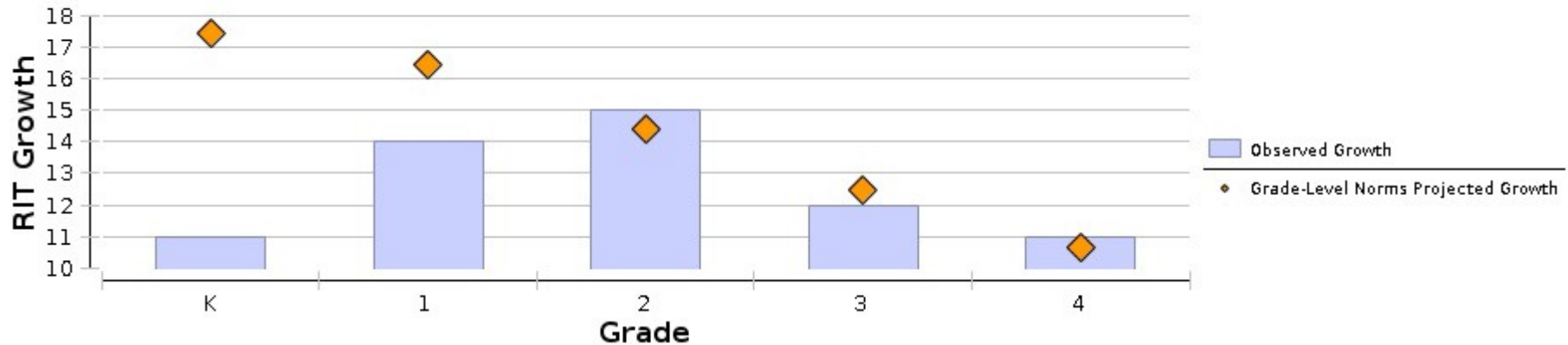
Grouping: None
Small Group Display: No

San Leon Elementary School

Math: Math K-12

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	87	140.5	11.1	57	151.9	12.6	16	11	1.2	17.4	-2.68	1	87	27	31	20
1	101	157.2	11.8	31	171.2	12.7	20	14	0.8	16.4	-0.97	17	101	42	42	39
2	89	173.4	10.6	39	188.2	13.3	42	15	0.7	14.4	0.19	58	89	52	58	54
3	115	185.4	12.4	30	197.6	13.9	30	12	0.7	12.5	-0.12	45	115	57	50	45
4	92	194.4	11.8	22	205.4	14.1	24	11	0.8	10.6	0.18	57	92	49	53	57

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

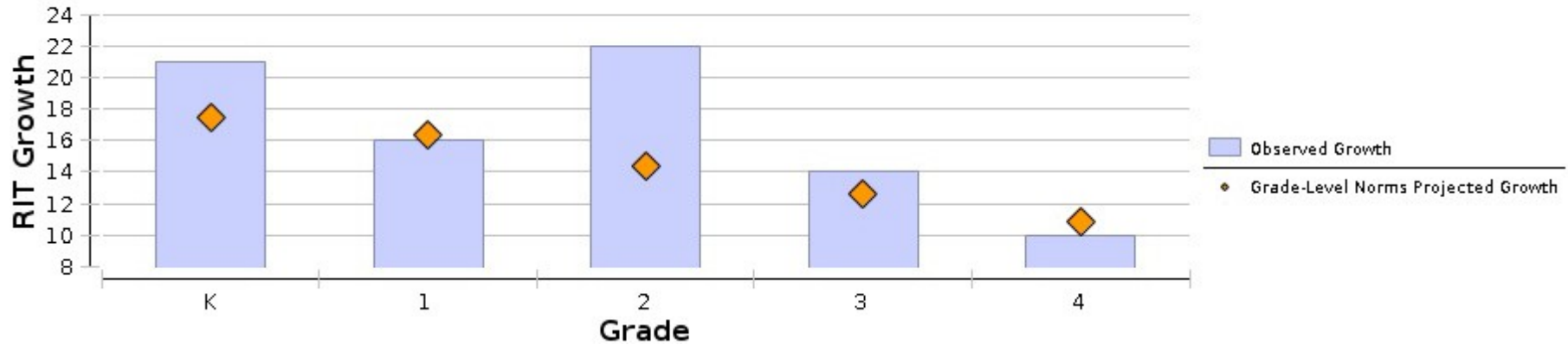
Grouping: None
Small Group Display: No

Silbernagel Elementary School

Math: Math K-12

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods							Growth Evaluated Against							
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	91	140.2	10.3	55	160.7	12.5	76	21	0.9	17.5	1.36	91	91	58	64	72
1	97	161.9	11.7	62	178.3	11.3	62	16	0.8	16.3	0.04	52	97	52	54	51
2	104	174.1	11.9	44	196.5	15.2	87	22	1.2	14.4	3.54	99	104	77	74	81
3	92	188.1	10.9	47	202.1	11.7	56	14	0.8	12.6	0.67	75	92	54	59	61
4	102	198.3	11.9	43	208.6	14.7	40	10	0.8	10.9	-0.30	38	102	51	50	47

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

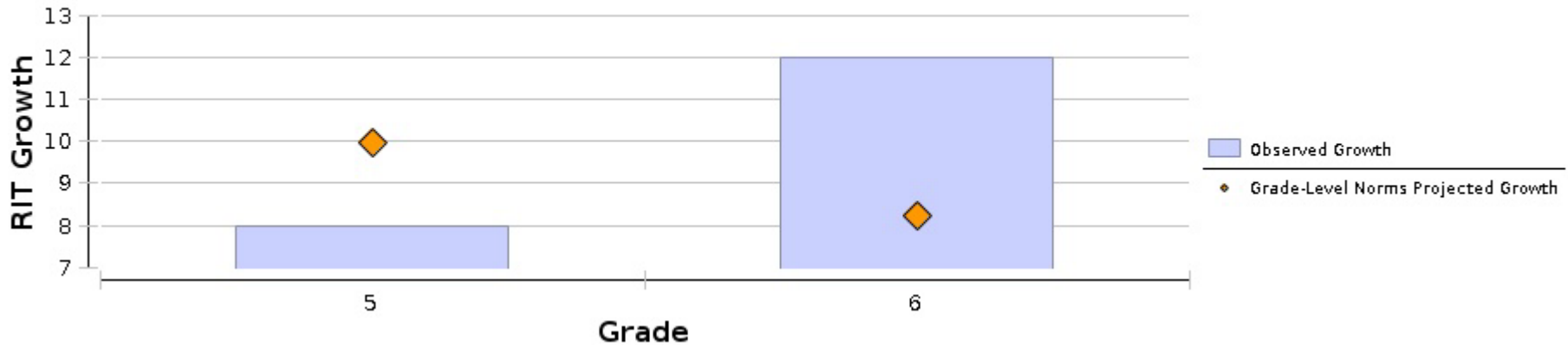
Grouping: None
Small Group Display: No

Barber Middle School

Math: Math K-12

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods							Growth Evaluated Against							
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
5	266	213.0	13.4	70	221.1	16.3	61	8	0.5	10.0	-0.81	21	266	116	44	41
6	273	216.3	12.5	58	228.6	13.8	75	12	0.4	8.2	1.86	97	273	218	80	75

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

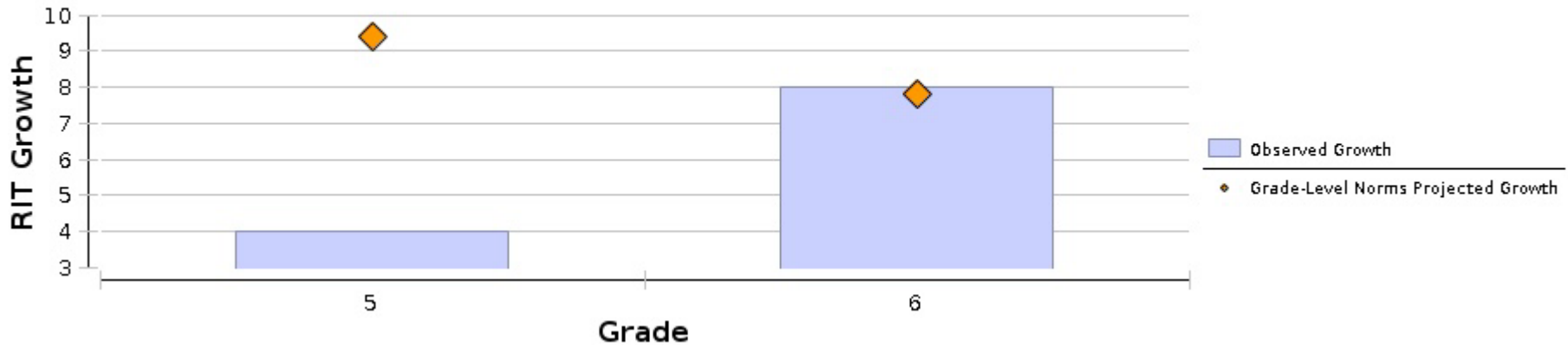
Grouping: None
Small Group Display: No

Dunbar Middle School

Math: Math K-12

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
5	184	206.6	12.6	36	210.4	15.1	16	4	0.7	9.4	-2.40	1	184	47	26	21
6	200	208.7	9.9	22	217.0	13.0	25	8	0.6	7.8	0.23	59	200	117	59	56

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

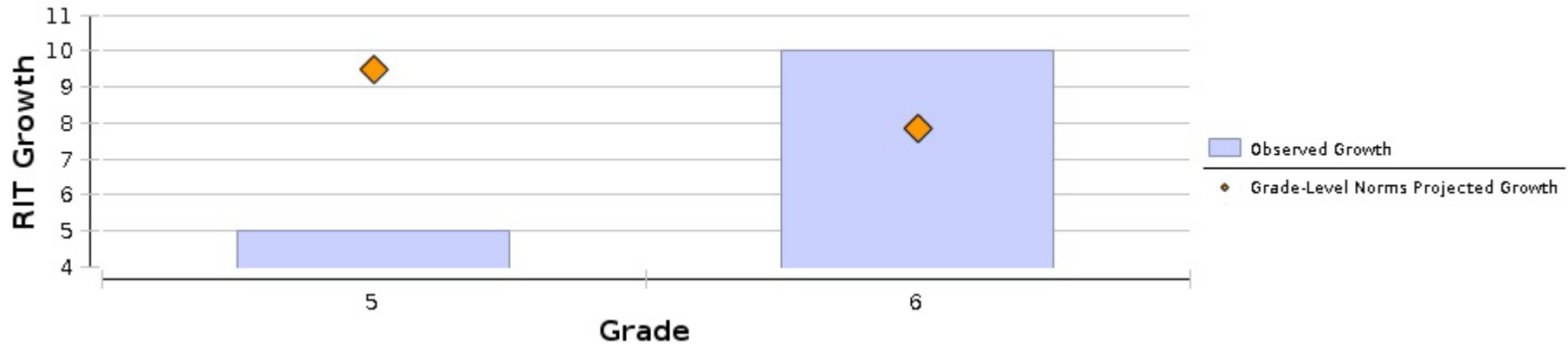
Grouping: None
Small Group Display: No

Lobit Middle School

Math: Math K-12

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
5	153	207.9	12.3	43	212.6	13.2	23	5	0.5	9.5	-2.06	2	153	34	22	24
6	129	209.3	10.4	24	219.4	12.7	34	10	0.7	7.8	1.04	85	129	82	64	61

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

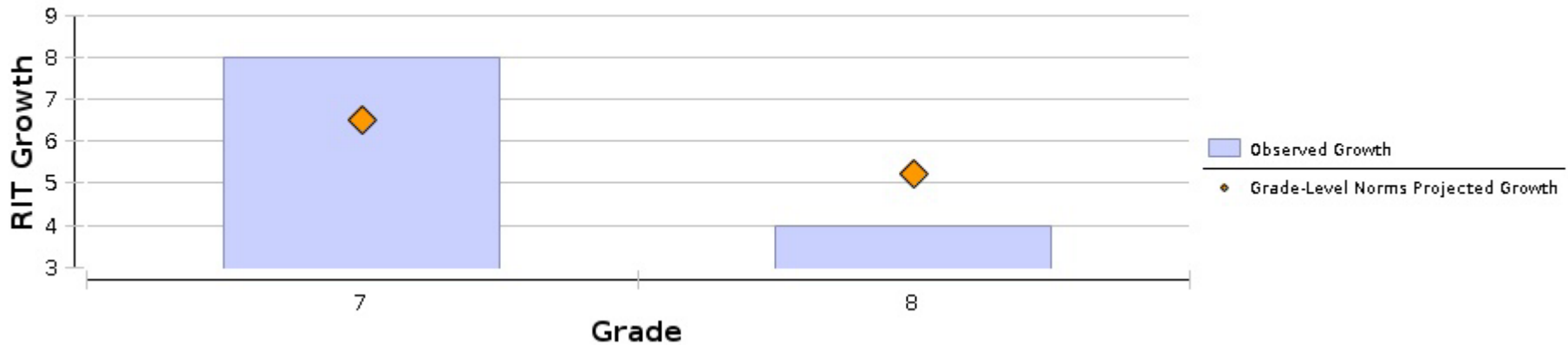
Grouping: None
Small Group Display: No

Kranz Junior High School

Math: Math K-12

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
7	323	219.6	15.1	47	227.2	17.0	52	8	0.4	6.5	0.54	70	323	181	56	53
8	169	214.1	11.7	13	217.6	13.4	11	4	0.7	5.2	-0.71	24	169	77	46	42

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

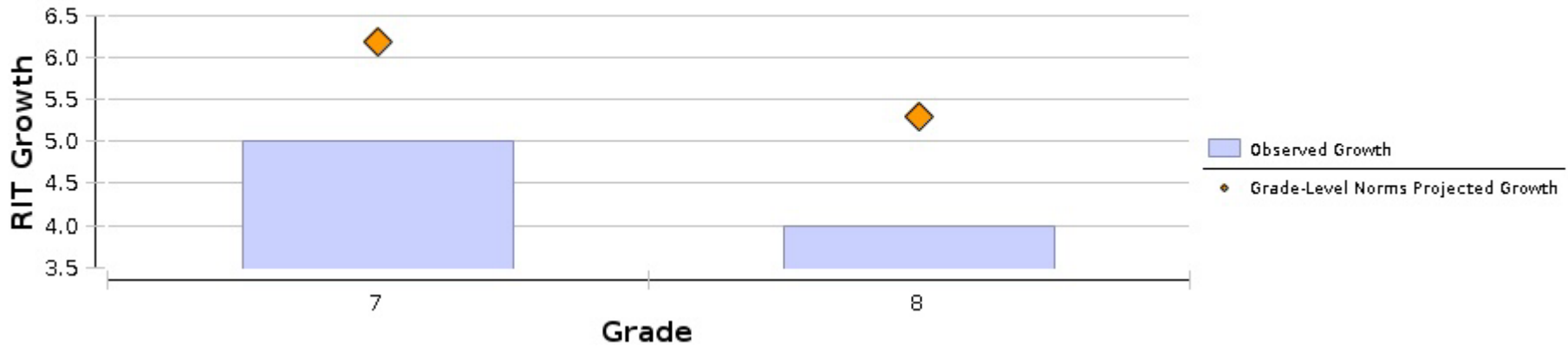
Grouping: None
Small Group Display: No

McAdams Junior High School

Math: Math K-12

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
7	118	212.3	12.0	18	217.5	14.2	16	5	0.7	6.2	-0.48	32	118	57	48	46
8	205	219.2	12.8	28	222.8	13.9	23	4	0.5	5.3	-0.70	24	205	95	46	42

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

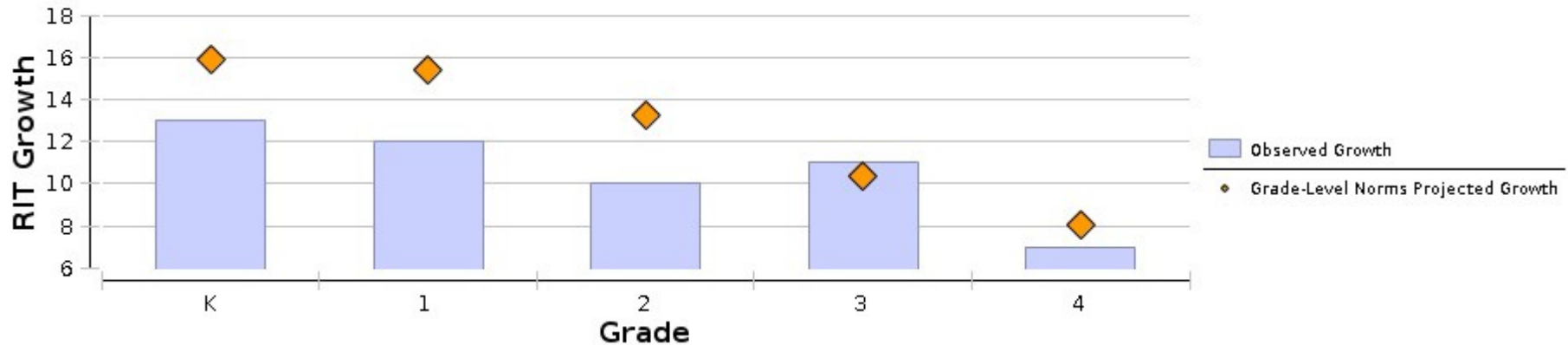
Grouping: None
Small Group Display: No

Bay Colony Road Elementary School

Language Arts: Reading

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against									
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
K	74	142.1	8.8	85	155.5	12.4	68	13	1.1	15.9	-1.02	15	74	34	46	41	
1	83	155.1	11.8	44	167.3	13.4	26	12	0.8	15.4	-1.26	10	83	30	36	36	
2	88	174.0	11.4	60	183.7	11.2	40	10	0.7	13.3	-1.42	8	88	33	38	33	
3	72	189.7	13.3	67	200.5	13.2	68	11	1.2	10.4	0.20	58	72	40	56	53	
4	113	198.4	12.0	59	205.0	13.3	51	7	0.8	8.1	-0.70	24	113	50	44	40	

Language Arts: Reading



Explanatory Notes

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** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

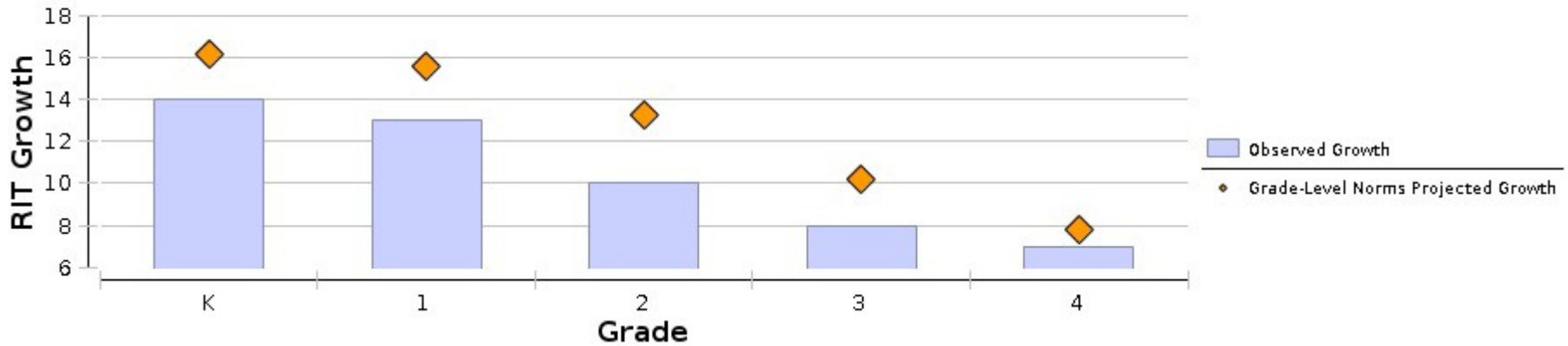
Grouping: None
Small Group Display: No

Calder Road Elementary

Language Arts: Reading

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods							Growth Evaluated Against							
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	97	139.2	9.9	69	153.3	11.1	52	14	1.0	16.2	-0.86	20	97	42	43	38
1	97	156.9	11.2	57	170.0	12.6	41	13	0.7	15.6	-0.97	17	97	37	38	39
2	74	173.4	13.6	56	183.9	13.6	41	10	0.8	13.3	-1.10	14	74	28	38	35
3	92	193.0	15.8	81	201.3	14.1	72	8	0.9	10.2	-0.91	18	92	40	43	43
4	92	202.5	12.4	79	209.3	13.3	73	7	0.9	7.8	-0.49	31	92	44	48	44

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

Grouping: None
Small Group Display: No

Hughes Road Elementary School

Language Arts: Reading

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods							Growth Evaluated Against							
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	103	138.0	8.2	60	150.3	10.8	30	12	1.0	16.3	-1.65	5	103	33	32	26
1	108	152.2	11.2	25	168.9	14.4	35	17	0.9	15.1	0.62	73	108	65	60	56
2	120	170.0	12.6	36	180.9	13.1	26	11	0.7	13.2	-0.90	19	120	46	38	34
3	101	188.0	13.9	58	197.6	14.4	53	10	0.9	10.4	-0.40	35	101	47	47	41
4	111	199.7	13.5	66	203.0	15.2	40	3	0.9	8.0	-2.26	1	111	37	33	28

Language Arts: Reading



Explanatory Notes

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** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

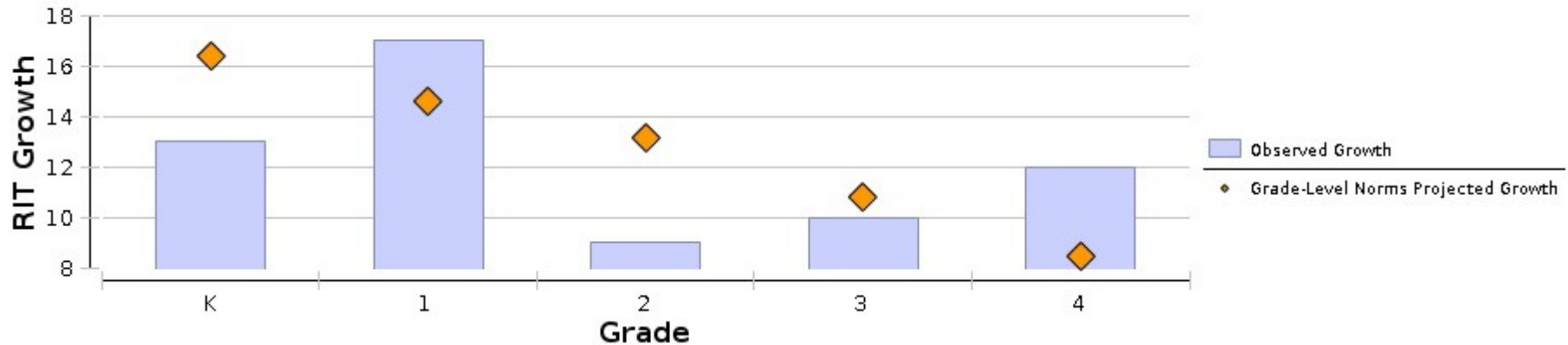
Grouping: None
Small Group Display: No

KE Little Elementary School

Language Arts: Reading

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods							Growth Evaluated Against							
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	55	137.2	9.1	54	150.2	10.2	29	13	1.4	16.4	-1.39	8	55	21	38	26
1	70	146.3	9.7	4	163.1	13.1	10	17	1.0	14.6	0.87	81	70	41	59	60
2	49	169.6	13.0	34	178.1	15.1	15	9	1.1	13.1	-1.85	3	49	12	24	29
3	80	180.3	16.7	19	190.4	15.6	17	10	1.2	10.8	-0.32	37	80	36	45	38
4	106	191.4	15.4	23	203.7	14.1	44	12	1.0	8.5	1.86	97	106	70	66	70

Language Arts: Reading



Explanatory Notes

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** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

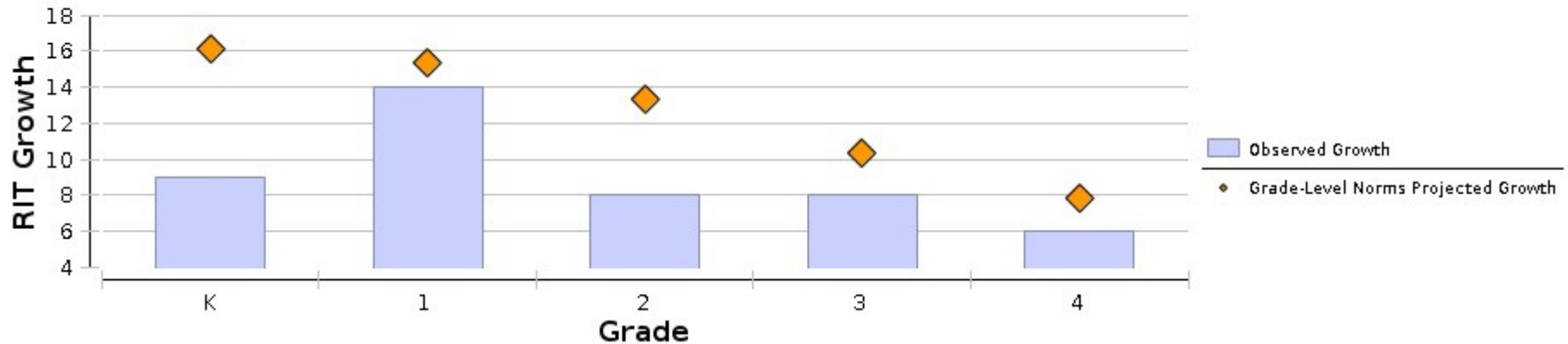
Grouping: None
Small Group Display: No

Lobit Elementary School

Language Arts: Reading

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods							Growth Evaluated Against							
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	106	140.0	9.2	74	148.5	12.3	19	9	1.0	16.1	-3.12	1	106	23	22	13
1	117	155.1	9.8	44	169.1	13.0	36	14	0.8	15.4	-0.55	29	117	55	47	42
2	119	174.6	10.6	64	182.2	12.7	32	8	0.7	13.3	-2.26	1	119	32	27	24
3	107	190.4	14.7	70	198.7	14.0	59	8	0.9	10.3	-0.96	17	107	49	46	44
4	99	202.7	12.7	80	208.4	13.7	69	6	0.7	7.8	-1.02	15	99	45	45	44

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

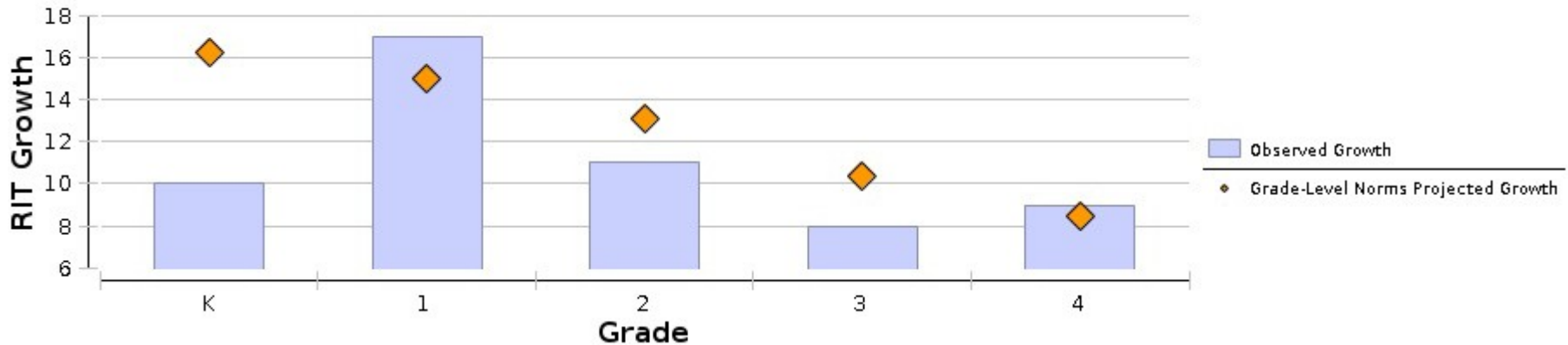
Grouping: None
Small Group Display: No

San Leon Elementary School

Language Arts: Reading

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	62	138.5	6.9	64	148.5	11.9	19	10	1.3	16.3	-2.57	1	62	14	23	17
1	61	150.3	11.8	15	167.4	12.9	27	17	1.2	15.0	0.85	80	61	32	52	49
2	60	169.2	11.6	31	180.5	11.8	24	11	0.8	13.1	-0.73	23	60	25	42	41
3	66	189.4	15.9	65	197.2	14.2	50	8	1.2	10.4	-1.22	11	66	28	42	39
4	91	191.7	16.1	25	200.5	13.4	27	9	0.9	8.4	0.17	57	91	43	47	45

Language Arts: Reading



Explanatory Notes

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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

Grouping: None
Small Group Display: No

Silbernagel Elementary School

Language Arts: Reading

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	65	139.1	9.8	68	156.3	12.7	73	17	1.2	16.2	0.41	66	65	39	60	57
1	75	153.1	11.2	30	168.5	13.1	33	15	0.8	15.2	0.07	53	75	46	61	55
2	69	169.0	12.8	30	182.4	14.9	33	13	0.9	13.1	0.11	54	69	32	46	39
3	63	187.9	13.8	57	195.7	14.6	42	8	1.1	10.4	-1.25	11	63	21	33	33
4	79	198.3	13.0	59	202.7	14.7	38	4	1.0	8.1	-1.77	4	79	31	39	40

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

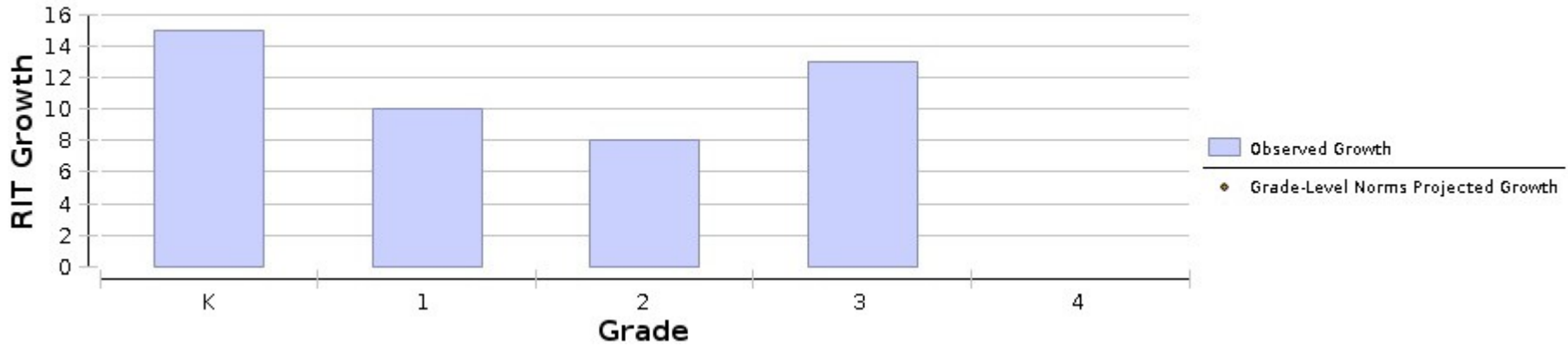
Grouping: None
Small Group Display: No

Bay Colony Road Elementary School

Language Arts: Reading (Spanish)

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	26	138.3	6.3		153.6	9.7		15	1.2				26	5	19	33
1	16	156.1	9.5		166.4	9.1		10	1.4				16	2	13	29
2	27	172.2	12.1		179.7	11.6		8	1.2				27	3	11	21
3	17	180.4	9.5		193.4	8.0		13	1.4				17	15	88	75
4	2	*			*			*					*			

Language Arts: Reading (Spanish)



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

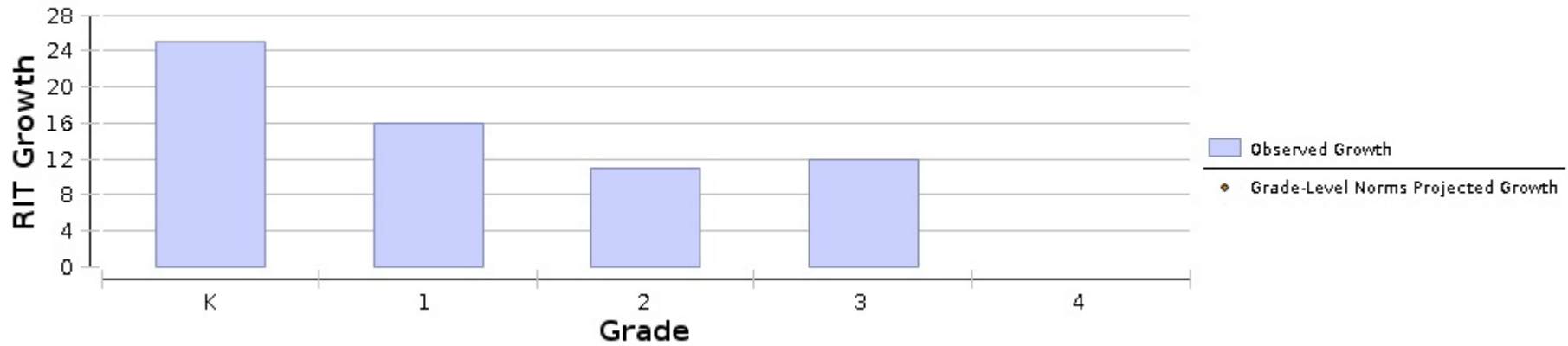
Grouping: None
Small Group Display: No

Calder Road Elementary

Language Arts: Reading (Spanish)

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	10	135.8	8.7		160.5	12.3		25	2.3				10	8	80	67
1	19	156.3	9.3		172.4	12.0		16	1.5				19	10	53	55
2	12	171.8	7.1		183.2	8.5		11	1.1				12	1	8	37
3	12	177.9	10.8		190.1	14.0		12	1.9				12	9	75	68
4	0	**			**			**					**			

Language Arts: Reading (Spanish)



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
 District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2020 - Spring 2021
 Weeks of Instruction: Start - 4 (Fall 2020)
 End - 32 (Spring 2021)

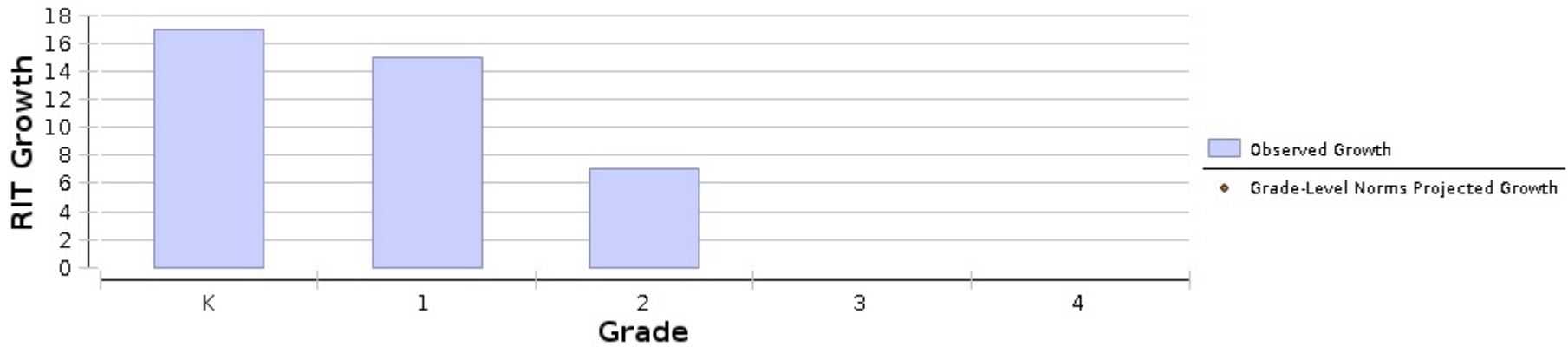
Grouping: None
 Small Group Display: No

KE Little Elementary School

Language Arts: Reading
 (Spanish)

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against									
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
K	32	135.5	10.2		152.0	13.8		17	1.7					32	10	31	39
1	28	149.6	11.8		164.1	13.2		15	1.7					28	9	32	36
2	41	163.6	11.0		170.2	14.9		7	1.5					41	6	15	20
3	0	**			**			**						**			
4	1	*			*			*						*			

Language Arts: Reading (Spanish)



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

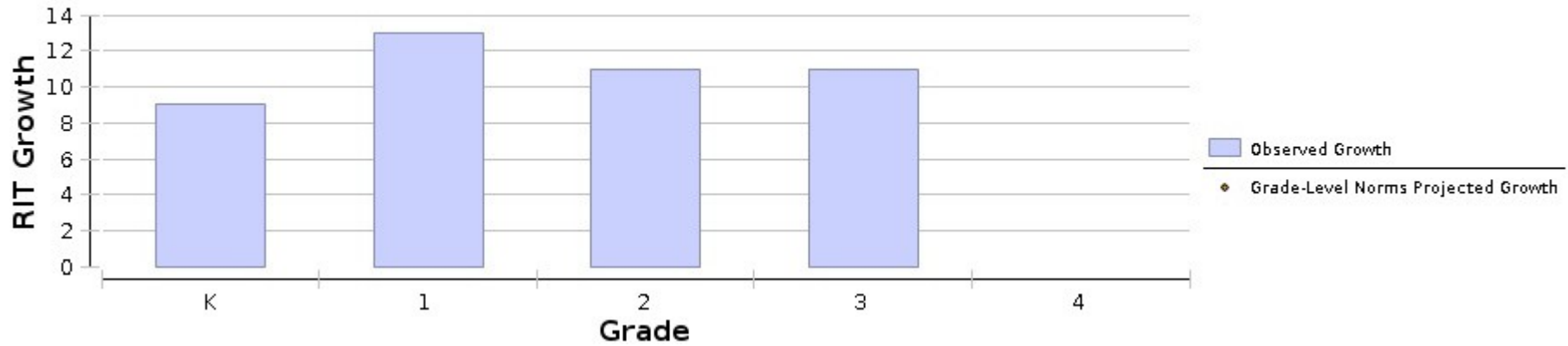
Grouping: None
Small Group Display: No

San Leon Elementary School

Language Arts: Reading (Spanish)

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	33	139.6	8.8		148.5	10.1		9	1.6				33	3	9	16
1	39	153.9	10.6		166.9	12.6		13	1.2				39	15	38	40
2	32	170.4	11.0		181.1	10.8		11	1.1				32	8	25	33
3	23	176.0	13.9		187.2	12.4		11	1.6				23	18	78	71
4	7	*			*			*					*			

Language Arts: Reading (Spanish)



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

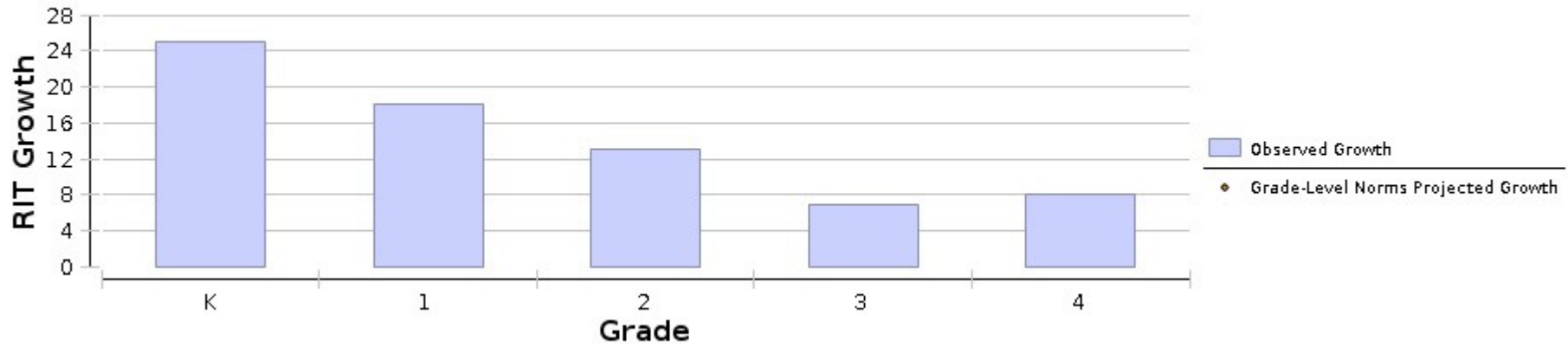
Grouping: None
Small Group Display: No

Silbernagel Elementary School

Language Arts: Reading
(Spanish)

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	26	133.0	7.2		158.2	10.6		25	1.8				26	21	81	64
1	30	154.4	12.3		172.3	10.7		18	1.2				30	17	57	58
2	32	166.9	10.8		180.0	12.9		13	1.2				32	15	47	44
3	29	190.4	13.0		197.8	12.8		7	1.5				29	17	59	53
4	19	190.5	13.0		198.6	13.7		8	2.4				19	11	58	53

Language Arts: Reading (Spanish)



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

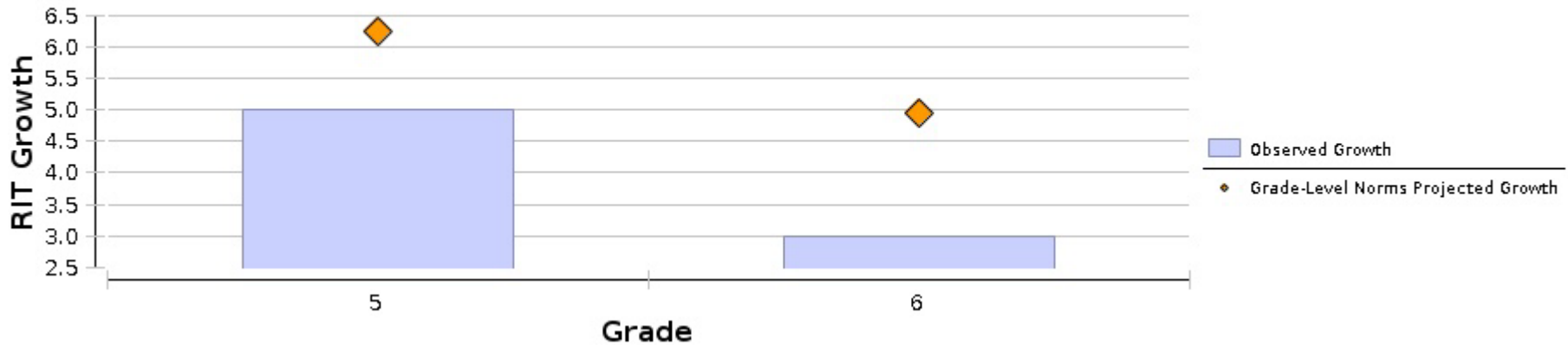
Grouping: None
Small Group Display: No

Barber Middle School

Language Arts: Reading

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods							Growth Evaluated Against							
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
5	279	209.4	15.3	76	214.2	15.4	68	5	0.5	6.2	-0.73	23	279	138	49	47
6	279	214.5	14.3	73	217.8	12.5	64	3	0.5	4.9	-0.94	17	279	128	46	44

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

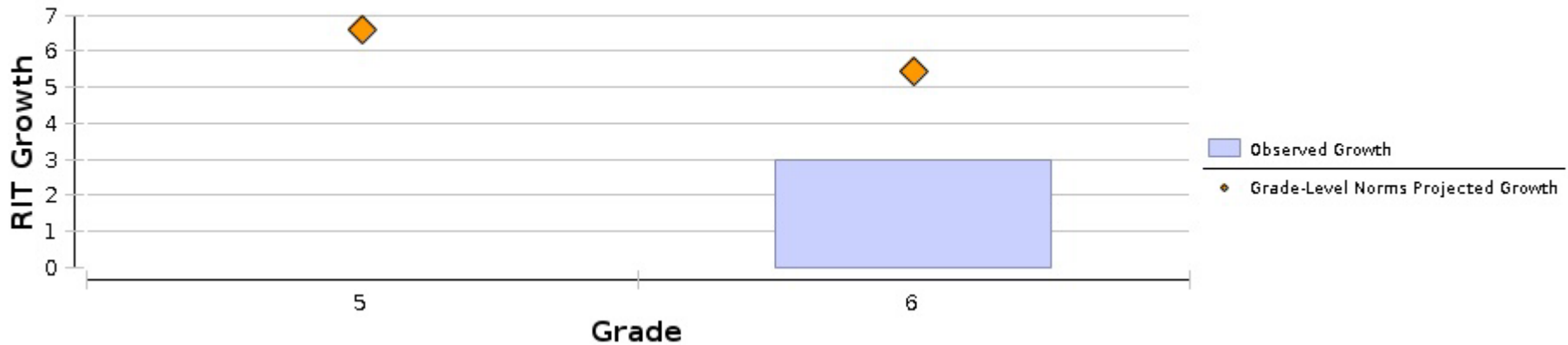
Grouping: None
Small Group Display: No

Dunbar Middle School

Language Arts: Reading

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
5	216	202.7	12.9	40	203.1	15.5	13	0	0.6	6.6	-3.13	1	216	54	25	23
6	216	206.0	12.9	28	208.6	14.0	17	3	0.6	5.4	-1.63	5	216	87	40	35

Language Arts: Reading



Explanatory Notes

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** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

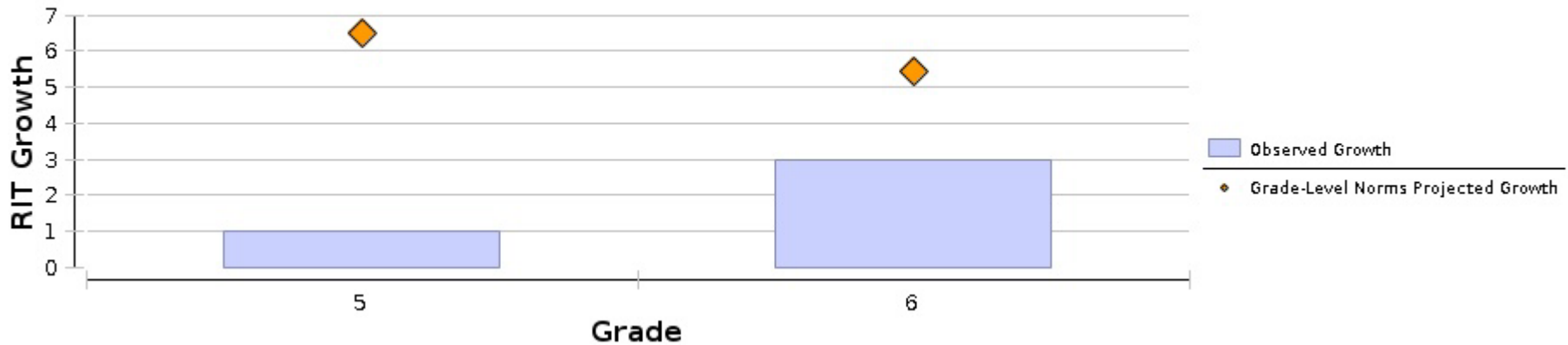
Grouping: None
Small Group Display: No

Lobit Middle School

Language Arts: Reading

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
5	152	204.5	14.1	50	205.8	16.3	23	1	0.7	6.5	-2.63	1	152	52	34	32
6	127	205.8	14.4	27	209.0	13.2	18	3	0.7	5.5	-1.29	10	127	45	35	34

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

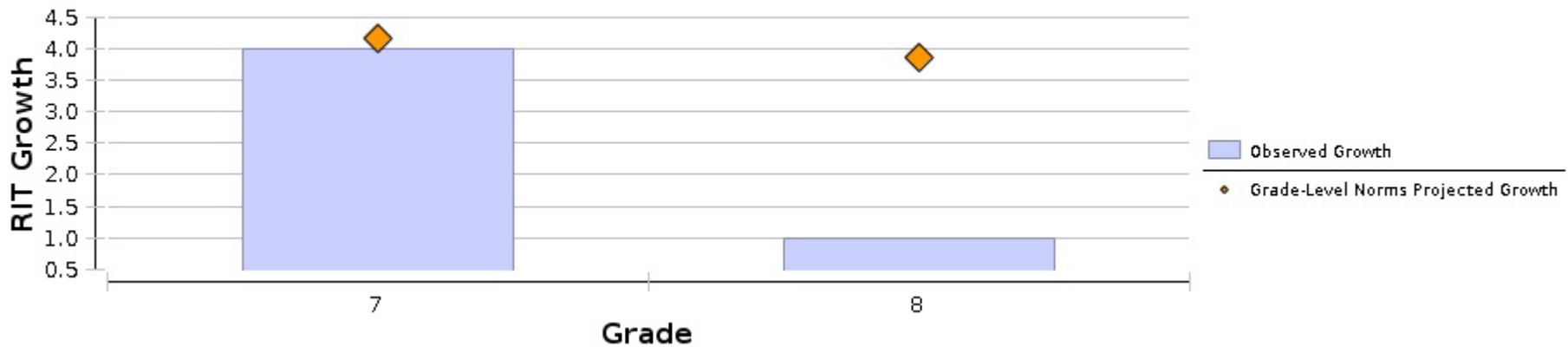
Grouping: None
Small Group Display: No

Kranz Junior High School

Language Arts: Reading

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
7	317	214.5	15.5	52	218.2	14.5	49	4	0.5	4.1	-0.25	40	317	163	51	49
8	207	214.1	13.6	31	214.6	15.3	18	1	0.7	3.8	-1.66	5	207	81	39	38

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2020-2021
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Spring 2021
Weeks of Instruction: Start - 4 (Fall 2020)
End - 32 (Spring 2021)

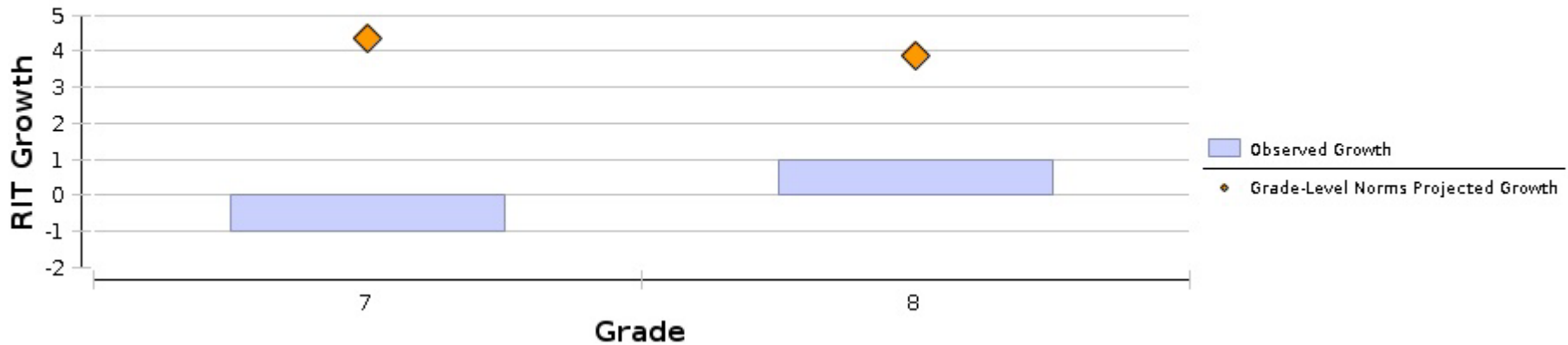
Grouping: None
Small Group Display: No

McAdams Junior High School

Language Arts: Reading

Grade (Spring 2021)	Growth Count [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2020			Spring 2021			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
7	225	209.9	15.8	28	209.3	15.7	10	-1	0.7	4.3	-2.82	1	225	63	28	24
8	143	213.8	15.5	30	215.1	14.1	20	1	0.9	3.9	-1.27	10	143	48	34	34

Language Arts: Reading



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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STAAR 2021 Data

On-Demand Data

Math Grades 3 - 4

Math	Not Pass	Appr	Meets	Masters	Tested	% Appr	% Met	% Master
BCES	45	177	117	61	222	80%	53%	27%
3	14	86	52	22	100	86%	52%	22%
					126	87%	63%	35%
						-1%	-11%	-13%
4	31	91	65	39	122	75%	53%	32%
					137	82%	57%	41%
						-7%	-4%	-9%
CRES	52	172	124	69	224	77%	55%	31%
3	27	93	65	31	120	78%	54%	26%
					115	85%	57%	23%
						-8%	-3%	3%
4	25	79	59	38	104	76%	57%	37%
					106	93%	75%	54%
						-17%	-18%	-17%
HRES	77	160	83	47	237	68%	35%	20%
3	40	76	36	18	116	66%	31%	16%
					121	73%	45%	22%
						-7%	-14%	-7%
4	37	84	47	29	121	69%	39%	24%
					130	74%	54%	34%
						-4%	-15%	-10%
JSES	65	151	73	41	216	70%	34%	19%
3	28	72	30	15	100	72%	30%	15%
					120	86%	48%	17%
						-14%	-18%	-2%
4	37	79	43	26	116	68%	37%	22%
					122	76%	48%	16%
						-8%	-11%	7%

Math	Not Pass	Appr	Meets	Masters	Tested	% Appr	% Met	% Master
KLES	76	130	62	30	206	63%	30%	15%
3	32	61	25	11	93	66%	27%	12%
					137	78%	43%	18%
						-13%	-16%	-6%
4	44	69	37	19	113	61%	33%	17%
					127	82%	54%	29%
						-21%	-22%	-12%
LLES	53	170	97	56	223	76%	43%	25%
3	26	85	40	19	111	77%	36%	17%
					121	82%	50%	21%
						-5%	-14%	-4%
4	27	85	57	37	112	76%	51%	33%
					101	86%	63%	40%
						-10%	-12%	-7%
SLES	104	128	58	29	232	55%	25%	13%
3	48	68	30	15	116	59%	26%	13%
					116	79%	48%	20%
						-21%	-22%	-7%
4	56	60	28	14	116	52%	24%	12%
					130	75%	48%	30%
						-23%	-24%	-18%

Math Grades 5 - 8

Math	Not Pass	Appr	Meets	Masters	Tested	% Appr	% Met	% Master
BMS	111	530	372	190	641	83%	58%	30%
5	67	246	174	97	313	79%	56%	31%
					344	88%	62%	39%
						-9%	-6%	-8%
6	44	284	198	93	328	87%	60%	28%
					354	89%	56%	32%
						-2%	4%	-4%
DMS	223	352	128	26	575	61%	22%	5%
5	121	180	65	17	301	60%	22%	6%
					300	71%	35%	15%
						-11%	-13%	-9%
6	102	172	63	9	274	63%	23%	3%
					307	70%	22%	5%
						-7%	1%	-1%
LMS	153	257	122	40	410	63%	30%	10%
5	78	132	64	24	210	63%	30%	11%
					203	72%	39%	19%
						-10%	-8%	-8%
6	75	125	58	16	200	63%	29%	8%
					224	71%	35%	10%
						-9%	-6%	-2%

Math	Not Pass	Appr	Meets	Masters	Tested	% Appr	% Met	% Master
KJH	260	496	289	69	756	66%	38%	9%
7	161	104	24	7	265	39%	9%	3%
					485	72%	43%	20%
						-33%	-34%	-17%
8	99	392	265	62	491	80%	54%	13%
					328	78%	43%	4%
						2%	11%	9%
MJHS	278	448	188	25	726	62%	26%	3%
7	156	145	44	10	301	48%	15%	3%
					383	79%	40%	11%
						-31%	-26%	-8%
8	122	303	144	15	425	71%	34%	4%
					287	82%	44%	5%
						-11%	-10%	-2%
TLC		1			1	100%	0%	0%
7		1			1	100%	0%	0%
DCC	1				1	0%	0%	0%
7	1				1	0%	0%	0%
8	5	5	2		10	50%	20%	0%
					10	70%	40%	0%
						-20%	-20%	0%

Reading Grades 3 - 4

Reading	Not Pass	Appr	Meets	Masters	Tested	% Appr	% Met	% Master
BCES	59	164	81	43	223	74%	36%	19%
3	12	88	48	26	100	88%	48%	26%
					126	81%	54%	34%
						7%	-6%	-8%
4	47	76	33	17	123	62%	27%	14%
					137	78%	45%	27%
						-16%	-18%	-13%
CRES	44	178	108	54	222	80%	49%	24%
3	28	92	60	30	120	77%	50%	25%
					115	77%	43%	25%
						-1%	7%	0%
4	16	86	48	24	102	84%	47%	24%
					106	92%	62%	31%
						-8%	-15%	-8%
HRES	92	144	71	31	236	61%	30%	13%
3	43	74	42	18	117	63%	36%	15%
					121	68%	43%	24%
						-5%	-7%	-9%
4	49	70	29	13	119	59%	24%	11%
					128	72%	40%	22%
						-13%	-15%	-11%
JSES	78	138	70	30	216	64%	32%	14%
3	31	69	39	18	100	69%	39%	18%
					120	64%	25%	13%
						5%	14%	5%
4	47	69	31	12	116	59%	27%	10%
					122	67%	34%	9%
						-8%	-8%	1%

Reading	Not Pass	Appr	Meets	Masters	Tested	% Appr	% Met	% Master
KLES	80	125	47	19	205	61%	23%	9%
3	36	57	24	10	93	61%	26%	11%
					137	65%	35%	21%
						-4%	-9%	-10%
4	44	68	23	9	112	61%	21%	8%
					137	65%	35%	21%
						-4%	-15%	-13%
LLES	56	167	103	41	223	75%	46%	18%
3	19	92	54	20	111	83%	49%	18%
					121	82%	49%	30%
						1%	0%	-12%
4	37	75	49	21	112	67%	44%	19%
					102	70%	42%	19%
						-3%	2%	0%
SLES	106	126	51	17	232	54%	22%	7%
3	45	71	30	10	116	61%	26%	9%
					116	72%	38%	26%
						-10%	-12%	-17%
4	61	55	21	7	116	47%	18%	6%
					130	75%	43%	21%
						-27%	-25%	-15%

Reading Grades 5 - 8

Reading	Not Pass	Appr	Meets	Masters	Tested	% Appr	% Met	% Master
BMS	179	459	296	166	638	72%	46%	26%
5	91	222	159	107	313	71%	51%	34%
					343	75%	52%	36%
						-4%	-2%	-2%
6	88	237	137	59	325	73%	42%	18%
					354	69%	40%	22%
						4%	2%	-4%
DMS	288	287	99	42	575	50%	17%	7%
5	148	154	57	24	302	51%	19%	8%
					300	62%	29%	10%
						-11%	-10%	-2%
6	140	133	42	18	273	49%	15%	7%
					309	48%	19%	6%
						1%	-4%	0%
LMS	166	243	108	46	409	59%	26%	11%
5	70	139	74	38	209	67%	35%	18%
					202	67%	38%	19%
						-1%	-2%	-1%
6	96	104	34	8	200	52%	17%	4%
					224	56%	18%	4%
						-4%	-1%	0%

Reading	Not Pass	Appr	Meets	Masters	Tested	% Appr	% Met	% Master
KJH	210	704	473	241	914	77%	52%	26%
7	100	365	248	132	465	78%	53%	28%
					486	72%	45%	30%
						6%	8%	-2%
8	110	339	225	109	449	76%	50%	24%
					407	74%	47%	18%
						1%	3%	6%
MJHS	230	570	305	119	800	71%	38%	15%
7	125	252	142	70	377	67%	38%	19%
					380	67%	37%	20%
						0%	1%	-2%
8	105	318	163	49	423	75%	39%	12%
					373	76%	49%	23%
						-1%	-11%	-12%
DCC								
7		1			1	100%	0%	0%
8	4	7	3	2	11	64%	27%	18%
					10	60%	30%	0%
						4%	-3%	18%
TLC		1			1	100%	0%	0%
7		1			1	100%	0%	0%

Writing Grades 4 & 7

Writing	Not Pass	Appr	Meets	Mstr	Tested	% Appr	% Met	% Master
BCES	63	60	29	3	123	49%	24%	2%
4	63	60	29	3	123	49%	24%	2%
					135	64%	33%	10%
						-16%	-10%	-8%
CRES	33	69	38	11	102	68%	37%	11%
4	33	69	38	11	102	68%	37%	11%
					104	83%	48%	10%
						-15%	-11%	1%
HRES	54	66	26	9	120	55%	22%	8%
4	54	66	26	9	120	55%	22%	8%
					126	63%	27%	8%
						-8%	-5%	0%
JSES	62	54	13	2	116	47%	11%	2%
4	62	54	13	2	116	47%	11%	2%
					121	55%	21%	3%
						-9%	-9%	-2%
KLES	58	50	18	1	108	46%	17%	1%
4	58	50	18	1	108	46%	17%	1%
					127	51%	23%	3%
						-5%	-6%	-2%
LLES	48	67	33	11	115	58%	29%	10%
4	48	67	33	11	115	58%	29%	10%
					103	67%	35%	7%
						-9%	-6%	3%
SLES	76	41	16	5	117	35%	14%	4%
4	76	41	16	5	117	35%	14%	4%
					130	57%	18%	4%
						-22%	-5%	0%

Writing	Not Pass	Appr	Meets	Mstr	Tested	% Appr	% Met	% Master
MJHS	173	217	82	15	390	56%	21%	4%
7	173	217	82	15	390	56%	21%	4%
					378	60%	30%	9%
						-5%	-9%	-5%
KJH	137	319	171	42	456	70%	38%	9%
7	137	319	171	42	456	70%	38%	9%
					487	64%	33%	9%
						6%	4%	0%
DCC		1			1	100%	0%	0%
7		1			1	100%	0%	0%
TLC		1			1	100%	0%	0%
7		1			1	100%	0%	0%

Science Grades 5 & 8

Science	Not Pass	Appr	Meets	Master	Tested	% Appr	% Met	% Master
BMS	98	212	123	57	310	68%	40%	18%
5	98	212	123	57	310	68%	40%	18%
					342	70%	51%	29%
						-2%	-11%	-11%
DMS	137	163	66	11	300	54%	22%	4%
5	137	163	66	11	300	54%	22%	4%
					294	68%	38%	11%
						-13%	-16%	-7%
LMS	85	120	51	9	205	59%	25%	4%
5	85	120	51	9	205	59%	25%	4%
					202	64%	33%	12%
						-6%	-8%	-8%
KJH	118	337	228	111	455	74%	50%	24%
8	118	337	228	111	455	74%	50%	24%
					510	86%	60%	27%
						-12%	-10%	-3%
GCDC	1	1			2	50%	0%	0%
8	1	1			2	50%	0%	0%
MJHS	97	327	203	75	424	77%	48%	18%
8	97	327	203	75	424	77%	48%	18%
					368	86%	54%	27%
						-9%	-6%	-10%
DCC	6	5	1		11	45%	9%	0%
8	6	5	1		11	45%	9%	0%
					10	80%	40%	10%
						-35%	-31%	-10%
TLC	1	2			3	67%	0%	0%
8	1	2			3	67%	0%	0%

Social Studies Grade 8

Social St	Not Pass	Appr	Meets	Master	Tested	% Appr	% Met	% Master
DCC	7	3	1	1	10	30%	10%	10%
8	7	3	1	1	10	30%	10%	10%
					10	50%	20%	0%
						-20%	-10%	10%
KJH	162	284	133	47	446	64%	30%	11%
8	162	284	133	47	446	64%	30%	11%
					400	65%	27%	14%
						-1%	3%	-3%
GCDC	1	1			2	50%	0%	0%
8	1	1			2	50%	0%	0%
MJHS	128	289	137	65	417	69%	33%	16%
8	128	289	137	65	417	69%	33%	16%
					368	79%	47%	27%
						-9%	-14%	-11%
TLC	2	1			3	33%	0%	0%
8	2	1			3	33%	0%	0%

EOC

EOC	Not pass	Aprr	Meets	Masters	Scored	% Aprr	% Meets	% Masters
DICKINSON CONTI	45	83	39	11	128	65%	30%	9%
A1	9	10	2	2	19	53%	11%	11%
BI	5	13	7	2	18	72%	39%	11%
					4	100%	50%	25%
E1	13	12	5		25	48%	20%	0%
					6	50%	33%	0%
E2	16	13	8		29	45%	28%	0%
					19	74%	42%	5%
US	2	35	17	7	37	95%	46%	19%
					13	92%	69%	31%
DICKINSON H.S.	942	2841	1947	680	3783	75%	51%	18%
A1	188	431	163	34	619	70%	26%	5%
					681	86%	58%	27%
						-16%	-32%	-22%
BI	138	654	413	166	792	83%	52%	21%
					852	90%	68%	29%
						-7%	-16%	-8%
E1	337	585	423	85	922	63%	46%	9%
					959	67%	47%	8%
						-3%	-2%	1%
E2	213	558	435	56	771	72%	56%	7%
					907	66%	48%	4%
						7%	9%	3%
US	66	613	513	339	679	90%	76%	50%
					664	93%	76%	45%
						-2%	-1%	5%

EOC	Not pass	Aprr	Meets	Masters	Scored	% Aprr	% Meets	% Masters
EUGENE 'C	1	261	252	202	262	100%	96%	77%
A1	1	158	150	116	159	99%	94%	73%
					81	100%	88%	62%
						-1%	7%	11%
BI		103	102	86	103	100%	99%	83%
R.D. MCAI	2	69	55	31	71	97%	77%	44%
A1	2	69	55	31	71	97%	77%	44%
					89	100%	85%	64%
						-3%	-8%	-20%
GALVESTO	3	3			6	50%	0%	0%
A1	1	1			2	50%	0%	0%
BI		2			2	100%	0%	0%
E1	1				1	0%	0%	0%
US	1				1	0%	0%	0%
TRANSFOI	5	1			6	17%	0%	0%
A1	2				2	0%	0%	0%
BI	1	1			2	50%	0%	0%
E1	1				1	0%	0%	0%
US	1				1	0%	0%	0%
Algebra	the change in enrollment of courses				849	77%	43%	21%
Algebra	across the campuses				851	89%	64%	34%

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 7, 2021

Item Title: Update on the School Health Advisory Council Committee (SHAC) and Recommendations

Agenda Item: Laurie G. Rodriguez/Jo Ellen Allen

Background Information:

Information from the four SHAC meetings held during the 2020-2021 school year and the Coordinated School Health Program recommendations for 2021-2022 is attached.

Recommendation:

Information only

Action Item: Yes No

Parent Representatives

Renaë Canales
Tonya Daniels
Aide Reboloso
Amber Heryford
Heather Putnam
Patricia Welch
Nakia Welch
Melissa Carpenter

Community Representatives

Marissa Gissler-Anchor Point
Sharon Mitchner-UTMB
Lighthouse Christian Ministries
Katherine Brouillard-Communities in Schools
Nancy Lounds, PA-C-Gator Hope Clinic

School District Representatives

Jo Ellen Allen
Kim Davidson
Randi Boleman
Rozzie Cloud
Tina Knight-Gray
Aileen Edison
Jennifer Washburn
Katrina Reliford
Sharon Boudreaux
Margaret James
Karina Alvarado
Travis Arbuckle
Casey Gillikin
Tameka Henry
Reya Moya
Dominique Jackson
Amy Cmaidalka

Meeting Schedule: All meetings were held via ZOOM.

October 28, 2020 3:30-4:30 p.m.

The first meeting of the 2020-2021 school year. Committee members were introduced and the meeting overview was presented by Jo Ellen Allen. Committee members present were Jo Ellen Allen, Nancy Lounds, Renaë Canales, Dominique Jackson, Margaret James, Travis Arbuckle, Katherine Brouillard, Karina Alvarado, Gina Mata, Amy Cmaidalka, Casey Gillikin, Tameka Henry, Tina Knight-Gray, Rozzie Cloud, Reya Moya.

The first topic of discussion was COVID-19 Enrollment Data presented by Jo Ellen Allen.

- DISD enrollment for 2019-2020: 11,655
- DISD Enrollment for 2020-2021: 11,627
 - Brick and Mortar
 - First 9 weeks: 6,109
 - Second 9 weeks: 7,128
 - Remote Instruction
 - First 9 weeks: 5,222
 - Second 9 weeks: 5,385

The second topic of discussion was Gator Wellness Center and Counseling Updates presented by Amy Cmaidalka and Jo Ellen Allen.

- Gator Wellness Center Updates
 - Located at McAdams Junior High School
 - The Center will provide a variety of supportive services for students, staff members, families and community members.
 - Supports include: Counseling Program, Homebound, Professional Development and Community Training Room, Resource Library, Social Work Services, Transition Services, UTMB TCHAT (Texas Child Health Access Through Telemedicine), Social Emotional Learning, and Behavior Team Collaboration and Supports.
 - Community Partnerships include:
 - UTMB TCHAT
 - Family Service Center
 - Advocacy Center for Children of Galveston County
 - Gulf Coast Center
 - Assistance League of Bay Area
 - University of Houston Clear Lake
 - Resource and Crisis Center of Galveston County
 - Galveston Regional Chamber of Commerce
 - DePelchin Children's Center
 - Innovative Alternatives
 - Bay Area Council on Drugs and Alcohol
 - Goals for 2020-2021 School Year
 - Potential New Hires: Social Emotional Learning Specialist and Team Lead.
 - Monthly meetings and data review.
 - Student and Family Survey
 - SEL leads and campus team (SEL SQUAD)
 - District Wide Implementation Plan with Fidelity Checks.
 - The Family Resource Room will be organized and fully functional.
 - Increase attendance at events.
 - Monthly email/letter with SEL, counseling updates, community supports, family engagement events and parenting support opportunities.
 - Updated procedures for Suicide Prevention, Intervention and Self-harm.
 - Crisis Kits with materials and procedures
 - Crisis Response protocol.

- Grant Updates
 - Rebuild Grant- the final report is due by December 31, 2020.
 - The Gator Wellness Center received a \$25,000 grant from Valero.
 - GWC submitted a grant to the Rotary Club and Education Foundation for the Gator CORE (Campuses Offering Resilience in Education) Kits.
 - The grant money will provide rolling carts with lessons, materials and activities.
 - GWC is applying for the MHA Best Practice Grant.
- Dickinson ISD Comprehensive Counseling Program
 - Counselors have signed an updated job description that correlates with the Texas Model Comprehensive School Counseling Program.
 - This school year the Texas Professional School Counselor evaluation tool will be utilized.
 - The Comprehensive Counseling Program has four service delivery components:
 - Guidance Curriculum, Responsive Services, System Support and Individual Planning.
 - Goals for the 2020-2021 school year include:
 - The new Comprehensive Counseling Program will be completed and implemented on campuses.
 - The new program will be data driven.
 - Utilize the Texas Professional School Counselor evaluation tool.
- Counseling Updates from Elementary Campuses
 - All campuses participated in Unity Day to promote kindness, acceptance and inclusion and to stop bullying.
 - Most campuses have signed up to be a No Place for Hate designated campus.
 - Campuses with this designation must complete 3 activities that promote tolerance and acceptance.
 - All campuses participated in Red Ribbon Week.
 - Red Ribbon Week- October 26th through October 30th.
 - Counselors participated in Emotional Backpack facilitator training on trauma informed practices.
 - Counselors will now begin training staff and beginning implementation.
 - Counselors are finding unique ways to help with staff wellness on their campuses.
 - Examples include self-care challenges or wellness activities.
 - Many campuses have support from local business owners to sponsor small prizes for staff who participate.
 - Counselors and behavior coaches received donations of toys and stuffed animals.
 - These items will be used when working with students.

- Counseling Updates from Secondary Campuses
 - Updated 700 Remote to Face to Face student schedules.
 - Senior IGC Meetings 10/12-10/16
 - SAT 10/14
 - Unity Day 10/21
 - SAT Make up 10/27
 - PSAT 10/29
 - Red Ribbon Week 10/26-10/30

The third topic of discussion was Gator Hope Clinic and Nursing Updates presented by Nancy Lounds and Jo Ellen Allen.

- Gator Hope Clinic Updates
 - Flu shots are available for free at the clinic for all students in DISD.
- Nursing Updates
 - Nursing COVID-19 Response Includes:
 - Monitor Texas Department of State Health Services (TDSHS), Galveston County Health District (GCHD), and Centers for Disease Control (CDC) websites for guidance and updates on COVID-19.
 - Check, review, & utilize resources from the National Association of School Nurses (NASN) website for school nurse updates.
 - Maintain contact with local health departments for surveillance.
 - Implemented school nurse clinic protocols to address and promote the safety, health, and welfare of our students and employees.
 - Implemented school nurse clinic protocols for students who require additional support from the clinic staff for chronic medical needs and procedures
 - Provide resources, including websites, for physical and mental health of students and staff.
 - Prepare, present and distribute supplementary health lessons for teachers and staff focusing on prevention of communicable disease, COVID 19 virus, and proper respiratory hygiene.
 - School nurses will remain connected to students who are participating in virtual learning which may include video greetings, telephone calls, health tips of the week, etc.
 - Reach out to families as needed.
 - Attend online professional development training and webinars.
 - Write and/or update annual nursing care plans, 504 Plans, ARDs, and physician consents for medications and procedures
 - Review all new incoming students' paperwork and vaccinations.
 - Assess delinquent immunizations.
 - Track staff and student illness and report to Galveston County Health Department (GCHD).
 - Procedures for screening and surveillance of students and staff for signs of illness including CoVID-19

- Clinic Changes due to COVID -19
 - Campus clinics will no longer allow students in the clinic unless exhibiting COVID-19 like symptoms to help prevent spread.
 - Medication administration takes place outside of the clinic (delivered to classroom or outside of clinic door)
 - All vision and hearing screenings and other state mandated screenings are taking place in the pods of each grade.
 - Non-urgent matters are handled by the teacher.

The fourth topic of discussion was Food and Nutrition Services Updates presented by Jo Ellen Allen.

- New Director of Food and Nutrition Services is Laura Peck
- All meals are free for ALL students the entire school year.
 - Meals will continue to be made with quality ingredients, fresh and local foods, and made on-site.
- Schools are providing meals through multiple service models:
 - Breakfast in the classroom
 - Traditional service lines
 - Make and take meals from the cafeteria
 - Or a combination of the above
 - FNS needs support to encourage and promote the school meals program.
- There are two curbside sites for remote students to pick up meals.
 - The sites are located at Dunbar Middle School and Bay Colony Elementary
 - Pick up times are Monday & Wednesdays from 10am-11am.
 - These sites can serve anyone in the area 18 years old or younger.
- All kitchens are following strict COVID-19 safety and sanitation protocols.
- Health inspections at all sites have been completed and have scored well.

The final topic of discussion was Physical Education Updates presented by Jo Ellen Allen.

- The requirement for Jr. High and High school students to dress out for PE has been waived this school year due to COVID-19.
- High School COVID-19 protocol
 - Students are split up in groups by teachers for social distancing and contact tracing.
 - Students scan the QR code and complete an assessment.
 - Coaches take student temperatures
 - Students have assigned seating areas
 - Students that choose to dress out bring their own clothes and are assigned to a group with a specific area to change.
 - Limited use of equipment. Coaches choose which equipment will be used and they are responsible for cleaning the equipment after each class.
- Middle School COVID-19 protocol
 - Social distancing of 7 feet
 - Wear Mask at all times
 - Mask breaks upon request
 - Limited Equipment Use and it is cleaned in between classes.

- Elementary School COVID-19 protocol
 - Seating charts are required and students must be socially distanced.
 - Campus Example San Leon Elementary: Teacher and aide split the PE class (since 2 classes are participating at once). One of us takes our kids to the field/slab for half of the time and then we switch for the other half in the gym. Kids also have assigned seating and are spaced out in the gym.

December 16, 2020 3:30-4:30 p.m.

The second meeting of the 2020-2021 school year. Committee members were introduced and the meeting overview was presented by Jo Ellen Allen. Committee members present were Jo Ellen Allen, Margaret James, Katherine Brouillard, Rozzie Cloud, Jennifer Washburn, Aileen Edison, Nancy Lounds, Tina Knight-Gray, Karina Alvarado, Renae Canales, Tameka Henry, Amy Cmaidalka, Kim Davidson, Reya Moya and Sharon Boudreaux.

The first topic of discussion was Gator Wellness Center and Counseling Updates presented by Amy Cmaidalka and Jo Ellen Allen..

- Gator Wellness Center Updates
 - Campuses are continuing Restorative Practice
 - Campuses are continuing Character Strong Lessons
 - Counselors are supplementing lessons from a variety of available resources.
- Counseling Updates from Elementary Campuses
 - Campuses are implementing guidance lessons.
 - Counselors are documenting and tracking data at the campus level.
 - Data is being utilized to analyze and make recommendations for the comprehensive counseling plan.
 - Goal is to create a sustainable comprehensive counseling plan and program.
- Counseling Updates from Secondary Campuses
 - Finalized Academic Handbook for Course Selections
 - Planning for remote learners to return
 - Reviewing applications of Remote Learners to continue online
 - EOC testing

The second topic of discussion was Communities In Schools Updates presented by Jo Ellen Allen.

- Hughes Road Elementary
 - Christmas Stockings were given to all CIS case managed students.
 - Provided Christmas assistance to students in need.
 - Gratitude lessons with all grade levels
 - Giving teachers a 30 minute relaxation and rejuvenation surprise time.
 - “Way to Go Wednesday”- teachers send names of students who have shown the character trait of the month. These students are recognized with their name being announced during the announcements and they receive an incentive.
- Calder Road Elementary
 - Thanks to many outside donors all case managed students (about 60) received a small Christmas gift which included a book and pajamas.
 - 10 families received a food donation before the Thanksgiving break.

- KE Little Elementary
 - Clothing assistance: 10 students were provided with new winter coats.
 - Backpack Buddy food provided weekly for 21 students.
 - Thanksgiving – 250 families provided with assistance (grocery gift card).
 - 60 students will receive a stocking with Christmas gifts
 - Ongoing – CIS provides assistance and daily support to case managed students through one on one visits, academic support, access to food pantry, hygiene items, school supplies, and incentives for behavior or academic achievements.
 - Social Emotional Learning – CIS has been working with the school counselor to support Journey of Hope small groups.
- Lobit Middle School
 - 55 students will receive stockings for Christmas.

The third topic of discussion was Gator Hope Clinic and Nursing Updates presented by Jo Ellen Allen.

- Gator Hope Clinic Updates
 - Started Phase 1 of the COVID-19 testing
 - Phase 1 is symptomatic staff members
 - Phase 2 is symptomatic staff members and students (will start 1/11/2021)
 - Phase 3 is voluntary asymptomatic employees (No date set)
 - No walk-ins allowed, all by appointment only.
- Nursing Updates
 - Flu season information-encouraging students and staff to get a flu vaccine.
 - Proper mask wearing
 - Proper handwashing technique and encouraging frequent hand washing.
 - Continue to work closely with GCHD to follow COVID-19 guidelines, reporting close contact/exposure/positive cases.
 - Vision and hearing screenings for 504/REED.

The fourth topic of discussion was Food and Nutrition Updates presented by Jo Ellen Allen.

- Curbside Community Feeding
 - Two locations: Dunbar Middle School and Bay Colony Elementary
 - October 2020: 7,332 breakfast and lunch meals served.
 - November 2020: 3,200 breakfast and lunch meals served.
- Highlights
 - Thanksgiving Dinner was served to students and staff.
 - Free breakfast and lunch will continue for all students.
 - DHS will open a new pizza line with a brick oven.
 - Randi Boleman will be the new dietician and will start January 13, 2021.
 - Mrs. Boleman comes from Bryan ISD with 18 years' experience.
 - Mrs. Boleman is a Registered Dietician and has a PH in nutrition with a special certification in sports nutrition.

The final topic of discussion was a Physical Education Updates presented by Jo Ellen Allen.

- PE Updates for Elementary Campuses
 - KE Little Elementary
 - Participating in an astronaut training program in January
 - Participating in the Kids Heart Challenge in February.
 - KE Little PE received a \$3500 grant.
 - Students will have a small personal set of PE equipment.
 - The items will arrive at the beginning of the second semester.
- PE Updates for Secondary Campuses
 - Dickinson High School
 - Edgenuity being used 2 days per week.
 - Working out 2 days per week
 - Free day on Friday
 - McAdams Junior High
 - Completed the following activities/sports: Volleyball, Basketball, Badminton, Dance, Mile Monday and Frisbee.
 - Whole Body Wellness concept using the Believe in You (adapted from varsity) curriculum.
 - It includes writing and goal setting.
 - Students are participating in Wellness Wednesdays
 - Teach lessons in health and nutrition.
 - The campus recently purchased activities that will assist in teaching more health and nutrition lessons.
 - Dunbar Middle School
 - Received a \$5,000 grant for DrumFit.
- The district continues to not require PE students to dress out due to limited space and social distancing requirements.

March 31, 2021 3:30-4:30 p.m.

The third meeting of the 2020-2021 school year. Committee members were introduced and the meeting overview was presented by Jo Ellen Allen. Committee Members present were Jo Ellen Allen, Travis Arbuckle, Aileen Edison, Karina Alvarado, Reya Moya, Katrina Reliford, Randi Boleman, Renae Canales, Katherine Brouillard, Amy Cmaidalka, Nancy Lounds, Margaret James and Sharon Boudreaux.

The first topic of discussion was Gator Wellness Center and Counseling Updates presented by Amy Cmaidalka and Jo Ellen Allen.

- Gator Wellness Center Updates
 - Project Protect
 - Amy Cmaidalka briefly shared the Project Protect District Reporting Tool Template and information regarding how to report suspected recruitment or actual exploitation of a student.
 - UTMB TCHAT-
 - As of 03/30/2021 DISD has referred 81 students.

- Anti-Victimization Program
 - Offered through the Child Advocacy Center of Galveston County.
 - Not able to implement during the 2020-2021 school year.
 - Planning to implement in the 2021-2022 school year.
- UHCL SEL Screener
 - Data will be shared soon
 - SEL SQUADS will take an in-depth look at the data once it is available.
- DISD SEL SQUAD
 - First meeting is scheduled for April 05, 2021 at 10:00 am.
 - The SELSQUAD is comprised of the following:

Elementary: 3 per campus	Total:21
Middle School: 3 per campus	Total: 9
Junior High: 5 per campus	Total: 10
High School: 11 members	Total: 11
DCC/DALC: 3 members	Total: 3
14 Campuses	54 SEL SQUAD Members

- Community Health Network
 - Information provided
 - CHN offers medical care to our community.
 - CHN can assist in applying for health benefits.
 - CHN offers behavioral and mental health services.
 - CHN offers adult and teen in person and virtual groups.
 - CHN provides Pharmacy Services.
- Houston Behavioral Healthcare Hospital
 - Resources available for students and families.
 - Inpatient services for adults and adolescents
 - Outpatient services for adults and adolescents
 - Telehealth services offered.
- Texas Health and Human Services
 - COVID-19 Mental Health Support Line
 - Supported by Mental Health Professionals
 - 24/7
 - 1-833-986-1919

- Counseling Updates from Elementary Campuses

- Continuing to collect data and complete data analysis for time on task.
- Career day-
 - Some campuses have already held their career day events.
 - Some campuses have career day events scheduled.
 - Most campuses held virtual career day events.
 - Some included some type of in person experience (ex. touch a truck)
- Continuing to do lessons and meet with small groups.
- Counseling Updates for Secondary Campuses
 - Virtual 8th grade night
 - 8th grade course registration at junior highs
 - TELPAS testing
 - SAT Test for juniors
 - ASVAB test for Seniors
 - Top 20 Seniors Banquet
 - Finished 9-11 grade course selections
 - UIL academic meet event coordinators

The second topic of discussion was Communities in Schools Updates presented by Jo Ellen Allen.

- Hughes Road Elementary
 - Counselor and CIS just finished lessons on accidents and courage.
 - Locating a “touch a truck” for Career Day.
 - Working on college and career readiness for 4th grade students.
 - Partnering with Kona Ice to offer an attendance incentive to students..
 - All grade levels will compete for the highest attendance to win Kona Ice Snowcones.
- KE Little Elementary
 - Ongoing Backpack Buddy program – currently serving 18 students each week.
 - Referring students for eye exam/glasses if needed.
 - Recently received a donation from Alice’s Kids to provide clothing and toys.
 - 3 students that were placed with a family member and brought nothing with them were served by this donation.
 - February and March KELE CIS hosted a mobile food distribution in partnership with the Galveston County Food Bank.
 - 16,000 pounds of food was distributed (approx. 100 families) at each distribution.
 - A donation from a local Church provided 5 bags of groceries to 20 students and their families for Spring Break.

The third topic of discussion was Nursing and Gator Hope Clinic Updates presented by Jo Ellen Allen.

- Gator Hope Clinic Updates
 - 200 people have signed up for the COVID-19 vaccine.
 - Should receive the vaccine next week.
 - DHS employees will be vaccinated first.
 - COVID-19 testing has started to decline and the clinic has not recorded any positive test results since reopening after spring break.

- The rapid test appears to be pretty accurate, though not 100%.
- COVID-19 vaccines were delayed by a week due to Spring Break.
- Nursing Updates
 - State Screenings (vision, hearing, AN, and scoliosis)
 - COVID contact tracing
 - Updating vaccination records for incoming 7th graders
 - Planning start of next school year
 - Compiling information for students that will be advancing to a new campus, to provide to the new campus nurse

The fourth topic of discussion was Food and Nutrition Updates presented by Randi Boleman.

- Food and Nutrition will be conducting curbside summer feedings in June.
 - As of right now, DHS and Silbernagel are the feeding sites.
 - Waiting on more guidance from TDA on curbside feeding for summer.
- Participating in the Local Products Challenge and the Farm Fresh Challenge
 - Food and Nutrition Services will feature 3 local (Texas) products per week in April.
 - At least 1 fresh product per week in April.
- Updating the DISD Wellness Policy.
 - An assessment survey will be developed and completed this year. The survey will assess to see if the Wellness Policy is being followed and if it is pertinent to the wellbeing of our students.
 - An evaluation survey will be distributed and assistance will be needed.

The final topic of discussion was Physical Education Updates presented by Jo Ellen Allen.

- PE Updates for Secondary Campuses
 - Dunbar Middle School
 - Dunbar has been working on the Fitnessgram components to get ready for the Official Fitnessgram.
 - Dunbar's PE classes (entire campus) participated in a lesson on water safety given by Galveston County Beach Patrol.
 - Kranz Junior High
 - Mondays and Wednesdays are workout days
 - Tuesdays and Thursdays are Fun Activity days
 - Friday's are step day/walk the track.
- PE Updates for Elementary Campuses
 - KE Little Elementary
 - KE Little has just finished our Kids Heart Challenge (formerly Jump Rope for Heart) and raised over \$3,600.
 - Currently doing a unit called Astronaut Training in PE.
 - Hosting Field Week (held only in PE) the week of May 17-21.
 - San Leon Elementary
 - Jump Rope Ninjas
 - DrumFit
 - Lobit Elementary
 - Will have Field Day but the classes will not mix together.

April 21, 2021-3:30-4:30 p.m.

The fourth and final meeting of the 2020-2021 school year. Committee members were introduced and the meeting overview was presented by Jo Ellen Allen. Committee members present were Jo Ellen Allen, Karina Alverado, Reya Moya, Katrina Reliford, Casey Gillikin, Katherine Brouillard, Tina Knight-Gray, Nancy Lounds, Renae Canales, Amy Cmaidalka, Jennifer Washburn, Aileen Edison, Dominique Jackson, Sharon Boudreaux, and Randi Boleman.

The first topic of discussion was Gator Wellness Center and Counseling Updates presented by Amy Cmaidalka and Jo Ellen Allen..

- Gator Wellness Center Updates
 - DISD Safe and Supportive School Guidelines Flyer
 - Suicide Screener Procedures
 - School Threat Procedures
 - DISD & Project PROTECT Our Children
 - 2020-2021
 - Created and started implementation
 - Reporting protocol
 - Meet and greet with the counseling team and SRO's
 - Provided a presentation
 - Offered a Family Engagement Opportunity
 - 2021-2022
 - Offering Human Trafficking Prevention Training to Staff
 - Providing Curriculum to students in 3rd, 5th, 9th & 11th grade.
 - Implementing additional family engagement events.
 - Would like to implement a Youth Action Board at the High School.
 - SEL SQUAD
 - Initial meeting was on April 05, 2021
 - Team members are completing professional development.
 - The Gator Wellness Center Referral Packet for 2020-2021 is available.
 - UTMB TCHATT
 - As of 04/19/2021 DISD has referred 92 students.
 - Counseling Updates from Elementary Campuses
 - 2020-2021 Gator Wellness Calendar is available.
 - Continue to analyze data "time on task"
 - Working on implementing a Professional School Counselor Evaluation Tool for 2021-2022.
 - Several campuses have had their College and Career Fairs/Days
-
- The team is working with the following organizations to provide curriculum to students for the 2021-2022 school year:
 - Project Protect our children

- Human trafficking prevention
- Bay Area Council on Drugs and Alcohol (BACODA)
- Substance abuse prevention (Positive Action & YouthWorks)
- Advocacy Center for Children of Galveston County
- Anti-Victimization Program (Happy Bear & Play it Safe)
- Counseling Updates for Secondary Campuses
 - ELA I and 2 STAAR
 - SEL Squad trainings
 - Update CCMR status for Juniors
 - TSI Training
 - TSI for some juniors
 - Virtual Skyward training
 - Prep Senior Awards Night
 - Senior Awards Night (Virtual)
 - Prep Mandatory Advanced Course Meeting (Virtual)
 - AP Exam Training

The second topic of discussion was Communities in Schools Updates presented by Jo Ellen Allen.

- There were no updates to provide at this meeting.

The third topic of discussion was Gator Hope Clinic and Nursing Updates presented by Jo Ellen Allen.

- Gator Hope Clinic Updates
 - 160 COVID-19 vaccines administered (mostly first doses).
 - Accepting anyone in the district that is 18 years or older for COVID-19 vaccines.
- Nursing Updates
 - Proper Mask Wearing
 - Proper Handwashing
 - Continue to work closely with GCHD to follow COVID guidelines. close contact/exposure/positive cases
 - Vision and Hearing screenings for 504/REED students.
 - Running reports for 2021/2022 7th grade vaccinations (needs TDAP/MCV)
 - Entering final screenings for Vision/Hearing/Acanthosis Nigricans/Scoliosis
 - Puberty/Hygiene Video for 5th graders.

The fourth topic of discussion was Food and Nutrition Updates presented by Randi Boleman.

- Summer Feeding
 - Scheduled for June 1-30th at Dickinson High and Silbernagel Elementary.

- Wellness Policy
 - SHAC Committee members will review the 2021 Wellness Policy and vote to approve.

- If SHAC members vote to approve the 2021 Wellness Policy it will be submitted to the Board of Trustees for review and approval.
- If the Board of Trustees approves the 2021 Wellness Policy it will replace the existing Wellness Policy.
- Wellness Plan Checklist (Google Survey)
 - Distributed to Campus Administrators for completion through Google Forms.
 - A copy of the Wellness Policy and Wellness Plan accompanied the survey.
 - Deadline for completion was April 28th.
 - SHAC members were also asked to complete the survey.
 - The results will be posted on the FNS website.

The fifth topic of discussion was the 2021 Wellness Policy presented by Jo Ellen Allen.

- SHAC members discussed the 2021 Wellness Policy.
- SHAC members voted to approve the 2021 Wellness Policy.
- Votes were recorded utilizing a “yay” or “nay” vote typed into the chat box on Zoom.
- Final vote was 11 in favor of the 2021 Wellness Policy.
 - The 2021 Wellness Policy will be submitted to the Board of Trustees for approval.
 - If approved it will replace the current Wellness Policy.

The final topic of discussion was Physical Education Updates presented by Jo Ellen Allen.

- Many campuses are completing fitnessgram testing.
- PE Updates for Elementary Campuses
 - KE Little Elementary is still completing Jr. Astronaut training units and finishing up fitnessgram testing.
 - The week of May 17-21 will be “Field Week”.
- PE Updates for Secondary Campuses
 - Kranz Junior High girls are working out on Mondays and Wednesdays and walking the track on Fridays. They are starting the “ultimate” unit on Tuesdays and Thursdays. Students will learn to play “ultimate football”, ultimate frisbee” and “ultimate basketball”.
 - Dunbar Middle School had one class participate in “DrumFit” and loved the program. More classes will participate once fitnessgram testing is completed.

Cardiopulmonary Resuscitation (CPR) Instruction

- The Board of Trustees approved the decision to submit a waiver for the CPR Requirement for the 2020-2021 school year.
- Jeff Pack will submit the waiver to the Texas Education Agency.

Coordinated School Health

- Dickinson Independent School District has developed and is utilizing its own Coordinated School Health Program.

**DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD
AGENDA DOCUMENT**

Meeting Date: June 7, 2021

Item Title: 2020-2021 Athletic Report

Agenda Item: John Snelson

Background Information:

The 2020-2021 Athletic Report attached.

Recommendation:

Information only.

Action Item: _____ Yes No

DHS Football – 2020-21
Coach John Snelson

1. Summary of procedures/events/activities.

We participated in Football and fielded five teams: 2-Freshman, 2-Junior varsity, and a Varsity team. A total of 233 student/athletes participated in football.

2. Pertinent Statistics

Our participation numbers were down this year at the High School level; we had a fewer freshman come over from the junior high this year than in the past, and we did not retain as many kids in the program from the previous year due to concerns about Covid 19.

Ethnicity Report	Varsity	Combined JV	Combined Freshman
Asian	0%	0%	0%
Black	70%	65%	55%
Hispanic	10%	10%	15%
White	20%	25%	30%
Total	63	85	85

2020 DHS Football Records

Varsity	Overall: 5-3	District: 4-1
JV Blue	Overall: 6-1	District: 5-0 District Champions
JV White	Overall: 2-2	District: 2-1
Freshman Blue	Overall: 9-0	District: 6-0 District Champions
Freshman White	Overall: 8-0-1	District: 7-0 District Champions

1st Team All-District (Offense)

Canon Boone, PJ Williams, Micah Barnett, Jarell Simpson, Ausara Allah, Jathan Caldwell, Donovan Green, Marlon Allen

2nd Team All-District (Offense)

Trevor Wardlow

1st Team All-District (Defense)

Mallory Tate, Keith Cooper, Tyree Woods, Kyron Smith

2nd Team All-District (Defense)

Jason Caldwell, Gage Hardilek, Layden Roque, Kolby Harris

Honorable Mention – All District

Waylon Presley, Luke Martin, VJ Glover, Jarell Simpson, Juan Moreno, Khalid Sereal, Kristian Mukabana, Pete James

1st Team Academic All State

Graham Ledbetter

Honorable Mention Academic All State

Jathan Caldwell

Academic All District

Canon Anderson, Micah Barnett, De’Rion Crooms, Canon Boone, Jathan Caldwell, Isiah Diaz, Jabari Ellison, Victor Galvan, VJ Glover, Donovan Green, Tommy Hall, Kolby Harris, Donovan Hill, Graham Ledbetter, Coy Magliolo, Luke Martin, Luis Martinez, Juan Moreno, Kristan Mukabana, Kyle Nixon, Waylon Presley, Richard Robinson, Layden Roque, Micah Saldana, Jarell Simpson, Kyron Smith, Ben Stewart, Mallory Tate, Trevor Wardlow, Iverson Williams, Deriez Wilson, Evan Wiltz

Houston Touchdown Club Pre-Season Player of the Year Nominee

Canon Boone and Keith Cooper

2020 Team Awards

Touchdown Club of Houston Sportsmanship Award Finalist

DHS Volleyball 2020-21

Coach Kati Farias

1. SUMMARY OF PROCEDURES/EVENTS/ATHLETICS.

The Dickinson High School Volleyball Program participated in District 24-6A. 9A/9B/JV/Varsity all participated in a shortened pre-season consisting of seven matches due to COVID regulations. All four teams were able to complete a full district schedule. Next season we will hopefully be able to play a full pre-season, including tournaments, before the start of district play.

2. PERTINENT STATISTICS-SUCH AS NUMBERS, DESCRIPTIONS OF VARIABLES, CURRENT STATUS RELATIVE TO PRIOR YEAR, ETC...

We had approximately 57 student/athletes play on four teams –Varsity, Junior Varsity, Freshmen A, and Freshmen B. Each team played complete seasons for district play. The number of matches were limited this season and no tournaments were allowed to be played due to COVID.

	DHS Volleyball Ethnicity		
	Varsity	JV	Freshmen
Asian	0	0	0
Black	4	5	15
Hispanic	5	4	9
White	4	3	4

The Varsity team improved as the season progressed. Varsity did not win any matches the first round of district play, but picked up two wins during the second round and were fighting for a playoff spot going into the last week of district play. Our 9th grade B team finished 2nd in district play this season.

2020 DHS Volleyball Records

Varsity	Overall: 7-12	District: 2-10
Junior Varsity	Overall: 10-9	District: 5-7
Freshmen A		District: 1-11
Freshmen B		District: 8-4 (finished 2 nd in District)

3. PLANS FOR IMPROVEMENT/MODIFICATIONS/ENHANCEMENT OF EFFORTS.

In pre-season, we will continue to play more competitive teams to prepare us for district and add higher skilled teams to our Gator Classic Volleyball Tournament. Varsity will continue to attend the Pearland Tournament as well as travel to Dallas to play teams we would normally not play. We will also find

tournaments of higher level for our 9th and JV teams.

We will encourage our athletes to play “Club Volleyball” outside of school in order to compete with district schools. To stay competitive in 6A, our athletes must gain experience beyond their high school season.

We will also have skill sessions in the spring as well as the summer for our athletes to attend. As a staff, we will attend coaching clinics, etc. to improve our knowledge of the game. We will also continue to offer 5th-8th grade and High School volleyball camps to improve the skills of all our players, when regulations have been lifted. We will rotate going to both Junior Highs in off- season during 6th period to work with the incoming freshmen (8th graders at this time) to better prepare them for High School volleyball. Our potential Varsity players will participate in a two day Spring Volleyball League in May at CCISD, if COVID regulations will allow.

As with any sport or academic class, our athletes as well as the program must have a good core skill foundation to become successful. Our coaching staff will do everything possible to help our athletes be successful as well. We will not shy away from hard work.

4. EVIDENCE OF SUCCESS/STUDENT PERFORMANCES/#’S INVOLVED/GROWTH/SAFETY RECORD, ETC...

We are seeing improvement at the sub-varsity levels. We competed with every district team. Sub-varsity growth will help with future years at the varsity level.

The Varsity team had one player selected to 1st Team All District: Brandolyn Freeman; three players named to 2nd Team All District: Emalee Allen, Hannah Cavil, and Elaina Spriggins. Two players were also selected Honorable Mention All-District: Nataley Hernandez and Cierra Ortiz. Twelve players made the All-District Academic Team: Maisie Christensen, Emalee Allen, Lydia Baines-Gatewood, Madison Spells, Hannah Cavil, Nataley Hernandez, Elaina Spriggins, Ashlyn Castillo, Bailey Wilson, Frida Moreno, Gracie Boone, and Cierra Ortiz.

We expect our numbers to grow and anticipate athletic depth in our program. With additional growth, we expect additional improvement. We will continue to improve our efforts in the off-season and pre-season by conditioning to avoid injuries, and we will definitely encourage our athletes to condition during the summer in preparation for the upcoming season. We will highly encourage attendance and participation in the school district’s strength and conditioning clinic offered in the summer.

We will have open gym in the spring and the summer for skill development.

5. EVALUATION STATEMENT REGARDING CURRENT PROGRAM AND POTENTIAL FOR NEAR AND LONG-TERM FUTURE.

The tradition and expectations are in place for our athletes to work hard and “give it your all” in every aspect of the program every day. The standard is to be competitive each and every season. We want to instill that you must work hard to be successful, and that attitude will help you throughout your life.

Our goal every year is to put in the work and efforts to put Dickinson Volleyball back on the map!

**DHS Girls Cross Country –2020-21
Coach Gladys Sonnier**

Summary of procedures/events/activities.

We participated in Girls Cross Country and filled 2 teams: Junior Varsity and Varsity.

Pertinent Statistics

We had 9 girls run for us this season. Our largest class is the Junior and Sophomore class.

Ethnicity Report – Girls Cross Country			
	Varsity	JV	Open
Asian	0%	0%	0%
Black	20%	25%	0%
Hispanic	40%	50%	0%
White	40%	25%	0%
Other	0%	0%	0%
Total	5	4	0

Plans for improvements/modifications/enhancement of efforts.

Great cross-country seasons start at the end of June with the athletes coming to Strength and Conditioning camp. We improved all personal times in meets and at district. Next season, we will continue to begin in June at the Strength and Conditioning camp to have a great 2021 season. The entire goal for this season was to grow the program, get as many girls involved as possible and improve district times and place.

With the athletic period moved to 1st period, it allowed the athletes to be able to do their work out at a more reasonable time. During the latter part of the season our varsity runners are running up to 8+ mile runs. As expected this takes longer than an hour. For the athletes to have time to complete the workout and still be able to shower, change, and get to class on time at 7:05am. Moving the athletic period to 1st has been a great advantage.

During the year we plan to go to both Junior High schools and talk to the 8th graders to find out who is interested in running cross country their freshman year. This will help get more girls interested and have their information so that they can be informed about the summer runs. We will also send cross country athletes to the Junior High to help with practices to get more athletes involved to increase participants for next school year.

Offseason: We came out of the summer with the goal of placing higher in district on the varsity level. Even though we did not meet that goal, we want to maintain that as our focus. We have some young talent and should have some more coming up next year on the freshman and sophomore level that might be in contention for varsity spots. The secret to being competitive is getting cross country runners to stay active year round. The programs that we want to be able to compete with do this and since we have taken this philosophy we have been competitive.

Evidence of success/student performance/growth/ safety record, etc.

Overall, success for us was measured in the amount of girls who competed and learned to finish 2-3 mile races in the late summer Texas heat. We finished last in almost every competition, but the girls improved their personal times each week. They also improved their times in district from last year and competed with class and character – and our presence was positively noted by several other schools. We finished in 7th place for varsity at district and we were 7th on the JV team. We did not have any regional qualifiers but Thea Arnold, Julia Sanchez, and Jasmin Wright were academic all-district. A considerable amount of runners will return next year along with some hopeful talent joining us to make DHS girls cross country very competitive.

District Finishes

Varsity – 7th

Varsity returners for 2021 season – 4

JV – 7th

JV runners who saw some varsity meet action – 1

DHS Tennis 2020-21

Coach: Christopher Reyes

1. Summary of procedures, events, activities:

The Dickinson Gator tennis team has two separate seasons during the school year, one in the fall and another in the spring. The fall season is the team tennis season where the combined wins/losses of each player combine for a team win/loss. The spring season is an individual season where we attend 8 tournaments per team plus the district tournament and athletes have an opportunity to compete in singles or doubles. The fall season was pushed back from our normal start at the beginning of August because of COVID restrictions pushing back the start of our season. We competed in 9 matches with our varsity team and 7 matches with our junior varsity/freshman team. We set goals of being student leaders in the classroom with an 80 average in all classes as the expectation. The varsity team went 1-8 this year with a 0-6 record in district while the JV/Freshman team went 1-6.

The spring season began in November and went through April 22nd. We attended eight tournaments with our varsity team, five tournaments with our junior varsity and five freshman tournaments.

2. Plans for Improvements/Modifications/Enhancement of efforts:

We are continuing to focus on having our athletes in shape and working on fundamentals to continue and see success. We will continue to enhance our skills as we continue our summer workouts.

The district has continued to invest in our facilities with new nets and windscreens five years ago, a repurposed tennis building four years ago and the tennis courts resurfaced two years ago. We have practice shirts for our team so that we look uniform.

Some enhancements needed are windscreens on the backcourts. With the loss of trees along the 517 side of the tennis courts it can get very windy which affects play. We would also like to add more seating and shade for the bleachers for spectators. Another improvement to our facility is benches in between the courts which are standard at most schools so athletes can sit down in between games and sets before continuing the match. Currently athletes sit on the floor, which can be very hot during our August and September matches.

3. Evidence of success/student performance/#'s involved/growth/safety record:

Each year our numbers have grown and we have worked to be more competitive. This year we had 41 students on the team with many students interested going into next year. We had 18 students on the varsity team and 23 on the JV/Freshman team. This was our fourth year to have two teams compete in the fall. There are two tennis classes this year our advanced class has 27 students in it and a beginner class with 8 students. We posted three awards for the fall season earning 2nd team all-district for one of our girl double teams and two of our girl singles.

4. Evaluation statement regarding current program and potential for near/long term future:

The DHS tennis program is creating an environment where hard work is the expectation. We have a bright

future with consistency and continuing to build our junior high programs. We connected with our junior high program with joint practices at the high school and we are expecting many of those students to stay in the program. We also were able to host two Junior High Tournaments between McAdams and Kranz. It allowed those students to get to know us better and experience the style of high school tennis. It is vital that we continue to build up our Junior High programs as we continue to seek to be competitive in a tough tennis district. Having Coach Rozas and Coach Farias for both seasons has allowed for us to have more practices for each team. Having three coaches to lead our teams is an excellent advantage for our students and our program.

5. Fiscal impact of any proposed revisions in current programs:

The growth of the program will continue to be a good thing for Dickinson High School with more students involved it will continue to increase pride and connection for students to their school and community.

DHS Golf 2020-21

Coach John Bruyssaard

1. Summary of procedures, events, and activities:

The DHS golf team's season runs from August – April. The original team schedule included a mix of beginner (6) and JV boy's tournaments (6) and JV girl's tournaments (3). The season had many modifications due to COVID, and weather.

2. Plans for improvements/modifications/enhancements of efforts:

The focus is on fundamentals, as the second year coach I still see several areas that most of the golfers need to work on. I used budget funds to purchase equipment to assist the players with these skills. Students complete a rules test and continue to work on conditioning and core strength. One area of need is to have access to a facility for indoor practice for chipping and putting during inclement weather.

3. Evidence of success/student performance/numbers involved/growth/safety record:

The team went from 9 golfers to 16 (4 girls and 12 boys). I had 5 boys competing at the JV level and 6 competing at the beginner level, I lost one to a shoulder injury. The beginner boys showed a marked level of improvement. The beginner boys improved by an average of 5 strokes. The beginner boys finished in the middle of the group at most tournaments. The JV boys struggled with consistency. We did finish in the top 5 at 3 tournaments, with 2 players in the top ten individually. The JV boys finished 4th at the JV district meet. The girls split their time between beginner and JV tournaments. All 4 girls improved from the beginning to the end. The Girls improved by an average of 8 strokes. I am losing 2 seniors boys, returning 10, with 2 boys deciding not to play next year. I have three 8th grade boys signed up to play as freshmen next year and I will recruit 2 more 9th or 10th graders to play. The boy's team should be at 14 next year. I have a senior and a sophomore boy that will compete at the varsity level, 4-5 boys will compete at the JV level and the remainder at the beginner level. The girl's team started and ended with 4 girls. I have one 8th grader signed up to play next year and I will recruit 2-3 more to play. The 4 girls returning will compete in all JV tournaments. The new girls will compete at the beginner level and may move to JV depending on skill level. The girls finished 5th at JV district.

DHS Boys and Girls Swim 2020-21

Coach Jason Lind-Olson

Summary of Events & Activities:

The COVID-19 pandemic severely altered the way this season unfolded.

Tryouts for the Swim Team were not held until September 17th, 2020, because all students were “Remote Learners” for the first 3 weeks of the school year. Even after the first Progress report, I still had 5 swimmers stay in the “virtual classroom”. If you made the team, you were automatically on “Varsity”—as there is no JV team. 9 Girls, and 9 boys made the team, including one boy Diver.

UIL/COVID-19 rules restricted any swim meets this season to be larger than 3 teams. Right away, this eliminated a vast majority of the invitational meets that we were accustomed to attending. Swimmers attended one meet at Alvin, one meet at Clear Brook, and several meets at Texas City against La Porte & Barber’s Hill. Spectators were not allowed at most of these meets.

District 24-6A held their district meet at the Matthew T. Doyle Natatorium in Texas City on January 29th, 2021. In a “normal year” DHS would have had 4 Relay teams make it out of Districts, and advance to the Regional Preliminary competition. These were the Girls 200 Medley Relay, Girls 200 Freestyle Relay, Girls 400 Freestyle Relay, and the Boys 400 Freestyle Relay. However, because of UIL restrictions, only the top 4 Relay teams advanced to the Regional Competition—instead of the top 6 teams like in years past.

The biggest story of the year was my diver, Sophomore Justin Heard, advancing to the 6A State Competition in San Antonio on February 26th, 2021. Justin placed 12th in the State, and scored enough points to make All-State Second Team. We look forward to Justin’s continued success in his Junior and Senior year.

Plans for Improvement:

Athletes will continue to improve by focusing on fundamentals, conditioning, and weight training. Pool practice is Monday - Thursday at the Texas City Natatorium, and Fridays are for "Dry-Land" workouts and strength training on campus. In addition to increasing strength and speed, I will improve the "team dynamic" by including many team building exercises acquired during my Coaches' Training at THSCA (July 21-23, 2019). Having athletes acquire the skill of "team before self" is very important to me--as they will carry this with them into future relationships, and career choices.

Evidence of Success/Growth:

In my third year of coaching, almost a dozen athletes have earned their letterman jackets, along with additional patches. Additionally, I’m hoping to add 6 swimmers to the Varsity roster next year, while only losing 2 Seniors.

Future of the Program:

(Same as last year) In order for the Swimming/Diving program to continue its growth and success, I feel an assistant coaching position is necessary. If the district could have a Junior Varsity Coach take swimmers to JV meets, these athletes will grow in their confidence and be more successful in the long run.

I love being a part of this School District! We are making HUGE improvements ALL areas. Everything from Sports, Fine-Arts, and Academics is going deep into the "play-offs" of their respectful

competitions. Please give Swimming/Diving the opportunity to grow as other programs have--and continue to do.

DHS Boys Track 2020-21

Coach Mark Crooms

1. Summary of procedures, events, activities:

The Dickinson track program began its season on February 01, 2021 and end its season on April 24, 2021 after the regional meet. The program had three teams this season, Varsity Boys, JV and Freshman Boys. We were able to complete a full season. The Varsity Team competed in 8 track meet before distract meet we finish 1st at the Crosby Relays, 3rd at the Ruben Jordan Relays 2nd at the Clear Brook relays. We finish 3rd at the District meet with 92 points

We had several kids performing very well at the District meet.

- Our 4X100 relay team which consisted of: Jabrie Ellison, Marquise Johnson, Trevon Green, and Jarrell Simpsons was 3rd
- 4x200 Relay team of Marquise Johnson, Trevon Green, DeRion Crooms, Rodney Bimage, and Jarell Simpson was 4th
- Luke Martin was 2nd in the 110 hurdles and 1st in the 300 hurdles
- Gage Hardlik was 2nd in the discus
- Canon Boone was 5th in the shot put
- Kai Johnson was 3rd in the Triple Jump
- Jarrell Simpson Long Jump and Triple Jump
- Rodney Bimage was 4th Long Jump
- Marquise Johnson was 2nd in the high jump and 4th in the 200-meter dash.
- Arnoldo Rodriguez, Derrick Turner, and Logan Santos led our Distances Runner

We also Had Several Athlete Perform very well at the Area/Regional meet.

- 4x100 relay team of Jabrie Ellison, Marquise Johnson, Jarell Simpson, and Trevon Green 3rd at Area And 5th at Regional with their time Of 41.76
- 4x200 relay team of Marquise Johnson, Trevon Green, Rodney Bimage, Jarell Simpson and Luke Martin were 3rd at the Area meet and 4th at the regional meet with a time of 1.27.04
- Jarell Simpson was 2nd at the Area meet in the long jump and triple jump at the regional meet he finish 5th in the triple jump and 4th in the long jump with a 23'1" in the LJ and 45'10" in the TJ
- Marquise Johnson was 2nd in the High jump at area and six at regional meet

2. Plans for Improvements/Modifications/Enhancement of efforts:

Improvement for the program will be to continue working with each athlete in recognizing their strengths and weakness on the field, as well as motivating them in those areas. We will also continue as a team toward maintaining clear ground rules and responsibilities.

3. Evidence of success / student performance numbers involved growth and safety.

In 2021 we had 25 freshmen, 35 Junior Varsity and 30 Varsity athletes participating on the Dickinson Gator Track Team. There were four Athletes who Signed letters of intent to run track in college

4. **Evaluation statement regarding current program and potential for near/long term future:**
 As the DHS track program continues to grow we strive for success on the field as well as in the classroom. Our goal is to have more of our athletes qualify for area, regional and state track meets. We aim to create drills and practice plans that are specific toward each area of the track and field program. With a list of comprehensive drills; our goals are to provide a great training environment for skill development and specialized practice plans to enhance the performance of the athletes.
5. **Fiscal impact of any proposed revisions in current programs:**
 We have been very fortunate this year to be able to provide the necessary items needed for our student-athletes.

DHS Girls Track 2020-21
Coach Marvin Welch

1. Summary of Procedures/Events/Activities

This was our 13 year competing in District 24-6A. This district is a very competitive, 3 of the regional winners in girl sprints from the 800m to 100m hurdles all came from this district. DHS was the site for district track meet for the 8th year since we moved up to 6A through our hard work, sportsmanship, and self-discipline it went without a hitch.

2. Pertinent Statistics

Team	Total # of Athletes	Black	Hispanic	White	Other
JV	13	7	4	2	0
Varsity	18	13	2	2	0
TOTALS	31	20	6	4	0

3. **PLANS FOR IMPROVEMENTS/MODIFICATION/ENHANCEMENT OF EFFORTS.** Our plan to improve next season is to get as many athletes to compete as possible. We have a 6 week Track & Field Summer camp available for athletes. We promote local summer track programs to our athletes as well. The huge goal is to get our Jr. High programs to support our organization and improve their numbers. Our Jr. Highs did not have enough people to put relays together for their district meet because of the low numbers. I would like for our Jr. High coaches to attend a T&F clinic hosted by myself and several of my assistant coaches at the DHS. This way it will improve their knowledge of the sport as well improving their numbers, which will improve our high school numbers.

4. **EVIDENCE OF SUCCESS/STUDENT PERFORMANCE/ #'S INVOLVED/GROWTH SAFETY RECORD.** Due to the pandemic our 2020 track season was called to a halt, we still managed to sign 4 out of 5 seniors to athletic scholarship. Janell Havell and Crisstin Riley are competing at Lamar University, LaRiah Shannon is competing at the University of Connecticut and Kaylyn Landry is competing at Fort Scott Community College. This season 2 of our 4 seniors signed athletic scholarships to compete on the college level. Destiny Smith will be competing at the University of Houston and Thea Arnold will be competing at University of St. Thomas – Houston. To complete our 2021 season at the UIL District 24-6A championship where the top 4 places advance to

the Area Meet.

Freshman Alahna Brown placed 4th, Sophomore Mar' Cayla James place 5th in the 100m Dash. Sophomore Jada Lee place 4th, Sophomore Kayden Henry – 5th, Junior Madison Spells – 6th in the 200m Dash. Sophomore Raney Williams placed 3rd.

Senior Destiny Smith placed 1st in the 100 & 300 Hurdles. The 4x100 Relay of Jada Lee, Kayden Henry, Alahna Brown, Destiny Smith placed 1st. The 4x200 Relay of Jada Lee, Kayden Henry, Mar' Cayla James, Alahna Brown placed 1st. In field events sophomore Ra' ianna Artmore placed 1st in the Long Jump. Senior Salaya Holmes placed 3rd in the Triple Jump. Sophomore Cailyn Riley placed 2nd in the Shot Put and 3rd – in the Discus Throw. The Team Placed 3rd Overall!

At the UIL 23 & 24 6A Area Track & Field Championships where top 4 competitors move up to the Region 3 6A Championship. Sophomore Jada Lee Placed 4th in the 200m, Sophomore Raney Williams Placed 4th in the 400m and Senior Destiny Smith Placed 1st in the 100 Hurdles & 2nd in the 300 Hurdles. The 4x100 Relay of Jada Lee, Kayden Henry, Alahna Brown, Destiny Smith Placed 2nd. The 4x200 Relay of Jada Lee, Kayden Henry, Mar' Cayla James, Alahna Brown Placed 3rd. Sophomore Cailyn Riley Placed 4th in Shot Put & 2nd in the Discus, Sophomore Ra' ianna Artmore Placed 2nd in the Long Jump and Senior Salaya Holmes Placed 4th in the Triple Jump.

At the 2021 UIL Region III 6A Track & Field Championships where the top 2 finishers move on to the State meet. The 4x100 meter Relay of Jada Lee, Destiny Smith, Alanha Brown and Kayden Henry finished 5th in Region III 6A and finished #17 in 6A and #25 in the State. Destiny Smith won the 100 Hurdles and placed herself #2 in the State and #5 in the Nation! Destiny also won the 300 Hurdles and placed herself #1 in the State and #5 in the Nation!

Destiny will be compete in the 2021 UIL State Track & Field Championship May 8th in Austin, Texas. Destiny placed 3rd in 300 hurdles and 2nd in the 100 hurdles with the time of 13.22 which tied the previous record set 2016. Her outstanding performance this season ranked her nationally in both events. In the 300 hurdles she ranked #6 and the #4 in 100 hurdles.

Our team is very young and talented, for example our JV girls won the District Track Meet with 147 points out scoring everyone by 43 points. With only 3 seniors graduating this year the team will be very young next year.

EVALUATION STATEMENT REGARDING CURRENT PROGRAM AND POTENTIAL FOR NEAR/LONG TERM FUTURE. We would like to thank the Board of Trustees for all the support they have given this program and recognition to our student athletes. That is one key reason why this program will continue to grow and be successful. Considering the Gator Relays, the 24-6A District meet, and our summer programs, we are exposing the sport to more of our community. We will continue to strive to assist our junior high coaches and athletes. We continue to focus on academics with our student-athletes while pushing them to take advantage of our dual-credit and collegiate programs. The athletic period also helps by giving athletes the opportunity to finish practice earlier and go home to work on academics as well as not interrupting soccer games.

**DHS Boys Soccer 2020-21
Coach Daniel Edinburgh**

1. Summary of procedures, events, activities:

The Dickinson soccer program began its season December 15th, 2020 and finished on March 26th, 2021. The program had 3 teams this season, Varsity, Junior Varsity and a Freshman team. Each team competed in a scrimmages, tournaments and in district play. The Junior Varsity finished 1st in district play and the Freshman teams finished 1st in their division. At the Varsity level, the team finished 3rd.

24-6A All-District Honors

1st Team All District

Alexis Martinez, Bryant Huerta, Jonathan Vega

2nd Team All District

Brandon Trejo, Amado Garcia, Victor Leuvano

Honorable Mention

William Aguirre, Alejandro Trejo, Jorge Abarca

2. Plans for improvements/Modifications/Enhancement of efforts:

The coaching staff has been proactive in setting up a schedule for the boys that they can follow even if they are out. Each day we push them to their max both physically and most importantly mentally. The system appears to be working because we continuously get positive feedback from teachers who have the boys in their classroom. We continually change and tweaking a few things to get the best performance from the boys. We still want them to be better in the classroom, so they have consequences/extra conditioning if the player doesn't maintain an 80 or higher in each class. These young men are not just athletes, but student athletes and one of their goals should be to play in the next level while upholding a proper GPA. We currently have a motto: "Get Better Every Day" So as coaches we currently ask them Is that the best you can do?

Just like the past few year, scoring was a problem for us this season. It has steadily dropped since we have received fewer and fewer club players who go to practice outside of the school's involvement. What the club teams have access to year-round are soccer goals. It is extremely difficult to score goals constantly when you cannot practice shooting on a goal. It would be like having a basketball player aiming for a pole (no backboard or rim) 10 feet up after working on a move to get around someone. Most athletes are visual learners especially when it comes to their sport. So trying to shoot on a soccer goal without having anything there makes it more problematic. We recently bought an all-terrain goal that can be placed on the turf or grass. It is not a full goal, but it still gives the players a target to aim for when practicing.

3. Evidence of success/student performance/#'s involved/growth/safety record:

Our record in district this year was 7-3-2. The games that we lost and tied were games that we simply could not put the ball in the back of the net. We are losing 11 seniors this year, 6 of which are very talented. About 5 juniors consistently started each game so that gives us a little to go on and work on to grow. Next year our numbers should be around 50 to 60 players divided up between the 3 teams. Trying to keep numbers around 18 to 20 players, a team is important. It makes the intensity much higher during practice when the boys have a smaller group to bond. The closer they are the more they push themselves. This year some players were not able to meet the high expectations the program has so they left on their own accord. Each year the number of athletes leaving will be lower, which in the end will streamline our program. We will continue to have teams at the Jr. High to improve their skills so that one day they too might be the future varsity. It is good for the Jr. High players to meet the coaching staff at the High School so they know what the expectations' are at the next level. McAdams won their division and Kranz did well but did not finish out their games like they should have.

4. Evaluation statement regarding current program and potential for near/long term future:

Positive thinking and attitude breeds positive outlooks. If the boys continue to push themselves, making not only themselves better but also their teammates, then the program has a positive future. With our continued growth as a strong athletic program, we will continue to be a strong team in our district. This program should see continued runs for the playoffs. The goal for this program in the long term is that the Dickinson Boys’ Soccer Team is a team opponents know will be a formidable one to meet on the field. Other teams will know that “We are a team that works like no one else so we get results like no one else!”

5. Fiscal impact of any proposed revisions in current programs:

Each year, the equipment bought is used for a clean appearance, and to enhance and strengthen the athletic ability of each student athlete in our program. We are truly thankful for any financial support given to the soccer program.

**DHS Girls Soccer – 2020-21
Coach Samuel Goodwin**

1. Summary of procedures, events, activities:

We were able to fill 2 teams (JV-A, Varsity) with 24 players on JV-A, and 16 on Varsity. JV-A had 3 wins during district and Varsity had 2 in district. The girls showed a lot of pride, perseverance, and hard work throughout the entire season. I’m only graduating 4 seniors with 3 Senior being starters. Throughout the season, the girls were faced with a lot of trials and tribulations. They stayed together and showed up to every game looking to see progression or to win. As a coaching staff, we never saw them show up thinking they were going to lose.

Tournament - No tournament’s due to Covid policy.

2. Statistics for JV and Varsity:

ETHNIC BREAKDOWN

	Numbers	White	Black	Hispanics	Other
JV A	24	3	0	21	0
Varsity	16	4	2	10	0
Total	40	7	2	31	0

District Record

	Wins	Loss	Ties
JV A	3	7	1
Varsity	2	11	0

GROWTH IN SOCCER PROGRAM

Teams	2017	2020	2021
High School	41- 2 teams	39- 2 teams	40- 2 teams
Jr. High girls 7th/8th combined	30	No season	51- with both schools

3.Plans for improvements/Modifications/Enhancement of efforts:

We have made many improvements with the buildings and the facilities. We have not made any more changes to facilities this year. However, we were able to purchase numerous performance equipment like, agility rings, cones, speed chutes, ball pumps, and pop up soccer goals. This was approved and purchased by our athletic department and activity account.

4. Evidence of success/student performance/#'s involved/growth/safety record:

The positive performance by our coaching staff has impacted program growth and success. Our players are doing well in our classrooms and are expected to perform at a higher level in athletics, community and education. Our varsity athletes are still in the top of their classes. We have support from our staff and parents in the understanding of the importance of molding a complete student- athlete and person. Each player understands that they will be evaluated and assigned to the most appropriate team that suits their individual soccer abilities. This year it the games were more competitive and closer than previous years. Also a player received a scholarship to play at SAGU (Southwest Assemblies of God University).

5 Evaluation statement regarding current program and potential for near/long term future:

The girls' soccer program has shown stability throughout the years and has improved participation wise. More girls are wanting to play soccer and building with the program. The program has received continue support throughout the community and our parents. Our girls have been successful in the classroom as well as in the community. Whenever Covid has lessen we will continue to perform community service within our town. We are hoping that the exposure to our community's needs will bring awareness to our district, city, and girls' program.

DHS Boys Basketball 2020-21

Coach Jason Wilson

TEAM ACCOMPLISHMENTS

- Team Record: 12-9
- District Record: 8-4
- District Place/Standing: 2nd Place
- Playoffs: 1st Round(Bi-District) lost to Pearland Dawson

PLAYER ACCOMPLISHMENTS

Patrick Williams – Defensive Player of the Year & 1st Team

Vernon Glover – New Comer of the Year & 1st Team

Keith Cooper – 1st Team

Donovan Green – 2nd Team

Donovan Pointer – 2nd Team
 Canon Boone - Honorable Mention
 Chase Johnson – Honorable Mention
 Jackson Mills – All-Academic Team

TEAM ROSTER

1 - Chase Johnson....Jr
 3 - Vernon Glover....Soph
 4 - Cortlin Amos....Jr
 5 - Jathan Caldwell....Sr
 11 - Donovan Pointer....Jr
 12 - Donovan Green....Jr
 13 - Jayson McGaskey-Caldwell....Jr
 14 - Jackson Mills....Sr
 15 - Isaiah Diaz....Sr
 21 - Canon Boone....Sr
 22 - Keith Cooper....Sr
 23 - Patrick Williams....Jr

Head Coach: Jason Wilson

Assistants: Matthew Klingenberg, Justin Wilson, Jordan Dancer, Teron Guidry, Shannon Jones, Nicholas Vogt

Student-Managers: Gabriel Lynch, Da'Nyse Allen, Leah Salas, Haleigh Williams.

Student-Trainers: Si'Aden Grant, Makenzie Johnson, Kayden Quebe

DHS Girls Basketball 2020-21
Coach Natasha Dowell

1. SUMMARY OF PROCEDURES/EVENTS/ATHLETICS.

The Dickinson High School Basketball Program participated in District 24-6A. 9A/JV/Varsity. Due to COVID-19 the season was shortened and tournaments were not allowed.

2. PERTINENT STATISTICS-SUCH AS NUMBERS, DESCRIPTIONS OF VARIABLES, CURRENT STATUS RELATIVE TO PRIOR YEAR, ETC...

We had approximately 36 student/athletes play on teams –Varsity, Junior Varsity and Freshman. The Varsity team was the only team that was able to finish the district due to COVID-19 quarantine.

DHS Basketball Ethnicity

	<u>Varsity</u>	<u>JV</u>	<u>Freshmen</u>
Asian	2	0	0
Black	11	6	11
Hispanic	0	1	1
White	1	3	1

The Varsity team improved from previous year finishing 2nd in District play for the first time since becoming 6A, earning a playoff berth. The team went on to win its first playoff game since 2008 by

beating Pearland Dawson and becoming Bi-District Champs before losing to Summer Creek in the 2nd round.

2020 DHS Basketball Records

Varsity	Overall: 18-7	District: 9-4
Junior Varsity	Overall: 11-6	District: 5-4
Freshmen A	Overall: 7-5	District: 5-4

3. PLANS FOR IMPROVEMENT/MODIFICATIONS/ENHANCEMENT OF EFFORTS.

In pre-season, we will continue to play more competitive teams to prepare us for district. Varsity will continue to attend competitive Tournaments as well.

We will encourage our athletes to play AAU Basketball outside of school in order to compete with district schools. To stay competitive in 6A, our athletes must gain experience beyond their high school season. We will also host open gym during the summer as well as attend Strength & Conditioning.

As a staff, we will attend coaching clinics, etc... to improve our knowledge of the game. We will also continue to offer 5th-8th grade and High School Basketball camps to improve the skills of all our players. We will rotate going to both Junior Highs in off- season during 6th period to work with the incoming freshmen (8th graders at this time) to better prepare them for high school basketball.

As with any sport or academic class, our athletes as well as the program must have a good core skill foundation to become successful. Our coaching staff will do everything possible to help our athletes be successful as well. We will not shy away from hard work.

4. EVIDENCE OF SUCCESS/STUDENT PERFORMANCES/ #'S INVOLVED/GROWTH/SAFETY RECORD, ETC...

1st Team All District- Salaya Holmes, Brandolyn Freeman
2nd Team All District-Cecilia Chong, Danielle Porter, Tiarra Spells
All Academics-Sterling Gibbs, Cecilia Chong
All County-2nd Team-Salaya Holmes
Honorable Mention-Brandolyn Freeman

We expect our numbers to continue to grow and anticipate athletic depth in our program. With additional growth, we expect additional improvement. We will continue to improve our efforts in the off-season and pre-season by conditioning to avoid injuries, and we will definitely encourage our athletes to condition during the summer in preparation for the upcoming season. We will highly encourage attendance and participation in the school district's strength and conditioning clinic offered in the summer. We will have open gym in the spring and the summer for skill development.

5. EVALUATION STATEMENT REGARDING CURRENT PROGRAM AND POTENTIAL FOR NEAR AND LONG-TERM FUTURE.

The tradition and expectations are in place for our athletes to work hard and "give it your all" in every aspect of the program every day. The standard is to be competitive each and every season. We want to instill that you must work hard to be successful, and that attitude will help you throughout your life.

DHS Powerlifting 2020-21
Coach Earl Ricicar

1. Summary of procedures, events, activities:

The Dickinson Power Lifting program began its season after the football season ended. The season ran from late December 2020 to the end of March 2021. The program had three teams this season, a varsity boys' team that competed in 5 contests, a varsity girls' team that completed in 4 contests and a junior varsity boys' team that competed in 4 contests. In addition the program had 13 athletes that competed in regional and state competition. The power lifting program ended the season with 3 athletes advancing to the state championship.

Individual honors:

Male Qualifiers for Regional Meet (11 Lifters)

Dandrea Hutchinson finished 3rd in the 114 lb. class (Sr.)
Tyler Vu finished 10th in the 114 lb. class (Soph.)
Jim Gomez finished 7th in the 132 lb. class (Jr.)
Josyah Delekaita finished 12th in the 132 lb. class (Fr.)
Cace Jones finished 2nd in the 181 lb. class (Soph.)
Bladdin Hill finished 10th in the 181 lb. class (Jr.)
Jonathan Sagastizado finished 6th in the 198 lb. class (Jr.)
Jason Pinder finished 2nd in the 220 lb. class (Sr.)
Andrew Laws finished 4th in the 220 lb. class (Sr.)
Dereiaz Wilson finished 6th in the 275 lb. class (Jr.)
Josiah Mason finished 2nd in the SHW lb. class (Jr.)

Female Qualifiers for Regional Meet (2 Lifters)

Diamond Trevino finished 9th in the 198 lb. class (Soph.)
Deaisha Boone finished 6th in the 259+ lb. class (Soph.)

The 3 STATE Qualifiers this year were:

Cace Jones finished 10th in the 181 lb. class (Soph.)
Jason Pinder finished 15th in the 220 lb. class (Sr.)
Josiah Mason finished 10th in the SHW lb. class (Jr.)

2. Pertinent statistics:

- Varsity – 3 State Qualifiers
- Ethnic participation data

	Numbers	White	African American	Hispanic	Other
Varsity	21	4	8	7	2
JV	34	10	15	9	0
<u>TOTALS</u>	<u>57</u>	<u>25%</u>	<u>42%</u>	<u>29%</u>	<u>4%</u>
Coaches	2				

3. Plans for Improvements/Modifications/Enhancement of efforts:

Improvements on the Power Lifting program will begin with the coach installing a good work habit and lifting routine for the returning athletes during the off-season. Also, the program will advance with the experience of all the returning athletes.

4. Evidence of success/student performance/#'s involved/growth/safety record:

Out of the 21 varsity lifters, 11 boys and 2 girls qualified for the Regional Finals and there were 3 boys that qualified for State. Eleven of the regional qualifiers will return for next year. Through the whole season, there were no serious injuries to report.

5. Evaluation statement regarding current program and potential for near/long term future:

The DHS Power Lifting program is always trying to strive for success in athletic competition and academically. As of now, the program is in good shape and set up for future success far and near. The program is always open for improvement and student-athlete success.

DHS Baseball 2020-21

Coach James "Bo" Davis

1. Summary of procedures, events, activities:

The Dickinson baseball program began its season Friday, January 22, 2021 and finished on Friday, May 7, 2021. The program had three teams this season, Varsity, Junior Varsity and Sophomore team. Each team competed in 4 scrimmages and 3 full Tournaments. The Varsity finished with a 14-12-1 overall record. The Junior Varsity finished with a 14-9 (7-5 – 4th Place) overall record. The Sophomore team finished with a 8-11 (5-7 – 5th Place) overall record.

The varsity team was ranked in the Pre-Season Top 15 in the Greater Houston Area.

3 graduating seniors have signed letters of intent to play collegiate baseball:

Korey Cooper – LSU-Eunice

Lino Nunez – Alvin Community College (ACC)

Miguel Ortiz – Angelina College

2. Plans for Improvements/Modifications/Enhancement of Efforts:

The Dickinson Baseball Program will continue its summer league, summer workouts, fall league, and weight lifting in the off-season. We'll also continue to lift during the season. This will allow our athletes to develop their offensive and defensive skills along with their strength, speed, and agility.

3. Evidence of success/student performance/#'s involved/growth/safety record:

6 starters will return for the 2022 season, including 1 all-district selection (from 2021). We will have sufficient talent to fill the rest of the roster. We had 48 athletes participate in baseball during the 2020-21 school year. 14 on varsity, 16 on JV, and 18 on the Sophomore team. There was 1 injury during the season.

4. Evaluation statement regarding current program and potential for near/long term future:

The DHS Baseball program will continue to build on the strong athletic and academic foundation that we have laid out this past season. In the short term, our goal will be to win District. In the long term, we want to continue to build and develop our athletes in order to prepare them for the mental and physical challenges of playing in one of the toughest 6A districts in the state and beyond.

Winning will breed excitement and success. The varsity has won district twice (2017 & 2019), gone to the playoffs 4 years in a row (2017-21), won Bi-District 3 years in a row (2017-19, the 1st time in school history), won Area for the first time in 31 years (2019), finished with a winning record (14-12-1) for the 6th year in a row, and won 20+ games overall 3 years in a row (2017-19). We look forward to continuing our new winning tradition in 2022 and the excitement that it brings to our school and community.

DHS Softball 2020-21

Coach Timi Radicioni

1. Summary of procedures, events, activities:

The Dickinson softball program began its season January 15, 2021 and finished on April 30, 2021. The program had two teams this season, a varsity and junior varsity. Each team competed in scrimmages, tournaments, and district play. At the varsity level, the team finished 3rd in district with a 6-7 record and an overall record of 12-12. The varsity participated in the first round of playoffs (Bi-district). At the JV level, the team finished as district champions with a 10-2 district record and a 15-4-1 overall record.

24-6A All-District Honors

1st Team All-District Outfield-Kayden Henry

2nd Team All-District Shortstop-Emily Garcia

2nd Team Designated Player-Alyssa Littles

Honorable Mention-Kadence Williams and Yasmyn Stewart

Academic All-District

Nataley Hernandez

2. Plans for Improvements/Modifications/Enhancement of efforts:

Improvements of the program are to continue building confidence and belief of the athletes within themselves. This will allow the athletes to strengthen their skills for the game, both offensively and defensively. We continued building a stronger foundation and will continue to build upon that year after year. Also, the program will advance into the post season with the experience of all the returning athletes.

3. Evidence of success/student performance/#'s involved/growth/safety record:

10 varsity players will be returning for the 2022 season. The JV will continue to build strength and sharpen skills needed to make varsity. The coaching staff will attend coaching clinics to bring in new ideas for drills that will motivate the athletes to work harder at the level of competition needed for 24-6A skills. Throughout the whole season, there were no serious injuries to report.

4. Evaluation statement regarding current program and potential for near/long term future:

The DHS softball program is always trying to strive for success in athletic competition and academically. As of now, the program has set up its foundation for future success with continued fundamentals development of current and new athletes. The program is always open for improvement and student-athlete success.

DHS Strength and Conditioning 2020-21
Coach Marvin Welch

1. Summary of Procedures/Events/Activities

This was our 6th year having a Strength & Conditioning program. The strength & conditioning program begins with 7th grade athletes. Athletes are taught proper form, technique, warm up, speed and agility drills. Athletes are also reinforced on the safety, rules and lifting is only done in the presents of a coach. This begins in the summer with our S&C camp and is progressed and reinforced during the year.

2. Pertinent Statistics

Period	Main Weight Room		Aux. Weight Room	
	Male Athlete	Female Athlete	Male Athlete	Female Athlete
1	0	50	0	0
3	17	2	0	0
4	107	0	0	0
5	20	0	0	0
6	20	0	0	0
7	102	95	26	13
Total	266	147	26	13

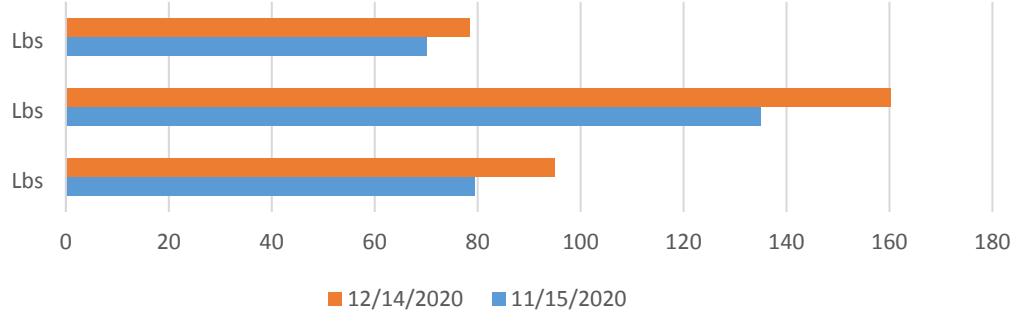
3 Plans for Improvement/Modification/Enhancement of Efforts

Our plan to improve next year is to get as many athletes to utilize the Strength & Conditioning as possible. Continue to use innovative ways to fulfill the needs of as many sports in the weight rooms as possible without overloading. Begin the use of our sports GPS system, the system transmit data from mph, volume, top speed and impact (concussion) for each athlete. Web-based program will be introduced next year to our athletes. The program will give the athletes the ability to find their personal workout that is specifically designed for them on a smart phone or tablet. We will also continue to introduce all athletes to weight training, form running and speed training during our six week summer camp. In efforts to reach more athletes this summer, each campus coordinator will lead Summer Strength & Conditioning Camp on their Jr. High campuses.

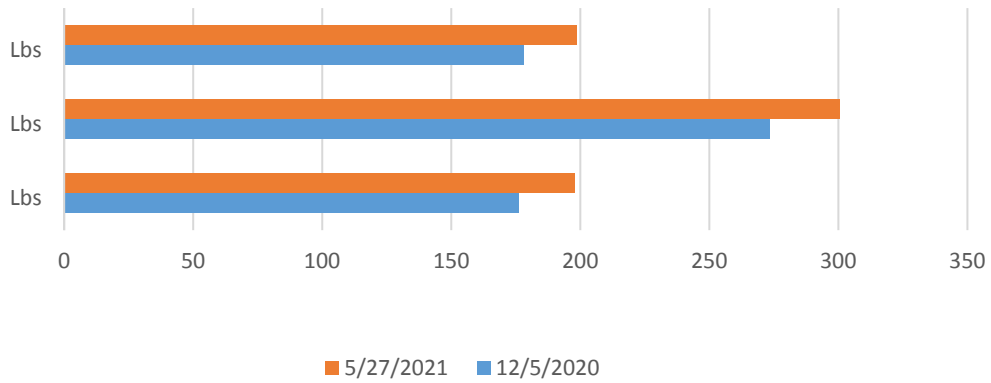
4 Evidence of Success/Student Performance/#'s involved/Growth Safety Record

Due to the pandemic, offseason for the spring was down virtually using bodyweight in the safety of each athletes home. Our athletes decreased in lean mass, strength and power when they returned. Our goal each year is to improve in 3 Core Lift Power Clean, Bench Press and Squat. We assess at least twice a year during each period. Data shows there was a significant increase in all three core lifts.

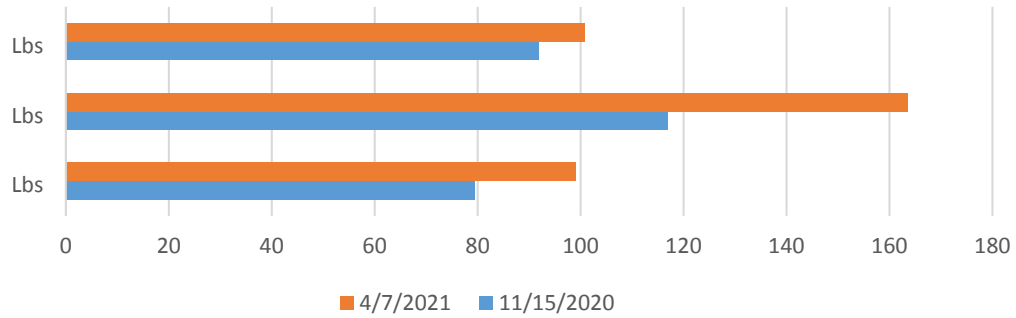
1st Period



4th Period



5th Period





4. **Evaluation Statement regarding current Program and Potential for near/long term future:** Our current strength and conditioning program is one of the few in area, and is a benefit to our athletes. For our athletes we can minimize or offset the incidence and severity of sport-related injuries common to our young athletes. Our athletes participate in a well-designed strength and conditioning program that will improve their speed, strength, power, help them move more efficiently, and be more athletic than they would be without our program. For the district our program can help limit a campus/district liability and implement procedures that support risk-management. In the near future my goal is to support our Jr. High Schools with more strength & conditioning support on their campus. Jr. Highs we will see a decrease in season ending injuries as well as an improvement in the physical and mental development especially in our girls' sports. On average over 400 athletes have individually designed strength programs on paper for each athlete and are implemented and designed by one S&C Coordinator who is also responsible for teaching a health education class. Long term goals would be to have the strength & conditioning coordinator position as a full-time position designated to all athletics much like Athletic trainers. As well as expansion of the S&C personnel to meet the needs of all secondary campuses.

Kranz JH
Girls Volleyball, Basketball and Track 2020-21
Girls Coordinator Incela Rodriguez

1. **Summary of events:**
 Kranz filled 4 volleyball teams this season.

8th grade A and B (23 athletes)
 7th grade A and B (24 athletes)
 8th grade A went 5 and 2 overall for the season, B went 5 and 2.
 7th grade A went 2 and 5 this season, B went 1 and 6.
 No tournaments this year due to COVID-19.

Kranz filled 4 basketball teams this season.
 8th grade A and B (21 athletes)
 7th grade A and B (20 athletes)
 8th grade A went 4 and 1 overall for the season, B went 2 and 3.
 7th grade A went 0 and 3 this season, B went 1 and 4.
 No tournaments this year due to COVID-19.

Kranz filled 2 track teams this season.
 8th grade – 9 athletes
 7th grade – 7 athletes
 8th grade – our 4x4 relay team finished 3rd in the district meet.
 7th grade – 1 of our athletes finished 1st in the triple jump and 200m Dash & 2nd in the 100m Dash.

2. Evidence of success:

Our athletes showed improvement in volleyball and basketball from week to week and competed in every game.

3. Potential for program growth:

We will continue with our strength and conditioning program in our athletic periods to help build stronger, faster, and more agile athlete. We will also continue our mental training program twice a month during our athletic periods to help build a mentally strong athlete.

4. How can we continue to grow as a program:

Our coaches will attend trainings and conferences to grow in their knowledge of the sports they coach.

VOLLEYBALL ONLY 2020

ETHNICITY	8th grade	7th grade
White	9	9
African American	8	6
Hispanic	6	9
Other	0	0
TOTAL	23	24

GIRLS BASKETBALL ONLY 2020-2021

ETHNICITY	8th grade	7th grade
White	5	7
African American	9	8
Hispanic	7	5

Other	0	0
TOTAL	21	20

GIRLS TRACK ONLY 2021

ETHNICITY	8th grade	7th grade
White	2	5
African American	4	1
Hispanic	3	1
Other	0	0
TOTAL	9	7

Kranz JH

Boys Athletics 2020-21

Boys Coordinator Nick Vogt

1. SUMMARY OF PROCEDURES/EVENTS/ ATHLETICS

Football

We fielded 4 football teams at Kranz this year. We filled 8th Grade A and B teams as well as 7th grade A and B teams. 7th grade had 55 athletes eligible for football. 8th grade had 56 athletes eligible for football. We played a different schedule this year than usual as our district was divided into 3 divisions due to Covid-19. Our 8A went 1-4, and our 8B went 3-2-1. Our 7th grade teams had a very successful season as both won the division championship. Our 7A went 6-0 and our 7B went 4-1-1.

Plans for improvements/modifications/enhancement of efforts.

As a football staff at Kranz JHS we plan on attending different clinics around the state. These include but are not necessary limited to Glazier Football Clinics along with the THSCA Coaching School over the summer. We also plan on working closely with the high school program to implement any changes they see fit.

2. Evidence of success/student performance/#'s involved/growth/safety record, etc.

As a whole our program went 14-7-1. Our athlete's knowledge and abilities grew every week. Our coaches worked very hard to continue our goal of getting our athletes ready for high school in both the classroom and on the field.

We took every precaution necessary to prevent the spread of Covid-19 at Kranz. This included dressing in shifts in the locker room, wearing masks at all times in the building, washing and sanitizing equipment after games and practice, washing or sanitizing hands anytime entering locker room, along other precautions.

3. Evaluation statement regarding current program and potential for near and Long-term future.

We are creating a winning culture at Kranz JHS based on hard work and grit. Our athletes know that they expected to carry themselves the "Gator" way on both the football field and in the classroom. We take pride in instilling a tough mindset that will carry over to the high school

level. We hope to build our numbers up and hopefully create C teams on both the 7th and 8th grade level. This is will give more athletes the opportunity to improve on the football field.

2020 Season:

Our 7A team won the district championship with an undefeated season. Our 7B also won the district championship. Our 8A went 1-4 and our 8B went 3-2.

Kranz JH
Boys Basketball and Track
Coach Nick Vogt

Basketball

Our 8A team won the district championship with an undefeated season. Our 8B took 2nd place and improved a great deal. Our 7A and 7B teams both took 2nd place in their divisions.

Track

We had a very successful track season in both 8th and 7th grade. Our 8th graders took 2nd place overall and our 7th grade were district champions. We had several athletes take home 1st, 2nd, and 3rd place medals at the district meet.

Evidence of success/student performance/#'s involved/growth/safety record, etc.

In basketball our 8A won the district championship and no other team took lower than 2nd place. Our athlete's knowledge and abilities grew every week. Our track season was a huge success with 7th grade winning district and 8th grade taking 2nd.

Fiscal impact of any proposed revisions in current program.

Due to covid we only participated in one fundraiser this year. We raised \$1,500. Currently we have just over \$2,000 in our activity fund. Next year we will have two fundraisers and are hoping to raise \$3,500.

McAdams JH
Girls Volleyball 2020-21
Girls Coordinator Erin Cole

Summary of events:

McAdams filled 4 volleyball teams this season.

8th grade A and B (23 athletes)

7th grade A and B (23 athletes)

8th grade A: 0-7 8TH grade B: 3-4

7th grade A: 0-7 7th grade B: 1-6

Evidence of success: This season was challenging due to the COVID shut down from the previous year. Our success was measured in their skills that improved throughout the year.

Potential for program growth: Each year our coaching staff takes steps to improve what they know about the sport they coach. We attend coaching schools and use online resources. We meet often to discuss what is working and what may not be working that needs improvement.

How can we continue to grow as a program: This year we saw our 7th grade numbers drop due to not being able to do a 7th grade tryout. We will have that option again for the following year. We have a strong set of coaches on staff who continue to search out potential in students.

A para is available and is being utilized in conditioning for all athletes. With a para we are able to focus on off season workouts and in season workouts.

Ethnicity	8th grade	7th grade
White	5	5
African American	15	11
Hispanic	3	7
Asian	0	0
TOTAL	23	23

McAdams JH
Girls Basketball 2020-21
Girls Coordinator Erin Cole

Summary of events:

McAdams filled 4 basketball teams this season.

8th grade A and B (14 athletes)

7th grade A and B (14 athletes)

8th grade A: 2-2

8th grade B: 3-1

7th grade A: 3-0

7th grade B: 1-2

Evidence of success: This season was challenging due to the COVID shut down from the previous year. Our success was measured in their skills that improved throughout the year.

Potential for program growth: Each year our coaching staff takes steps to improve what they know about the sport they coach. We attend coaching schools and use online resources. We meet often to discuss what is working and what may not be working that needs improvement.

How can we continue to grow as a program: This year we saw our numbers drop due to COVID. With quarantine guidelines, completing a full season was difficult. We have a strong coaching staff that will continue to seek out potential athletes.

A para is available and is being utilized in conditioning for all athletes. With a para we are able to focus on off season workouts and in season workouts.

ETHNICITY	8th grade	7th grade
White	1	5
African American	10	5
Hispanic	3	4
Asian	0	0
TOTAL	14	14

McAdams JH
Boys Athletics 2020-21
Boys Coordinator Michael Guillory

SUMMARY OF PROCEDURES/EVENTS/ ATHLETICS

Football

We fielded 4 football teams at McAdams this year. We filled an 8th Grade A and B teams as well as a 7th grade A and B teams. 7th A team carried 32 athletes, and B team carried 35. 8th A team carried 25, and 8B team carried 40. We played 6 games with the Gator bowl canceled at the end due to Covid-19. The football teams were successful this year. The 8th Grade A Team went 4-2 for the season with second place. The 8th Grade B Team went 4-2 for the season with second place. The 7th grade A team went 5-0-1 for the season winning first place in the silver bracket. 7th grade B team went 5-1 Tied for 1st with Victory Lakes. All teams combined produced 18 wins, 5 losses, 1 Tie, and 2 first Place Silver bracket championships.

Plans for improvements/modifications/enhancement of efforts.

We are attending meetings or clinics that involve the skills to coach multiple positions. Our youth football league has grown to further help with the success of McAdams football teams. We have gained knowledge about using the weight room to build our athletes to be bigger, faster, and stronger. We evaluate at the end of each season and work together as coaches to come up with ways to improve our preseason, post season, and offseason. We work on teaching discipline, work ethic and character in order to make the student-athlete a complete person.

Evidence of success/student performance/#'s involved/growth/safety record, etc.

We were successful with McAdams football this fall and showed great improvement by the end of the season. With our success, we have PE. Students now interested in playing football next year both 7th and 8th grade.

Evaluation statement regarding current program and potential for near and Long-term future.

McAdams is continuing to grow. The coaches stay open minded to know strategies and approaches to athletic success. Our coaches will attend conferences to learn new ideas and strategies for working with young athletes. We also recommend our coaches attend Friday night football games to help and learn the program. We will continue to stress discipline and leadership to our student-athletes.

The boys' football program numbers were good considering the Covid-19 Outbreak. We were able to make 1st place spots for both 7th grade A&B Teams.

McAdams Football Fall of 2020				
White	7 th	16	8 th	13
African American		31		32
Hispanic		20		20
Asian		0		0
TOTAL		67		65

Basketball: During Basketball we had a few games get canceled due to COVID. The season finished with MJHS in 3rd place for 7th Grade and 5th place for 8th Grade.

XC: We had 3 Boys. Next year we will promote XC earlier and have a goal total of 10 or more Boys out for XC.

Track: For track we filled a 7th and 8th grade teams. We won 1st in shotput, 4x100, 4x200, 200 and 2nd Place in 4x400. Next year we will focus on practicing more field events to gain the team more points.

Soccer: For Soccer we had a team of 18 Student Athletes. We went undefeated winning the South Division championship.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 7, 2021

Item Title: Fine Arts/Performing Arts Report

Agenda Item: Wade McDonald

Background Information

Attached is the annual Dickinson ISD Fine Arts/Performing Arts report.

Recommendation

Information only.

Action Item: _____ **Yes** X **No**

Dickinson High School Band Program

Directors: Trevor Braselton, Risa Hsu, Todd Sommer, Robbie Wang and Aaron Stickley

MJHS Directors: John Hinojosa and Michelle Bilek

Kranz Directors: Kelby Koch and Juan Castillo

Rebekah Delgado – **DMS**, Rumaldo Saenz – **BMS**, Jessicah Saldana – **LMS**, Will Carroll – MS Floating

Brief summary of new procedures/events/activities:

- DHS student leadership continues to be the backbone of our success. This year, we had virtual leadership training via zoom.
- Continued use of the Charms management system allows for effective communication with parents.
- We continue with Smart Music technology and the Harmony Director on all campuses.
- Additional extrinsic awards for the school year include a Main Event Day for students consistently showing musicianship and growth in the classroom for sixth to eighth grade district band students and a sixth grade end of the year rewards party at Urban Air.
- Kranz Jazz band on Fridays after school has become an opportunity to explore different styles of music and expand their creativity learning how to improvise/solo and improve sight reading skills.
- Kranz has added a band booster club which is starting to help us build relationships with parents and support the program.
- At Kranz we have started having students become “band aids.” These students choose to learn a secondary instrument to help the third band members. This has led to a better culture in our younger band and provided leadership opportunities for others
- Various clinicians are used to enhance the students learning opportunities.

Pertinent statistics

DHS Band

- Total Enrollment 240 ; Male 112 , Female 128
- Ethnicity Breakdown: White 81, Black 33, Hispanic/Indian 113, Asian 10, Pacific Islander 3
- Freshman 74, Sophomore 68 , Junior 51 , Senior 47

McAdams J.H. Band

- 127 total students, Male 71, Female 56
- Ethnicity Breakdown: White 40, Black 22, Hispanic 62, Asian 3

Kranz J.H. Band

- 154 total students, 95 – 7th graders, 59- 8th graders
- 64 girls, 90 boys
- Ethnicity Breakdown: White 47, Black 18, Hispanic 86, Asian 3

Dunbar, Barber, and Lobit MS Bands

- Dunbar Band - 46 students; 31 Male, 15 Female; 13 White, 9 Black, 24 Hispanic , 0 Asian
- Barber Band- 52 students; 22 male, 30 female, 22 Hispanic, 21 white, 8 Black, 1 Asian
- Lobit Band- 35 students; Male 26; Female 9; White 16; Black 9 ; Hispanic 10; Asian 0

Plans for improvement/modification/enhancement of efforts:

- Honors credit is offered this year at DHS as well as AP Music Theory.
- Continue to develop and encourage the private lesson program to improve individual playing skills.
- Developing a plan to work with individual students and provide one-on-one instruction at little to no additional costs to the students using Google classroom.
- New music arranger, drill writer and program coordinator for the DHS Marching Band for 2021 season.
- Develop a way to split band’s regularly for more specialized instruction.
- Constantly balance instrumentation at the 6th grade campuses to ensure no shortages occur at the JH.
- Utilize Smart Music for future assignments next school year.
- Help students practice more intelligently with a type of focused approach, so they can become more efficient.
- Middle school bands are working to find ways to help students with financial difficulties afford private lessons.
- Our goal is to maintain this momentum to serve the community with the finest instrumental music program available anywhere.

Evidence of success/student performance:

DHS Band

- All three concert bands earned straight 1's at the UIL Concert and Sight reading contest.
- **Freshman Region** – Kiersten Spaw, Michael Esquivel, Trey Greer, Natalee Diaz, Peyton Jensen, Ethan Messina, Justin McLaren, and Devin Dunn
- **District Band** – Yhovanka Marquez, Yecica Lopez, Landon Webb, Emilio Renovato Jr., Emily Korenek, Liz Gonzalez, and Devin Dunn
- **Region Band** – Homero Avila, Kenneth Bagtas, Chris Garcia, Juan Camacho, Ubaldo Atonal, Ricardo Campos, Ajani McKentie, Karen Martinez, and Justin McLaren
- **Area advancement-** Trenten Hill, Camryn Williams, Adrian Allen, Josh Cauthron, Cade Lacey and Gavino Rivas
- **All-State Qualifiers-** Trenten Hill and Camryn Williams

MJHS Band

- 16 students placed in All-Region Band, 11 All-District Band
- 112 Students earned first division at Solo Contest
- UIL competition: Honors and Symphonic Bands earned a Sweepstakes Award

KJHS Band

- Region Band- 54 out of 57 students who auditioned made district this year. 46 of these students made region band. 50% of the top two chairs of each instrument were from Kranz. Eight students made 1st chair. Six students made second chair. Kranz had the most make region out of all the other schools in the region (46). Second highest school had 30 students make region, so the individual level of the Kranz students is quite ahead of the competition. 1st year we had 13 make region. 2nd year we had 27 make region.
- 100% Participation at solo contest. 121 Students earning 1st division
- 2021 results: Honors Band received Sweepstakes at UIL, Grand Champion (1st overall) at Gator Music Festival. Band will be entering for TMEA invited ensembles and National Competitions-results announce this summer.

MS Bands

- 2020-2021 we formed the Kranz jazz band on Fridays to give students the opportunity to learn to improvise and learn new styles of music. They performed at the Spring concert and it was a huge success!

MS Bands

- Several students from all three bands received 1st division ratings at the MJHS Solo and Ensemble contest.
- Although numbers were down this year due to the pandemic and no opportunity for recruiting, the numbers have returned for the next school year at all campuses.
- We are maintaining a high level student performance and quality instruction. With the help of band staff from the district, we are able to accommodate the schedule we are given.

General evaluation statement regarding the current program and the projected potential for near and long term future:

- The Dickinson band program is going strong. Students accept the high standards set by directors, as well as help set the standard.
- Positive student leadership allows us to continue the great tradition of success that the Dickinson Bands have achieved for decades.
- Band staff is working together harmoniously and assisting one another at the Middle School, Junior High, and High School campuses to assure the success of our students.
- As we, the directors, find new ways to teach necessary concepts and use tried and true methods that have kept the Dickinson Band one of the most respected in the nation, the students are taking and using the resources provided to improve themselves individually and strengthen the band program as a whole.
- Future looks bright for continued success. Thank you for your continued support.

Dickinson ISD Choral Program

Zachary Foster (DHS), Carrie Doss-Davis (MJH), Imani James (KJHS) James Goan (DMS), Nicole Castille (BMS), and Kathryn Haynes (LMS)

Brief summary of new procedures/events/activities:

- The choir program at DHS performed 2 virtual concerts this year with help from our Video Technology department. Our Christmas Concert was a mix of DHS Traditional Christmas tunes with some newer material

featuring our Varsity Choir, Concordia. The Pop Show was recorded in May featuring a record number of solos and duets.

- The JH Choirs have continue to retain a friendly but competitive spirit.
- MJH Choir recorded a Halloween music video in lieu of a fall concert due to COVID.
- MJH Choir released a Winter Concert (pre-recorded) to parents via Skyward in lieu of an in-person winter concert.

Pertinent Statistics:

- DHS Choir enrollment: 144 (male 40, female 104)
- MJHS Choir enrollment: 76 (male 35, female 41)
- KJHS Choir enrollment: 86
- BMS Choir enrollment: 71 students (37 boys, 34 girls)
- DMS Choir enrollment: 194 (92 girls, 102 boys)
- LMS Choir enrollment: 10 virtual students; 53 in person students

Plans for Improvement:

- DHS plans to attend the North Texas Chamber and Madrigal Festival next spring to compete against some of the very best choirs in Texas.
- Keep working on growth and quality of choral program at DHS and district wide. Students have the opportunity to work with a voice instructor who has a current studio of 7 students and will continue to grow. Additionally, we are bringing on a voice instructor to teach vocal lessons for our MJH and KJH programs.
- Implementation of a “mock” UIL for the 6th grader choirs (hosted by the JHs).
- Continue to work closely with choral team to vertically align choral curriculum through all levels.
- Lobit MS has successfully recruited more males into Choir.
- BMS is gaining ground on changing the culture of choir at school and working closely with theatre to provide other outlets and opportunities for performances.
- LMS worked hard to provide some performance opportunities during this pandemic such as the Christmas Parade in Dickinson.
- MJH held school wide varsity auditions this year to help increase success by having a true Varsity Choir Class period, as well as increase choir numbers overall.
- All choirs look forward to reinstating many of our normal yearly activities, including but not limited to: Opera Trip, Concerts, singing National Anthem at JH Home Games, etc.
- MJH Varsity Girls’ Choir plans to do a “Winter Tour” to perform at various places in the community and at the Middle Schools to promote recruitment/community enjoyment.

Evidence of student success/performance:

DHS

- 10 students audition for the Region 17 Mixed and Treble Choirs, with 6 placing within the choir.
- 30 Students competed at Region 17 Solo and Ensemble, with 7 students earning 1st division.
- 20 students qualified for Texas State Solo and Ensemble Contest

McAdams Junior High

- Many plans had to be canceled this year due to COVID.
- UIL Concert/Sight-reading Contest (Spring 2021): The MJH Men’s chorus received Excellent in Concert and Superior in Sight Reading. The MJH Women’s chorus received Superior in Concert and Excellent in Sight Reading.
- MJH Choir recorded a Halloween music video in lieu of a fall concert due to COVID.
- MJH Choir released a Winter Concert (pre-recorded) to parents via Skyward.
- 4 students were selected for the 2020 All-Region Choir. In 2019, MJH had 2 students make the Choir.

Kranz Junior High

- There were two choir concerts this year including a virtual holiday and an in person Spring concert (w/video created for those who could not attend).
- 7 students made the Region Choir (5 from treble choirs and 2 from the tenor/ bass choir).
- The Symphonic Choir participated in UIL Concert and Sight-reading. The choir received a 2nd division ratings in concert and 1st division rating in sight reading.

Middle Schools

- The BMS Choir students performed as a choir for the first time in class for their teachers and recorded for parents to watch from home.
- The number of BMS Choir students continuing at the JH level has tripled in the STEM program.
- LMS choir performed on the Virtual Dickinson Christmas Parade in December
- LMS choir students utilized Orff instruments to assist with learning Solfege skills as singing time was limited. Students also successfully played drums and ukulele by the last 9 weeks.
- DMS choir performed three concerts for our Talent Show on May 27
- Many other performances were cancelled due to Covid 19.

General evaluation

- The DHS choral program strives for excellence daily. We are pleased with the product and the continued improvements we are seeing. We hope to impact and nurture students by teaching choral technique and a love and appreciation for music making that a student can carry with them throughout their life journey.
- The McAdams and Kranz choirs are seeing slow but steady growth both in terms of numbers as and musicality when it comes to skills in sight reading and rehearsal. The “choir culture” is starting to show through the pride our students take in their singing, and the subsequent confidence and success they have found this year. Despite the pandemic, the JH choir program has shown great improvement, and we look forward to even more success in the years to come.

Dickinson ISD Elementary Music Program

Melanie Wigger (HRES), Tyler McCord (KELES), Malorie Davis (JSES), Angela Guidry (SLES), Landon Petersen (LES), Charles Scheller (CRES), Lauren Poland (BCES)

1. New procedures

- Many creative ways of teaching elementary music were implemented during the pandemic this year to help children enjoy music and stay safe. Our teachers did an amazing job!

2. Statistics – total of 5,392 students taught Elementary Music in DISD

San Leon-666	Calder Road-672	Lobit ES- 567	Lobit (5 th) - 247
K.E. Little-577	Hughes Road-670		Barber (5 th) -337
Silbernagel-634	Bay Colony-675		Dunbar (5 th) - 327

3. Plans for improvement and enhancement of efforts

- DISD elementary music teachers are using every opportunity to connect music to concepts and TEKS the students are learning in other subject areas. Despite the challenges facing Social Distancing and COVID protocols, we are continuing to implement District-wide programs for the Winter Holiday and Memorial Day as well as various grade level performances throughout the school year.
- Reinstate and expand on Grade-level and district-wide Music Programs per CDC, state, and local mandate. Continue integrating art, music, and core subjects together for our grade level music programs. Expand opportunities to reinforce inter-disciplinary knowledge and TEKS in ELA, Math, Science, and Social Studies.

4. Evidence of success/student performance

- This is the first year to have Quaver’s Marvelous World of Music serve as an end-to-end curriculum, resource, assessment, and grading platform. Our participation levels in Quaver lessons and enrichment activities exceeded 90% involvement! The students were able to expand their knowledge and skills with self-paced games and guided lessons. The curriculum also provided real-time feedback and assessment with a secure and safe way to communicate with students.
- Even though our music programs were suspended per COVID regulations, Elementary Students were given opportunities to participate in remote and online Music Programs. For example, Lobit Elementary presented their 5th Annual Christmas Sing-along on a livestream event with full remote and face-to-face participation. Also Lobit Elementary Kindergarteners participated in a pre-recorded version of their “Spring is Here” music program that was provided to their parents in a private, secured link. Even though this year provided many challenges, DISD Elementary Music departments were able to provide the same level of school-wide and grade-level participation with the use of technology and innovative thinking.

5. General evaluation of the current program and projected potential for now and long term.

- With eventual ease of COVID restrictions in the future, DISD Elementary Music will reinstate and continue to develop their District-wide and School-level music programs. We will also use these opportunities to focus on

community involvement and stewardship. This includes honoring Veterans during our Patriotic music programs and offering opportunities for parents, family, and students to have a positive experience at our Elementary Schools.

- Quaver's Marvelous World of Music proved to be a tremendous asset when provided with the unique challenges of remote and face-to-face learning. We are currently expanding our Subscription to include Pre-K and receiving specialized professional development training when working with Early Childhood Education.
- Continue to attend Professional Development opportunities for Pre-K and Elementary-level students. As our schools change their grade levels in the future, DISD Elementary Music will be prepared to teach and enrich the new Pre-K students with best practices and in a caring, nurturing environment.

Dickinson I.S.D Theatre Program

DHS-Laurel Powell, Marisa Hataway, Melissa Brown; KJHS- Jonathan Kyle Crawford; MJHS-Tara Jones; DMS- Katy Conti; BMS- Elizabeth Brown; LMS-Billy Chmeilewski

DHS Theatre enrollment has continued to grow this year. Enrollment in the upper level theatre classes has grown to 130 students as well as the level one classes have grown to 238, a 50% increase in 1st years and upper levels classes. Courses offered are Theatre Arts 1-4, Musical Theatre 1-4, Technical Theatre 1-4, Theatre Production 1-4, Theatre Production MENTOR and Advanced Theatre 1-2.

Due to the COVID-19 Pandemic, all 1st semester activities were cancelled. We were unable to travel, produce a fall show or the All-District Musical.

We were able to compete in the UIL One Act Play Contest though. We hosted the District Contest and had a very successful contest as well. We were awarded District Champs and given numerous individual awards: Outstanding Technician (Alicia Fletcher), Honorable Mention All-Star Cast (Evan Hood), All-Star Cast (Brianna Delaney & Annabella Gleeson) & Best Performer (Justin Taylor). As we advanced to the Bi-District Contest, we were named Bi-District Champs and were awarded more individual awards: Outstanding Technician (Ashley Sherk), Honorable Mention All-Star Cast (Annabella Gleeson & Kennedy Spies), All-Star Cast (Justin Taylor) & Best Performer (Brianna Delaney). Due to COVID protocols, there was no Area Contest this year so we advanced to the Region Contest. At the Region Contest we were named the Alternate Advancing Play to the State Contest for the third year in a row. This ranks the DHS Theatre Department in the top 12 schools in the state of Texas for UIL OAP 6A Conference. At the Region Contest, we received more awards: Outstanding Technician (Kenzington Bass), Honorable Mention All-Star Cast (Justin Taylor) & All-Star Cast (Brianna Delaney).

In May, we were very busy making up for lost time in the 1st semester. We were able to have public performances with limited seating. We had a sold out performance of the award winning One Act Play *The Ruby Sunrise*. We had a performance of the Theatre Production Classes *Too Much Light Makes the Baby Go Blind*. The Musical Theatre Class had a night of Musical Theatre numbers at the 2nd Annual Musical Theatre Revue. And we were also able to have 3 seniors present their hard work of Senior Directed One Act Plays on two different evenings.

We are very proud to announce that we have 2 seniors that will be continuing on to Colleges or Universities focusing in Theatre Arts. Annabella Gleeson will be attending the University of Southeast Missouri focusing on Musical Theatre and Sydney LeVick will be attending Texas State University as a Theatre Major.

The MJHS Theatre Department led by Tara Jones-Wright now serves 120 students in various sections of Theatre 1, 2, 3, and Technical Theatre classes. After a successful UIL One-Act Play Season in the spring of 2020, COVID-19 shut down the rehearsals for the Spring Musical, *Thoroughly Modern Millie Jr*. The MJHS Theatre department's 2019-2020 UIL One Act Play, *The Book of Everything*, involved 11 students (8 actors, 3 technicians). McAdams travelled for Zone and District Levels of Contest. At Zone, the OAP Company was awarded 1 All-Star Tech Award, 1 Honorable Mention All-Star Cast Awards, 2 All-Star Cast Awards, Best Performer and ranked 1st at Zone. The production advanced to the District Level where the OAP company was awarded 1 All-Star Tech Award, 1 Honorable Mention All-Star Cast Award, 1 All-Star Cast Award, and Best Performer at District. The OAP Company also placed 2nd place at District after competing against 11 other schools.

The MJHS Theatre Department faced many struggles this year due to COVID including restrictions on classroom activities, students going in and out of quarantine, and parent concerns about after school rehearsals. Due to these endless hurdles, the administration made the final decision to end the attempted production.

Kranz Theatre currently serves 155 students in various levels of Theatre 1, 2, 3 and Technical Theatre classes. During the 2019-2020 school year, the Theatre 3 class put together *10 Ways To Survive The Zombie Apocalypse* as their

fall show. The show was rehearsed completely in class and every student had a role in the show. This started the new Kranz tradition of the fall play coming from the Theatre 3 class. The Kranz Theatre Dept. also competed in OAP with *Anatomy of Gray* and won several acting and technical awards and were the Zone Champs for 2 years in a row. In the spring of 2020, musical rehearsals began for *Shrek Jr.* This show featured the largest cast in Kranz history with 45 students. Sadly, this show was cancelled due to the growing pandemic.

The 2020-2021 school year was one of the most challenging yet. Due to Covid restrictions, we were not able to put on a fall play or a musical. We began One Act Play rehearsals for *Dark Road* in November with a full company of 24 members. Due to actors/technicians being quarantined, official UIL Contest was cancelled. The Kranz Theatre Dept continued to rehearse on a lighter schedule throughout the spring semester and had public performances in April. The show was a huge success and was well received by parents, faculty members and the community.

The DISD Middle Schools offer all 5th grade students exposure to the drama program through a 9 week sampling course which will help them determine what Fine Arts path to pursue beginning in 6th grade. Sixth grade enrollment at DMS is 84, BMS has 72, and LMS has 48 students in theatre.

One of Dunbar's biggest class projects for 2020-2021 was writing and performing their own Fractured Fairy Tale. Students in groups cycle through the roles of director, producer, stage manager, and actor during this assignment. DMS theatre students enjoy costume design and building their own set pieces from recycled materials of their choosing to be displayed in the productions. These students held class plays throughout the Fall Semester such as *"The Tomorrow Radio, Dead of Night, and the radio play, "Dracula"*. Christmas plays included *"Christmas at the O.K. Corral"* and *"The Littlest Elf"*. The DUNBAR DRAMATICS performed *"Oliver", "Hamlet", "Romeo and Juliet", "Trapped", and "Two Pigs, a Wolf, and a Mudpie"* in the spring. The BMS Theatre Department has been extremely busy during this very different year! BMS 6th grade Theatre classes performed old time Radio Theatre scripts during the week of Halloween. Each cast created sound effects by using different objects and experienced being a Sound Foley Artist as they performed. During the holiday season, casts performed, *"Dear Santa Funny Letters", "Holiday Cheer"* and learned about voice acting using favorite holiday themed cartoons. Our Musical Revue, *Barber's Broadway Bound*, has become an annual tradition. This year the revue included 5 musicals represented through singing, choreographed musical numbers, scenes and narration that ties it all together and explains the subject matter. Our Melodrama was our latest performance. Students designed costumes, chose instrumental music to enhance the characters and capture mood of scenes. Other projects included character monologues, dancing through the decades, script writing, and foundational Theatre skills. We are always working toward growing in the art, learning about our own self, each other and humanity in a way only Theatre can provide. Lobit Middle School theatre is acting up (in a good way). The 6th graders have studied improvisation, musical theatre, pantomime, story structure, monologues and many other topics.

Dickinson I.S.D. Art Program

DHS –Melanie James, Jennifer Sumrall, Lydia Thompson, Ashley Carpenter, Laura Scully, McKenna Bailey, Sarah Merrill; MJHS- Jennifer Hurt, Devyn Pena; KJHS–Amy Grant, Laura Fenn; DMS- Adrienne Mapps; BMS-Roxanne Ellison; LMS-Laura Doherty; HRES- Rebecca Thomas; KELES- Hilary Baker; JSES- Janette Magdaleno;
BCES-Kimi White; SLES- Mariela Ramirez; CRES-Melinda Shanklin; LES-Ashley Garcia

The Dickinson High School Art program services 888 students, providing a comprehensive art education comprised of classes of Art I; General Art II; Drawing II, III, IV, AP; Painting II, III, IV; Sculpture II, III, IV, AP; Rodeo Art Drawing; and Structured Needs Art. We currently have 540 Art I students, 291 upper-level Art students, and 57 Special Needs/Mentor students. The DHS art students competed in various art shows such as Houston Livestock Show and Rodeo (Best of Show 2D – Michelle Jiang; Best of Show 3D – Hayden Honicker; Gold Medal 2D – Tyler van Ness, Cristian Rodriguez; Gold Medal 3D – William Levice, McKenzi Chalk) and Visual Arts Scholastic Event (V.A.S.E.). We had 71 entries in V.A.S.E. this year, 47 of which were awarded the highest score – a 47% increase over last year. Four pieces advanced to the state competition: two from Hayden Honicker, one from Caidence Foster, and one from Haleigh Williams. The DHS students also competed at the Texas City Art Festival, with 96 entries; in 2D, DHS took first (Leslie Yanez-Aguilera), second (Paloma Ayala), and third (Christopher Barrera), and in 3D, DHS took first (Morgan Evans) and second (Emily Reed). 23 DHS pieces earned Honorable Mention. The National Art Honor Society continues to be very active.

The MJHS Art program now serves around 323 students and KJHS serves around 295 students where fundamental skills to develop artistic abilities are taught daily which enable success at various levels. Students participated in various contests during the school year such as the Holiday Board Member Cards Contest, Texas City Art Festival, School Bus Safety, and Houston Livestock Show and Rodeo Contest. Students also used their creative ideas to

participate in different areas around the school building. During the 7th and 8th grade year's students are continuing to build on their area of skills in design, drawing, sculpture, painting, art history, and occupations that all these concepts can be used.

At Barber, Dunbar, and Lobit Middle Schools, 5th grade students experience Art through a 9 week sampling course which will help them determine what Fine Arts path to pursue beginning in 6th grade. Fifth grade students develop and review basic coloring and sketching skills outlined in the TEKS, in addition to learning about famous artists and artworks. Sixth grade Art students (BMS-?; DMS-93, LMS-67) participate in Art class throughout the entire school year and practice more refined technical skills using a wider variety of media. With COVID precautions, more supplies were needed to reduce sharing and some projects were adjusted accordingly. Virtual students were provided pre-recorded lessons, Zoom assistance, Google Slides lessons, and were able to share photos of their artwork to track their progress.

Dickinson ISD Elementary Art is a part of every student's curriculum from Kinder-4th grade. It is a vital part of the child's education and is capably taught by our talented elementary art staff. The art teachers work collaboratively to share, create, and explore new projects and techniques during a week-long summer training. During the year, they continue to work closely together to continually support each other and share important information in order to keep our DISD art program fluid and strong.

The art programs are well supported by the school, community and the district. Our students are fortunate to have their own art class, since art is a language that all people speak. Art cuts across racial, cultural, social, educational, and economic barriers. Through art we are enhancing our student's cultural appreciation and awareness. The elementary art program has given students an opportunity to learn for themselves that problems can have more than one solution and that questions can have more than one answer. It has encouraged them to take chances and not be afraid of making mistakes, maybe even try something new.

The elementary art program allows the elementary students to build vocabulary skills through art and make connections with core classes. This year students participated in various contests such as: Dickinson Public Library Bookmark Contest, Texas City Art Festival, Tar Wars Anti-Tobacco Campaign, Texas Public School Bus Safety, Campus Yearbook Art Contest, and City of League City Water Conservation Contest.

Dickinson ISD Dance Program

Kimberly Hookanson (DHS) Brittany Wright (KJHS), Kayla Holder (MJHS)

The Dickinson High School dance program is flourishing and continuing to grow as we have watched hundreds of students grow in their love and knowledge of dance this year. We enjoyed watching 28 Diamonds perform at football games, virtual parades, master classes, and our spring show this current school year. The Diamonds have continued to shine this year as they have overcome all the Covid obstacles to continue creating eye catching and audience pleasing performances. Through their hard work and determination, the Diamonds have now become an advanced technical dance team that we are extremely proud of. The DHS dance students have been developing their technique in ballet, jazz, modern, contemporary, tap, drill, musical theatre, hip hop, world dance, contemporary, and student choreography throughout the year. Even with the pandemic still happening, we are excited for the 2021-2022 school year and all the great memories and experiences it will bring.

The McAdams Royal Dance Team continues to display superior skills in technique and performance while participating at various events throughout the year. Performances included the 2020 MJHS Winter Showcase, 2020 KJHS Winter Showcase, school pep rallies, school football games, school basketball games, 2021 MJHS Spring Showcase, and the 2021 KJHS Spring Showcase. The Royals Dance Team competed at the Crowd Pleasers Middle School State Championship in February. There were 8 teams in our classification and the Royals placed 3rd. The dance program continues to grow both in numbers and potential. The Royals Dance Team is extremely grateful for the support from the administration and community.

The Kranz Rubies Dance Team is our new junior high organization as of 2018. This program has displayed their technique and performance skills during this school year at more than 20 different events. Performances included the 2020 KJHS Winter Showcase, 2020 MJHS Winter Showcase, school pep rallies, school football games,

school basketball games, 2021 Spring showcases, and their Crowd Pleasers State Competition. Our Rubies Dance Team received 1st Place in all 5 routines and was awarded "GRAND CHMPION". The Rubies Dance Team enjoys competing with other junior highs and hope to continue making Gator Nation proud. Most importantly this dance program is grateful for the support from the administration and community. "Tradition Starts Here".

Dickinson High School Revolutionaries (Color Guard)

Robbie Wang

The DHS Revolutionaries Color Guard had a very successful year with a total of 25 students participating. The Revolutionaries received high praise for their work with the DHS Marching Band throughout the season. The squad performed at all DHS football games, solo and ensemble contest, and the Digital Revolutionaries Spring Show. The Revolutionaries continue to grow both in numbers and ability enhancing the DHS Marching Band performance and by developing choreography fundamentals and refining of individual and group skills.

Special thanks to the Dickinson ISD Board of Trustees for the continued support over the years for the DISD Fine Arts programs. It has been my pleasure and honor to have worked with such fabulous administrators, board members, teachers, and support staff for the past 42 years in Dickinson ISD. The Lord has blessed me beyond measure through each of you! It has been such a privilege and joy to serve the students and fine folks of DISD.

Thanks for the memories! Go Gators!!

With much gratitude!

Wade McDonald

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 7, 2021

Item Title: Strategic Plan – Part II

Agenda Item: Carla Voelkel

Background Information:

The Board approved Part I of the Strategic Plan in April, which included belief statements, updated vision and mission statements, objectives, updated goals, goal strategies, and profiles of a learner, educator, leader, and high-quality instruction. Part II, consisting of the action plan for the goals and strategies, is submitted for your approval. See attached.

Goal #1 Teaching and Learning

Goal #2 Environment

Goal #3 Family and Community Involvement

Goal #4 Recruit, Develop, Retain

Goal #5 Infrastructure

Recommendation:

The Superintendent and Strategic Planning Design Team recommend approval of Part II of the Strategic Plan.

Action Item: Yes No

Motion made by _____ seconded by _____ vote _____

Goal #1 Teaching and Learning

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

Strategy #1 Develop and implement effective Professional Learning Communities on all campuses in all grade levels.

Action Steps	Person(s) Responsible	Resources	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes
<p>1. Utilize the Solution Tree PLC model district-wide (Includes the framework in which PLCs function)</p> <p>2021-2022 1. Campus leadership teams and teachers attend PLC At Work summer conference in DISD 2. Teams who attend the summer training will structure PLCs and model the Solution Tree format 3. Utilize Golbal PD for more information about how to structure PLCs</p> <p>2022-2023 1. Continue to attend the PLC At Work conference with new teams of teachers 2. Continue to refine and improve the campus PLC framework</p> <p>2023-2024 1. Continue to attend the PLC At Work conference with new teams of teachers 2. Continue to refine and improve the campus PLC framework</p> <p>2024-2025 1. The Solution Tree PLC model will be institutionalized across all content areas, grade levels, and campuses</p> <p>2025-2026 1. Continue full implementation and make adjustments as needed</p>	Campus instructional leadership	Solution Tree						
<p>2. Use the Solution Tree PLC common language district-wide</p> <p>Begin 2021-2022 forward</p>	All instructional stakeholders	Solution Tree						
<p>3. Incorporate the 4 Essential Questions to guide PLCs and decision-making</p> <p>Begin 2021-2022 forward</p>	Campus instructional leadership	Solution Tree/DuFour						
Strategy #2: Provide curriculum that is strategically aligned and focused on essential standards.								
Action Steps	Person(s) Responsible	Resources	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes

<p>1. Identify essential standards PK-12 in all core subjects/classes.</p> <p>2021-2022 Identify district essential standards PK-12 in all core subjects/classes</p> <p>2022-2023 Provide training to teachers on how to identify essential standards for their campus</p> <p>2023-2024 Guide teachers to identify essential standards for thier campus</p> <p>2024-2025 forward Contiue to adjust and modify essential standards for each campus</p>	Curr Specs, Instructional Coaches, Teachers	Solution Tree						
<p>2. Provide training and resources for teachers on the unpacking of essential standards.</p> <p>2021-2022 Train Insturctional Coaches to upack TEKS</p> <p>2022-2023 Train teachers to upack TEKS - during PLCs</p> <p>2023-2024 Full implementation of unpacking the TEKS during PLCs</p> <p>2024-2025 Unpacking of the TEKS in PLCs is institutionalized</p>	Curr Specs and Instructional Coaches	Solution Tree, Region 4						
<p>3. Provide resources and training for teachers on using essential standards (guidance documents for scope and sequence, lesson planning, best practices, strategies, etc)</p> <p>2021-2022 Train instructional coaches on all documents Instructional coaches turn around training with campus teachers on an as needed basis</p> <p>2022-2025 Instructional coaches train campus teachers on an as needed basis</p>	Curr Specs and Instructional Coaches	Solution Tree, Region 4, Lead4Ward, AVID						
Strategy #3 Develop a comprehensive assessment plan.								
Action Steps	Person(s) Responsible	Resources	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes

1. Develop a Calendar of Assessments including the implementation of digital assessments 2021-2022 Forward	Assessment Coordinator								
2. Develop protocol for Data Review after each assessment including an intentional intervention plan 2021-2022 Develop the protocol and implement 2022-2023 forward Update and modify as needed	Assessment Coordinator, Curriculum Specialists, Campus Instructional Leadership	Solution Tree/lead4ward							
3. Transition state and local assessments to online administrations 2021-2022 forward	Assessment Coordinator and Curriculum Specialists								
4. Train teams to verify campus assessments are aligned to state standards and DISD curriculum (to include writing assessments) 2021-2022 Forward	Curriculum Specialists								
5. Provide training for assessment protocols (administration, procedures, requirements) 2021-2022 Forward	Assessment Coordinator and Campus Testing Coordinators								
Strategy #4: Implement best practices to ensure quality instruction.									
Action Steps	Person(s) Responsible	Resources	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes	
1. Provide professional development for teachers/staff on best practices for differentiating instruction All instructional resources are vetted through an alignment process and included in the district curriculum. Classroom instruction, including instruction for special population groups, shall be aligned to the district curriculum, including scope and sequence, unit overviews and district-approved best practices (strategies, structures, student tasks.) 2021-2022 forward	Educational Services, Principals, Instructional Coaches, Interventionist	Local or federal funds, Lead4ward							

<p>2. Create a comprehensive 3 year plan for implementing UDL.</p> <p>2021-2022 Develop plan and provide training</p> <p>2022-2023 Implement UDL at all campuses</p> <p>2023-2024 Full implementation and institutionalized utilization</p>	<p>Educational Services, Special Programs</p>	<p>Region 4</p>						
<p>3. Implement the DISD RTI process at all campuses</p> <p>2021-2022 Create intervention resources document for intervention Campuses uses the document for intervention decisions Campuses have teams attend RTI at Work Conference when able Purchase the <i>Best Practices at Tier 1</i> book and hold book study</p> <p>2022-2023 Purchase the <i>Best Practices at Tier 2</i> book and hold book study</p> <p>2023-2024 Purchase the <i>Best Practices at Tier 3</i> book and hold book study</p> <p>2024-2025 forward Refine practices at Tiers 1,2,and 3</p>	<p>Educational Services, Principals, Campus PLCs</p>	<p>Solution Tree, Frontline</p>						
<p>4. Provide training and implement teacher coaching cycle with instructional coaches.</p> <p>2021-2022 Training for 2nd cohort</p> <p>2022-2023 Training for 3rd cohort</p> <p>2023-2024 Training for 4th cohort and beyond for each year</p>	<p>Educational Services, Instructional Coaches, Interventionists</p>	<p><i>The Impact Cycle</i> books + training materials, release time,</p>						

<p>5. Develop and implement a plan for Schoology as an instructional platform</p> <p>2021 Create plan for roll out</p> <p>2021-2022 Implement phase 1 - moving from Google Classroom to Schoology and provide instructional expectations Research Blended Learning Models with a Blended Learning Team of educators Identify a district model for Blended Teaching Summer-Provide professional development on the district blended teaching model Investigate the feasibility of using Schoology for curriculum - move curriculum documents if feasible Implement the district blended learning model</p> <p>2022-2023 Utilize Schoology to access curriculum documents Implement the district blended learning model</p> <p>2023-2024 Investigate feasibility of using Schoology for assessments Utilize Schoology to access assessments if feasible Continue the implementation of the blended learning model</p> <p>2024-2025 One hundred percent of teachers are implementing the district blended learning model The district blended learning model is institutionalized</p> <p>2025-2026 forward Institutionalize Schoology for lessons and teaching, including curriculum, and assessments</p>	<p>Educational Services, Technology</p>	<p>Schoology, training materials,</p>						
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<p>6. Establish a laser focus on teaching phonics in grades K-3.</p> <p>2021-2022 Review curriculum documents and ensure there is a strong presense of the instruction of phonics including specific resources to be used Provide training to LAR instructional coaches LAR instructional coaches will training campus teachers in accessing and utilizing the district phonics resources</p> <p>2022-2023 Continue to train new teachers to the district and teachers needing extra support in implementing district phonics resources</p> <p>2023-2024 All teachers in grades K-3 are effectively utilizing district phonics resources, incorporating phonics in instruction as documented through lesson plans and classroom walkthroughs</p>	<p>Educational Services</p> <p>Curriculum Specialists LAR Specialists</p> <p>Campus administrators monitor implementation</p>	<p>Heggerty, HMH, and Fountas and Pennell</p> <p>Foundations (for 2 campuses)</p>						
Strategy #5: Reduce and eliminate random variation in the delivery of curriculum.								
Action Steps	Person(s) Responsible	Resources	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes

<p>1. Design and implement a Teaching and Learning Process Model and a Quality Control system for delivery of instruction.</p> <p>2021-2022 Evaluate the current instructional model using the CMSi standards for curriculum Adjust model as necessary (Use the CMSi Mastery Learning Instructional Model) Identify a Teaching and Learning Process Model.</p> <p>2022-2023 Provide training to campus administrators, curriculum specialists, and instructional coaches on the district Quality Control System and the Teaching and Learning Process Model (Delivery of Instruction model) Implement the Quality Control System for delivery of instruction.</p> <p>2023-2024 Continue with the implementation of the Quality Control System for delivery of instruction.</p> <p>2024-2025 100% of teachers are following the Instructional Deliver Model.</p> <p>2025-2026 Random variation of the delivery of curriculum is eliminated.</p>	<p>Deputy Superintendent for Educational Services</p>	<p>Resources from Texas ASCD - Curriculum Leadership Academy</p>						
<p>2. Re-establish Tier 1 priorities and eliminate random variation of priorities</p> <p>2021-2022 Identify Tier 1 Priorities for each core content area and grade level</p> <p>2022-2023 Train campus administrators and instructional coaches on Tier 1 priorities Teachers design lessons utilizing Tier 1 priorities</p> <p>2023-2024 Teachers continue to desing lessons utilizing the Tier 1 priorities</p> <p>2024-2025 Random variation is eliminated in Tier 1 instruction, and 100% of core content teachers are incorporating Tier 1 priorities into lessons</p>	<p>Deputy Superintendent for Educational Services Curriculum Specialists</p>	<p>Resources from Texas ASCD - Curriculum Leadership Academy</p>						

Goal #2 Environment

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

Strategy #1 - Expand the safety program to incorporate best practices and move beyond compliance.

Action Steps	Person(s) Responsible	Resources	Anticipated Completion date	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes
Update Safety Procedures using TSSC Protocol	Assitant Superintendent for Administration	Campus Plans/ Standard Response Protocols	Annually each August						
Create Electronic Master Safety Procedures Manual	Assistant Superintendent for Administration		August 2022						
Safety Training - add list of trainings	Assistant Superintendent for Administration	Texas School Safety Center	Ongoing						
Expand Standard Response Protocol Training for Counselors to include increased emphasis on recovery	Social/Emotional Learning Specialist		October 2021						
Develop specific reunification plan for high-needs, special education students	Assitant Superintendent for Administration; Executive Director of Special Programs	"I Love u guys" foundation	August 2021						
Routinely practice reunification tabletop exercises including a simulated drill	Assitant Superintendent for Administration	I Love u guys" foundation	May 2022						

Strategy #2 - Foster students' emotional safety through the development of positive relationships and school culture/climate.

Action Steps	Person(s) Responsible	Resources	Anticipated Completion date	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes
Implement campus SEL SQUADS	Social/Emotional Learning Specialist	Mental Health America Grant	August 2021						
Implement Gator BREAK in classrooms	Social/Emotional Learning Specialist		August 2021						
Provide student access to Communities in Schools counselors on all campuses	Social/Emotional Learning Specialist	Communities in Schools, Local funds	August 2021						
Provide student access to Family Service Center of Galveston County counselors	Social/Emotional Learning Specialist	Family Service Center of Galveston County, Local funds	August 2021						

Strategy #3 - Enhance students' physical health through instruction and district health services.

Action Steps	Person(s) Responsible	Resources	Anticipated Completion date	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes
Transform physical education into comprehensive wellness program. - Identify priority health TEKS and integrate them into PE classes - Provide professional development time for PE teachers - Create a wellness awareness campaign	Deputy Superintendent for Curriculum & Instruction								
Promote Gator Hope Clinic access	Gator Hope Clinic Physician Assistant	Methodist Hospital partnership							

Provide Anti-victimization training	Social/Emotional Learning Specialist	Advocacy Center for Children of Galveston County							
Expand Substance Abuse Prevention Program	Social/Emotional Learning Specialist	BACODA							
Implement Human Trafficking Prevention Program - Training for staff - Curriculum for students	Social/Emotional Learning Specialist	Project Protect Our Children	May 2021						
Strategy #4 - Support the emotional health of students and staff through coordinated/streamlined services.									
Action Steps	Person(s) Responsible	Resources	Anticipated Completion date	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes
Streamline Gator Wellness Center Referral Process	Social/Emotional Learning Specialist		August 2021						
Implement SEL SQUAD	Social/Emotional Learning Specialist		August 2021						
Strengthen Staff Wellness Initiative	Social/Emotional Learning Specialist		Ongoing						
Strategy #5 - Establish an advisory council to advocate for an equitable environment for all.									
Action Steps	Person(s) Responsible	Resources	Anticipated Completion date	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes
Assemble committee and begin discussions	Executive Director of Data Quality, Compliance, and Accountability		Summer 2021						
Ongoing leadership development and capacity building	Executive Director of Data Quality, Compliance, and Accountability		Ongoing						
Disaggregate data to identify underserved and marginalized groups	Executive Director of Data Quality, Compliance, and Accountability		Aug - Sep 2021						
Review research to identify equity strategies for P-12 Educational systems	Executive Director of Data Quality, Compliance, and Accountability		Aug - Sep 2021						
Solicit feedback from stakeholders to develop equity framework	Executive Director of Data Quality, Compliance, and Accountability		Sept - Nov 2021						
Present framework to staff and community groups for feedback	Executive Director of Data Quality, Compliance, and Accountability		Oct - Dec 2021						
Facilitate community and district sessions to assess DISD practices and recommend tactics	Executive Director of Data Quality, Compliance, and Accountability		Dec 2021 - Mar 2022						
Research viability of stakeholder recommended tactics	Executive Director of Data Quality, Compliance, and Accountability		Mar - Apr 2022						

Review and identify tactics with administrators for inclusion in the equity action plan	Executive Director of Data Quality, Compliance, and Accountability		April 2022						
Finalize inaugural equity action plan	Executive Director of Data Quality, Compliance, and Accountability		April 2022						
Integrate and align appropriate equity tactics into the district strategic plan and other action plans	Executive Director of Data Quality, Compliance, and Accountability		April 2022						

Goal #3 Family & Community Involvement

DISD will make family and community partnerships a priority

Strategy #1 Provide parents access to various community resources.

Action Steps	Person(s) Responsible	Resources	Anticipated Completion Date	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes
Create and maintain a Community Online Resource	Communications, Webmaster, Directors of Federal Programs and At-Risk, Counselors, Special Education Staff, Homeless Liaison	District Web Site, Community, Business and Church leaders	August 2021 & ongoing						
Set up needs assessment platform at registration for parents to indicate needed resources such as counseling services, food, and other community resources	Director of Federal Programs, Director of At Risk, Bilingual/ESL, Campus Representative Webmaster	District Web Site, Community, Business and Church leaders; resource brochures and flyers	August 2021 & ongoing						
Ensure parent communication is translated to Spanish	Campus Leaders, Bilingual Teachers, Bilingual Specialists	Translator	August 2021 & ongoing						

Strategy #2 Expand partnership with community organizations and churches to support students and schools with various campus needs.

Action Steps	Person(s) Responsible	Resources	Anticipated Completion Date	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes
Use current partnerships to grow volunteering programs, that may include educational resources for families, tutoring and other needs as they arise	Director of Public Information, Communities in Schools Reps, SEL Specialist	Communities in Schools, Community, Business and Church leaders	August 2021 & ongoing						
Research and develop a community-based student mentoring program to support students academically, socially and emotionally	Director of Federal Programs, Director of At-Risk, District Counseling Team	Counseling team, campus and district teams, community and church leaders, area model programs	August 2021 & ongoing						

Strategy #3 Expand partnerships with area community colleges.

Action Steps	Person(s) Responsible	Resources	Anticipated Completion Date	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes
Actively partner with area colleges and universities	Directors of At-Risk, Advanced Academics and CTE	Higher Up Texas, COM, UTMB, UH System, and other community resources	August 2021 & ongoing						
Expand community college parent and student nights to help parents navigate FAFSA, admission process and other needs	High School Leaders, College and Career Center, Director of At-Risk	Local Community Colleges	August 2021 & ongoing						
Partner with CTE businesses at junior high, middle and elementary schools to foster college and career readiness	Directors of At-Risk, Advanced Academics, and CTE, Campus Leaders	Community and Business leaders, Junior Achievement	August 2021 & ongoing						
Provide ESL classes for Dickinson ISD parents at College of the Mainland and investigate other local community colleges for additional programs	Director of At-Risk	Local Community Colleges	June 2021 & ongoing						

Strategy #4 - Equip families with tools to enhance and extend learning at home.

Action Steps	Person(s) Responsible	Resources	Anticipated Completion Date	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes
Create a parent/family survey to identify the individual needs of each campus related to learning and utilizing district resources	Director of Federal Programs, Director of At-Risk, Campus Leaders	Google Forms or other survey source	August 2021 & ongoing						
Provide training to parents in ways to support their children at home in reading, math homework	Campus Leaders, Instructional Coaches	Campus data, surveys and parent engagement funds	August 2021 & ongoing						
Provide parents with classes/supports for accessing district resources: <ul style="list-style-type: none"> • Skyward • Schoology • Web literacy and safety • Online resources • Other needs identified by parents 	Directors of Federal Programs, At-Risk, Advanced Academics and Professional Learning, Technology Integration Coordinator, Campus Leaders	Survey results, campus input, volunteer trainers from district and community	August 2021 & ongoing						
Set up needs assessment platform at registration for parents to identify training needs as related to use of district educational and student management resources	Directors of Federal Programs and At Risk, Bilingual/ESL, Campus Representatives, Webmaster	District Web Site, Google Forms or other survey source, Registration Team	August 2021 & ongoing						

Goal #4 Recruit Develop Retain

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

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

Action Steps	Person(s) Responsible	Resources	Anticipated Completion date	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes
Continue to recruit in a variety of venues including in-district and out of district job fairs to attract a broad and diverse applicant pool.	Executive Director of Human Resources	Travel/registration expenses, handouts and giveaways, display materials, online/print job posting expenses	November & March Annually						
Continue to promote a comprehensive recruitment plan with competitive benefits, salaries, and stipends based on qualifications required for assignment and market trend.	Executive Director of Human Resources	Promotional materials (Job fairs, website, etc.)	May Annually						
Provide campus administrators with training on hiring practices and interviewing techniques. <ul style="list-style-type: none"> • Provide equity-based training • Develop screening practices for candidates • Develop a base of interview questions and scoring rubrics • Research best-practices for retention or exit surveys 	Executive Director of Human Resources	Administrator professional development and training materials	February 2022						
Increase partnerships with Teacher Preparation programs including state and local universities.	Director of Teacher Development & Professional Learning / Director of Human Resources	Travel expenses, MOU agreements, PD resources/Training materials	July & December Annually						
Continue to advertise open positions in variety of virtual formats including social media, web pages, and professional associations/organizations.	Executive Director of Human Resources	Promotional materials, online/print posting expenses	July 2022						
Research best-practices for a Grow your Own program for students in the Teaching & Learning CTE Program of Study (POS) to facilitate a pipeline of highly qualified teachers who are familiar with the needs of our students. <ul style="list-style-type: none"> • Launch an informational campaign in conjunction with Communications about the DISD Grow your Own program and the benefits of continuing the post-secondary Teaching & Learning pathway as a professional career choice • Provide students in the Teaching & Learning POS with an opportunity to earn Educational Aide I training certifications so they may work for DISD while pursuing their 4 year degree at COM and UHCL • Solidify MOU agreements with COM and UHCL for students pursuing a 4 year degree while working for DISD • Invite Grow your Own Program graduates who secure teaching positions in DISD to speak to DHS students in the Teaching & Learning pathway 	Director of CTE / Executive Director of Human Resources	Travel to other districts, implementation and program development meetings, consulting fees, costs associated with Educational Aide I training certifications, meet with Higher Ed partners about MOU's, and promotional videos & materials	September Annually	September Annually				September 2025	

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

Action Steps	Person(s) Responsible	Resources	Anticipated Completion date	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes
Continue to provide quality and relevant staff development aligned to district needs. • Offer expanded professional development opportunities across all departments and content areas.	Deputy Superintendent for Curriculum & Instruction	Training Materials, Contracted Services, Extra-duty agreements, Travel expenses, PSA, Registration, Facilities	Summer Update- September, Fall Update - January, Spring Update- June						
Enhance the two-year teacher induction and mentoring program to all teachers new to the profession. • Review Protege, Navigator & Mentor Curriculum and consider revisions • Begin development of a Mentor Observation tool (s) to use with mentee FYT's • Create EOY Feedback Mentor Survey for 2022 • Create EOY Feedback FYT Survey for 2022	Director of Teacher Development & Professional Learning	Training Materials, Contracted Services, Facilities for training, Community partnerships, Mentor Stipend	May 2022						
Research best practices for the development of a campus "buddy" program for experienced teachers that are new to the district	Director of Teacher Development & Professional Learning	Time, Travel expenses, materials	February 2022						
Develop emerging teacher-leaders and mid-level administrators for future positions within the district through a leadership academies and opportunities to lead campus and district professional development sessions • Advertise opportunity to teachers through A-Team, Curriculum Specialists, and Academic Coaches in advance of Summer PD catalog • Highlight and recognize teacher leadership by publishing articles about their contribution through Public Relations - Collaborate with Communications/Marketing Department • Network with local school districts for potential collaboration and discuss best practices and share ideas	Director of Teacher Development & Professional Learning	Training Materials	April 2022	September 2022					
Strategy #3: Provide all staff with a package of benefits and services that addresses personal and professional needs.									
Action Steps	Person(s) Responsible	Resources	Anticipated Completion date	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes
Develop a comprehensive retention plan that provides avenues for DISD employees to seek degrees, certifications, and CPEs in accordance with district needs and priorities. • Certification Acknowledgments • Certification/Test-Prep Assistance	Executive Director of Human Resources	Test Prep Training and Materials, relationship with ACP and graduate programs	May 2022						

<p>Develop and make plans to implement Teacher Incentive Allotment (Cohort E).</p> <ul style="list-style-type: none"> • 2021-2022 Form committee (review timeline, establish criteria - certifications, attendance, etc.) • April 2022 - Submit application • 2022-2023 - Data Capture Year (T-TESS, Student Growth) • February 2024 - Final Approval Notification • April 2024 - Final Designation and Allotment Notification • September 2024 or 2025 - Initial Payout with Reimbursements for Approved Systems 	Executive Director of Human Resources	Time	September Annually					
<p>Collaborate with the SHAC committee and Social-Emotional Learning Specialist to develop a comprehensive wellness program.</p> <ul style="list-style-type: none"> • Develop and Implement a Multi-Tiered System of Supports (MTSS) Educator Wellness Program aligned to the recommendations provided by TEA • Offer Dickinson ISD staff a needs/climate survey to develop supports around • Work with Community Partnerships on providing staff • Form campus support teams to support DISDs Educator Wellness Program 	Executive Director of Human Resources, Executive Director of Special Programs, Social/Emotional Learning Specialist	Committee members, meeting times & locations	April 2022					
<p>Continue to provide district maintained employee daycare, ages birth to 5 years, to attract and retain highly qualified candidates.</p>	Executive Director of Human Resources	Facility, Staff, Utilities, Cleaning Supplies, Food Supplies, Teaching Materials	September 2021	March 2022 (staffing)				

Goal #5 Infrastructure

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

Strategy #1- Build and maintain infrastructure connectivity for the district.

Action Steps	Person(s) Responsible	Resources	Anticipated Completion date	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes
Increase network bandwidth as well as NOC to campus connectivity to provide support for increased digital learning	Technology Network Team	ERate and Local Funds	October 2021						
All staff will be annually trained on data privacy and security. Any company housing DISD data will be required to comply with all FERPA and COPPA Laws	All Staff	Local Funds	September 2021						
Maintain Software and Update as needed *Skyward *Finance System *Security Servers *Call Manager	Technolgy Team, Business Office	Local Funds	October 2021, January 2022, Summer 2022, Summer 2024						
Refresh hardware in NOC, MDFs and IDFs	Technology Team	Federal and Local Funds via ERate	Funding is in 5 year increments, Updates occur based on funding rotation						

Strategy #2- Utilize district funds and resources in a fiscally responsible manner.

Action Steps	Person(s) Responsible	Resources	Anticipated Completion date	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes
Enhance internal controls to protect district assets *Inventory Runs *Bar Coding *Attendance Accountability via TCP	Technology Team, Business Office	Finance System, Inventory System	October 2021						
Increase resources through other funding options such as grants	Federal Programs Director	Various federal funds and grants	Summer 2022						
Maintain an efficient procurement system	Executive Director of Business Services	Finance System	August 31 annually						

Strategy #3- Provide a safe, clean, and comfortable environment.

Action Steps	Person(s) Responsible	Resources	Anticipated Completion date	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes
Maintain efficient operation of climate control to maintain facilities as well as instructional continuity *Investigate controls to help monitor district utility demand *Upgrade energy managment controls	Operations and Energy Management	Local Funds, Grant Funding possible	Summer 2022, Summer 2021						
Ensure that all doors and locks are functioning properly on all campuses and district buildings	Operations	Local Funds, Safety Funding	Summer 2022						
Maintain a cleaning/maintenance schedule that allows all buildings and areas inside and outside of the buildings to be properly cleaned and maintained *Supply PPE for all sites	Operations/Custodial	Local Funds	Summer 2021 and annually						

Strategy #4- Provide a foundation for the instructional day through food and nutrition services and transportation.

Action Steps	Person(s) Responsible	Resources	Anticipated Completion date	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes
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Transportation- purchase additional buses; hire additional staff to add routes so the ride is shorter	Transportation	Local and Federal Funding	Summer 21 & ongoing						
Maintain a full Transportation Staff *Recruit *Retain *Incentivise	Transportation HR	Local Funding	Summer 21 & ongoing						
FNS- improve menu options and promote healthy eating habits	FNS	Contracted food service vendors	Summer 21 & ongoing						
FNS- continue providing breakfast and lunch free to all students	Director of Federal Programs	Grants	Summer 21 & ongoing						

Strategy #5- Create safe educational spaces that promote effective teaching and learning.

Action Steps	Person(s) Responsible	Resources	Anticipated Completion date	Annual Update 2021-2022	Annual Update 2022-2023	Annual Update 2023-2024	Annual Update 2024-2025	Annual Update 2025-2026	Notes
Implement Electronic alerts in all areas of district buildings *Train on use of alert button app *Develop, implement and practice reunification	Deputy Superintendent for Business Services, Technology Department	Local and Federal Funding	Fall 2021, Summer 2022						
Implement master plan for visitor entry *Vestibule Security Upgrades	Executive Director of Facilities and Planning	Local Funds	Summer 2021						
Develop master plan utilizing controlled access with district IDs	Executive Director of Facilities and Planning	Local Funds	Summer 2022						

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 7, 2020

Item Title: 2020-2021 District Improvement Plan Summative Review

Agenda Item: Carla Voelkel

Background Information

Summative review attached.

Recommendation

The Superintendent recommends approval.

Action Item: Yes No

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

Dickinson Independent School District

District Improvement Plan

2020-2021 Goals/Performance Objectives/Strategies



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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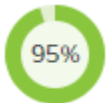

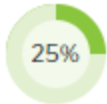



Goals	4
Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.	4
Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.	25
Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.	29
Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance the district's educational and operational services.	34
Goal 5: DISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.	38









Goals









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





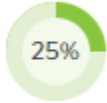
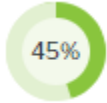


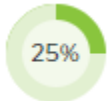



Performance Objective 1: 100% of students, including those in specific student groups, will show individualized measurable growth progressing towards meeting or exceeding district, state, and national standards in all content areas.

















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















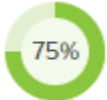

Strategy 1 Details	Reviews			
<p>Strategy 1: Educational Services: Utilize curriculum specialists, instructional support staff and teachers to write, revise, and update curriculum documents for instructional alignment.</p> <p>Strategy's Expected Result/Impact: Rigorous Teaching and Assessing in the Classroom 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>Funding Sources: - 211-Title IA, - 255-Title IIA, - 199-SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<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>Funding Sources: - 211-Title IA, Title III Paraprofessionals - 263-Title IIIA, - 199-SCE, - IDEA A, - IDEA B</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
				

















Strategy 4 Details	Reviews			
<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</p> <p>Strategy's Expected Result/Impact: Increase student achievement and leadership/instructional practices</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Improve student performance</p> <ul style="list-style-type: none"> Increase teacher capacity Improve instructional practices Observe evidence of differentiated instruction <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services with the assistance of Curriculum Specialist</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - Local Funding, - IDEA, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
				













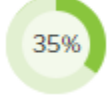

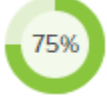

Strategy 6 Details	Reviews			
<p>Strategy 6: Educational Services: Design and implement a comprehensive literacy plan to ensure all students are strategically prepared for the literacy demands of the college and career readiness standards by high school graduation. The Literacy plan will address the 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</p> <p>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</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>Funding Sources: - 211-Title IA, - 199-SCE, - 255-Title IIA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<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) *Unit planning protocol ("the big picture, focus standards, unit goals, key vocabulary, assessment preview) *Student work protocol (examples of student work evaluated for alignment to depth of the standard) reflection protocol (after data analysis) *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>	Formative			Summative
	Nov	Jan	Mar	June
				















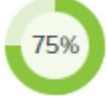

Strategy 8 Details	Reviews			
<p>Strategy 8: Educational Services: Through curriculum leadership teams and district professional development, curriculum specialists will help teachers understand the depth and complexity of state standard proficiency levels.</p> <p>Strategy's Expected Result/Impact: Improve student performance Increase teacher capacity Evidence of higher level questioning Improve instructional practices 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>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<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.</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</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Educational Services: Campuses will hold consistent, collaborative team planning sessions in all core content areas to meet the needs of all learners.</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 for Educational Services</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				









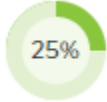







Strategy 11 Details	Reviews			
<p>Strategy 11: Educational Services: Provide instructional materials, such as software, hardware, hosted services, manipulatives, equipment, text and digital resources for PK-12 core content areas in order to improve instruction.</p> <p>Strategy's Expected Result/Impact: 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>Funding Sources: - 211-Title IA, - State Funds, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
<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>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
<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>Funding Sources: - IDEA B, - 211-Title IA, - 255-Title IIA, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
				















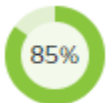

Strategy 15 Details	Reviews			
<p>Strategy 15: Special Programs: Provide professional development (e.g. Neuhaus, Reading by Design, Learning Ally, etc.) focusing on services to students identified with dyslexia and other identified at-risk students through contracted service providers, in-district training, and various professional development activities.</p> <p>Strategy's Expected Result/Impact: Record of student progress on local and state assessments.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs</p> <p>Title I Schoolwide Elements: 2.6 - Results Driven Accountability</p> <p>Funding Sources: - Local Funding, Teacher training - 211-Title IA - \$0, Teacher training - IDEA</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 16 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Student IEP objectives being met or exceeded. Improved STAAR/EOC results.</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>Funding Sources: - IDEA B, - Local Funding, - Special Programs</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 17 Details	Reviews			
<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>Funding Sources: - 199-SCE, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 18 Details	Reviews			
<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>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 19 Details	Reviews			
<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>Funding Sources: - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 20 Details	Reviews			
<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>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 21 Details	Reviews			
<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>Funding Sources: - Local Funding, - IDEA B</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 22 Details	Reviews			
<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>Funding Sources: - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 23 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 24 Details	Reviews			
<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>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 25 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 26 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 27 Details	Reviews			
<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>Funding Sources: - 211-Title IA, Contracted Services for MTSS/RTI - 199-SCE - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 28 Details	Reviews			
<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>Funding Sources: - 211-Title IA, - Local Funding, - 199-SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 29 Details	Reviews			
<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>Funding Sources: - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 30 Details	Reviews			
<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.</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</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Funding Sources: Professional Development, Supplies, and Materials - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 31 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Improved 2020 RDA, TELPAS, STAAR/EOC data.</p> <p>Staff Responsible for Monitoring: Director of At-Risk Programs</p> <p>Title I Schoolwide Elements: 2.6 - Results Driven Accountability</p> <p>Funding Sources: Professional Development, Contracted Services, and Materials/Supplies - 255-Title IIA, Professional Development, Contracted Services, and Materials/Supplies for Dual Language and AVID Excel - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 32 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase TELPAS and STAAR/EOC data and improve English language development</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>Funding Sources: Professional Development, Contracted Services, and Materials/Supplies - State Funds, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 33 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS, STAAR/EOC data, and improve English language development to reduce the annual dropout rate.</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>Funding Sources: Transportation - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 34 Details	Reviews			
<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>Funding Sources: - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 35 Details	Reviews			
<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>Funding Sources: - 199-SCE - \$10,000, - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 36 Details	Reviews			
<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>Funding Sources: - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 37 Details	Reviews			
<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>Funding Sources: - 263-Title IIIA, - 199-SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 38 Details	Reviews			
<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.</p> <p>Strategy's Expected Result/Impact: Reduced waivers and exceptions by 25% of bilingual and ESL teachers submitted to TEA in November.</p> <p>Staff Responsible for Monitoring: Director of At-Risk Programs</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				





















Strategy 39 Details	Reviews			
<p>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.</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>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				













Goal 1: DISD will provide effective teaching and learning 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.









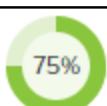
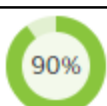
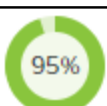
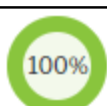




Evaluation Data Sources: Course enrollment, Course Guides, Extra-Curricular Participation, Fitness Gram Results



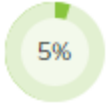





Strategy 1 Details	Reviews			
<p>Strategy 1: Educational Services: Provide elementary, middle, jr high, and high school summer school opportunities for promotion and advancement, including exploration of digital options for credit recovery at the high school level. This also includes opportunities for 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>Funding Sources: - 199-SCE, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<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>Funding Sources: - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<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.</p> <p>Strategy's Expected Result/Impact: Improve student performance</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Reduced drop-out rate for students in Grades 7-12</p> <p>Staff Responsible for Monitoring: Director of At-Risk</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<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>Funding Sources: - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<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>Funding Sources: - 199-SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<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>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<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>Funding Sources: - 199-SCE, - State Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
<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>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<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>Funding Sources: AVID Training, Supplies, Materials, field experiences - 211-Title IA, AVID Training - 255-Title IIA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<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>Funding Sources: SAT Suite of Assessments - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 12 Details	Reviews			
<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>Funding Sources: - 287-Title IV, - 199-SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
<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>Funding Sources: On Ramps courses, technology, supplies, and materials - 287-Title IV, - State Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 15 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
				











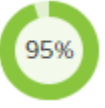





Strategy 16 Details	Reviews			
<p>Strategy 16: Advanced Academics: Develop and Implement a district-wide, virtual enrichment opportunity for GT students to explore interests, develop critical thinking, and create unique products.</p> <p>Strategy's Expected Result/Impact: Students will explore interests, develop critical thinking skills, and create unique products to showcase their learning.</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 17 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 18 Details	Reviews			
<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>Funding Sources: - Local Funding, - State Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 19 Details	Reviews			
<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>Funding Sources: - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				

















Strategy 20 Details	Reviews			
<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>Funding Sources: - Local Funding, - IDEA</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: DISD will provide effective teaching and learning 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

Strategy 1 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<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>Funding Sources: - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<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>Funding Sources: - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<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>Funding Sources: - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
<p>Strategy 9: Special Programs: Ensure the district offers a continuum of services for students ages 3-21 to meet the needs of all students receiving special education services.</p> <p>Strategy's Expected Result/Impact: 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>Funding Sources: - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<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>Funding Sources: - Local Funding, - IDEA B</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<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>Funding Sources: - Local Funding, - IDEA B</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
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 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.

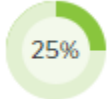







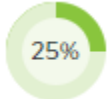

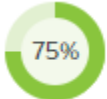

Strategy 1 Details	Reviews			
<p>Strategy 1: District will work collaboratively with colleges/universities and educational programs to provide resources and support for interns assigned to campuses throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increase rate of acquisition of teachers from affiliated programs.</p> <p>Staff Responsible for Monitoring: Director of Teacher Development & Professional Learning.</p> <p>Funding Sources: - Local Funding, - Outside Agency</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<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>Funding Sources: - Local Funding, - 255-Title IIA, - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<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>Funding Sources: - 255-Title IIA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<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>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June









Strategy 5 Details	Reviews			
<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>Funding Sources: Mentor Training and Professional Development - 255-Title IIA, Professional Development - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<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>Funding Sources: - 211-Title IA, - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<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>Funding Sources: - 255-Title IIA, - 211-Title IA, - 199-SCE, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide teachers access to training opportunities and instructional materials that are aligned to district initiatives and priorities.</p> <p>Strategy's Expected Result/Impact: Increase in participation at Professional Development sessions, individual student growth, and positive survey feedback gathered from PD sessions.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services</p> <p>Funding Sources: PD Supplies - 211-Title IA, PD Supplies - 255-Title IIA, Dual Language Supplies and AVID Excel Supplies - 263-Title IIIA, Restorative Practices Supplies - 287-Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> 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 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

Strategy 1 Details	Reviews			
<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>Funding Sources: - 211-Title IA, - 263-Title IIIA, - Local Funding, - 199-SCE, - 287-Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<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>Funding Sources: - 211-Title IA, - IDEA B, - Local Funding, - 263-Title IIIA, - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<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>Funding Sources: - 211-Title IA, - Local Funding, - IDEA B, - 255-Title IIA, - Special Programs, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
				

















Strategy 4 Details	Reviews			
<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>Funding Sources: Travel in and out of state for Title III PD - 263-Title IIIA, PD Travel for Title and SCE programs - 211-Title IA, PD Travel for Title and SCE programs - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  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

Strategy 1 Details	Reviews			
<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>Funding Sources: - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<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>Funding Sources: - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<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>Funding Sources: - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<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>Funding Sources: Contracted Services - 211-Title IA, Contracted Services - Special Programs, - 287-Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to provide School Liaison Officers in order to strengthen the security at DISD campuses. Strategy's Expected Result/Impact: Reduction in campus safety issues and Enhancement of DISD Safety Operations Staff Responsible for Monitoring: Assistant Superintendent for Administration Funding Sources: - 287-Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<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. Strategy's Expected Result/Impact: Reduction in campus safety concerns Staff Responsible for Monitoring: Assistant Superintendent for Administration Title I Schoolwide Elements: 2.4 Funding Sources: - 287-Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<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. 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 Staff Responsible for Monitoring: Assistant Superintendent for Administration Title I Schoolwide Elements: 2.5 - Results Driven Accountability Funding Sources: - 287-Title IV, - 211-Title IA, - 255-Title IIA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<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. Strategy's Expected Result/Impact: Reduction of campus discipline referrals Staff Responsible for Monitoring: Assistant Superintendent for Administration Funding Sources: - 255-Title IIA, - 287-Title IV</p>	Formative			Summative
	Nov	Jan	Mar	June
				






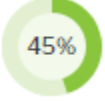










Strategy 9 Details	Reviews			
<p>Strategy 9: Continue to provide Emergency Operations Training to all Principals and campus personnel. Strategy's Expected Result/Impact: District and Campus Emergency Operations Plan submissions and practiced at the campus level. Staff Responsible for Monitoring: Assistant Superintendent for Administration Title I Schoolwide Elements: 2.5 Funding Sources: - 287-Title IV, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: District Attendance Intervention Specialists will work with campuses, students, and parents to help increase students daily attendance. Strategy's Expected Result/Impact: Decrease in absentee rate for targeted students. Insure the Truancy Prevention Methods (TPM) are being implemented with fidelity. Documentation of home visits, parent and student contact and implementation/results of Personal Intervention Plans for students with excessive absences. Staff Responsible for Monitoring: Assistant Superintendent for Administration Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Provide supplies and transportation for homeless students and foster care students in order to support their personal and academic needs. Strategy's Expected Result/Impact: Daily attendance rate of identified homeless students will improve as well as the overall district attendance results Staff Responsible for Monitoring: Director of Federal Programs with assistance from the District Homeless Liaison Title I Schoolwide Elements: 2.6 Funding Sources: Transportation and Supplies - 211-Title IA, - Outside Agency</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Special Programs: Provide professional development for teachers, behavior coaches, administrators, and paraprofessionals on behavior strategies and interventions. Strategy's Expected Result/Impact: Teacher participation, classroom observations. Decreased classroom behavioral referrals. Staff Responsible for Monitoring: Executive Director of Special Programs Title I Schoolwide Elements: 2.6 - Results Driven Accountability - Equity Plan Funding Sources: - Special Programs, - 255-Title IIA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 13 Details	Reviews			
<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>Funding Sources: - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<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>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
<p>Strategy 16: Create a safety reunification transportation plan for students with cognitive, emotional and mobility concerns.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration Executive Director of Special Programs</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide PD to teachers on:</p> <ul style="list-style-type: none"> a. suicide prevention programs, b. conflict resolution programs, c. comprehensive school counseling program and d. trauma informed care <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>Funding Sources: - Local Funding - \$25,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<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>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<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.</p> <p>Strategy's Expected Result/Impact: Increase in Tier 1-3 intervention supports</p> <p>Staff Responsible for Monitoring: SEL Specialist</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

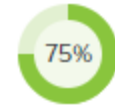
Performance Objective 1: Through efficient and effective management, department/campus resources and support will be equitably distributed and maximized.

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


Strategy 1 Details	Reviews			
<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>Funding Sources: - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<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>Funding Sources: - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<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>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			


<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>	Formative			Summative
	Nov	Jan	Mar	June

Title I Schoolwide Elements: 2.4
Funding Sources: - Local Funding



 0% No Progress

 100% 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 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

Strategy 1 Details	Reviews			
<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>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<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>Funding Sources: - Local Funding, - 211-Title IA, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<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>Funding Sources: - Local Funding, - Bond</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<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>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June













Strategy 5 Details	Reviews			
<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>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 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


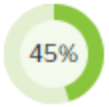






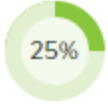



Strategy 1 Details	Reviews			
<p>Strategy 1: Create a district parent and community survey. Analyze survey data to identify areas of strengths and needs in the district.</p> <p>Strategy's Expected Result/Impact: Identification of parent and community needs for DEIC.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Ed Services</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<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>Funding Sources: - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<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>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<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>Funding Sources: - 211-Title IA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

















Strategy 5 Details	Reviews			
Strategy 5: Increase Spanish translation of verbal and written communications. Strategy's Expected Result/Impact: Improved parent communication Staff Responsible for Monitoring: Director of Federal Programs Title I Schoolwide Elements: 3.1 Funding Sources: Third Party Translating Services - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Multiple methods will be used to communicate with parents and the community. Strategy's Expected Result/Impact: Variety of communication methods to reach more parents and community members. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Strategy 1 Details	Reviews			
<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>Funding Sources: - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<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>Funding Sources: - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<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>Funding Sources: Allocations distributed to campuses - Local Funding, - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<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>Funding Sources: - Local Funding, parent resources/materials - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<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>Funding Sources: - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<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> <p>1. Hands on demonstrations and guest speakers provided by partners as related to curriculum</p> <p>2. Input in regards to certifications, credentials and courses offered to CTE students in regards to workforce readiness</p> <p>3. Increased paid/unpaid internship opportunities</p> <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>Funding Sources: Program brochure, marketing, and luncheon - 287-Title IV - 281-9-11-051-11-29-6398 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<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>Funding Sources: - 199-SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 7, 2021

Item Title: Budget Discussion 2021-2022

Agenda Item: Ryan Boone

Background Information:

Administration will provide the Board with an update on the progress of the 2021-2022 budget preparation.

Recommendation:

Information only.

Action Item: _____ Yes X No

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 7, 2021

Item Title: Revision to 2021-2022 Academic Calendar (School Times)

Agenda Item: Dr. Jeff Pack

Background Information:

The original 2021-2022 Academic Calendar was approved before COVID (February 2020). In the summer of 2020, we added 10 minutes to the school day for 2020-2021 to give us extra “days” built-in to our calendar in the event we had to close for COVID or bad weather. We used all of our banked days (and more) to close for Hurricane Laura, Tropical Storm Beta, and the 2021 Winter Storm. Thankfully, the Commissioner of Education approved a waiver for the 2021 Winter Storm.

We polled principals, DEIC members, and teachers. All of the principals, all of the DEIC members who responded, and 57% of teachers who responded (727 responses) requested to keep the school times as is for the 2021-2022 school year.

The proposed 2021-2022 school times, which are the same as 2020-2021, are:

Elementary (grades K-4) 8:30 a.m. – 4:00 p.m.

Middle School/Junior High (grades 5-8) 7:45 a.m. – 3:15 p.m.

High School (grades 9-12) 7:05 a.m. – 2:35 p.m.

Recommendation:

The Superintendent and Executive Director for Data Quality, Compliance, and Accountability recommend approval of the revised 2021-2022 Academic Calendar with the school times the same as 2020-2021.

Action Item: Yes No

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

2021–2022 Academic Calendar

First Semester

August 23 – December 17, 2021

Second Semester

January 4 – May 26, 2022

Student/Teacher Holidays

Labor Day - September 6, 2021

Thanksgiving - November 22-26, 2021

(Nov. 22-23 are Teacher Exchange Days/Student Holidays)

Christmas/Winter

December 20, 2021 - December 31, 2021

Martin Luther King Day - January 17, 2022

Spring Break - March 14-18, 2022

Good Friday - April 15, 2022

Memorial Day - May 30, 2022

(Teacher/Staff Holiday)

Mentor/Protege In-Service

August 9, 2021

New Teacher In-Service

August 10-12, 2021

Teacher In-Service/Student Holiday

August 13, 2021

August 16-20, 2021

January 3, 2022

February 21, 2022

Parent Conference Day/Student Holiday

October 25, 2021

Early Release All Campuses

(2 hours early)

December 17, 2021 May 26, 2022

Dickinson High School Graduation

May 26, 2022 - Sam Vitanza Stadium

Nine Weeks Grading Cycle

1st 9-weeks 39 days 17,550 minutes

(08/23-10/15)

2nd 9-weeks 39 days 17,430 minutes

(10/18-12/17)

First Semester 78 days 34,980 minutes

3rd 9-weeks 47 days 21,150 minutes

(1/4-3/11)

4th 9-weeks 48 days 21,480 minutes

(3/21-5/26)

Second Semester 95 days 42,630 minutes

Total Instructional 173 days 77,610 minutes

SD Waiver Days 3 days 1,260 minutes

Grand Total 176 days 78,870 minutes



Dickinson Independent School District

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	MP	NT	NT	NT	SD	14
15	SD	SD	SD	SD	TP	21
22	[23	24	25	26	27	28
29	30	31				

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	H	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15]	16
17	[18	19	20	21	22	23
24	PC ^W	26	27	28	29	30
31						

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	E	E	H	H	H	27
28	29	30				

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	☆7	☆8	☆9	☆10	11
12	13	14	15	16	17^]	18
19	H	H	H	H	H	25
26	H	H	H	H	H	

January 2022						
S	M	T	W	T	F	S
						1
2	SD ^W	[4	5	6	7	8
9	10	11	12	13	14	15
16	H	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	SD ^W	22	23	24	25	26
27	28					

March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11]	12
13	H	H	H	H	H	19
20	[21	22	23	24	25	26
27	28	29	30	31		

April 2022						
S	M	T	W	T	F	S
						1
3	4	☆5	☆6	☆7	8	9
10	11	12	13	14	H	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
S	M	T	W	T	F	S
1	2	☆3	☆4	☆5	☆6	7
8	9	☆10	☆11	☆12	13	14
15	16	17	18	19	20	21
22	23	24	25	☆26^]	TP	28
29	H	E				

June 2022						
S	M	T	W	T	F	S
				E	2	3
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	☆21	☆22	☆23	24	25
26	27	28	29	30		

July 2022						
S	M	T	W	T	F	S
						1
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- [Grading Period Begins
-] Grading Period Ends
- ☆ State-Mandated STAAR Test
- ^ Early Release
- H Student/Teacher Holiday
- MP Mentor/Protege Teachers
- NT New Teacher Training
- SD Staff Development (no school for students)
- TP Teacher Preparation (no school for students)
- E Teacher Exchange Day/Student Holiday
- PC Parent Conference Day/Student Holiday

- 🎓 Dickinson High School Graduation
- W TEA-Approved Staff Development Waiver Days

Board approved February 3, 2020. Revised February 1, 2021.
Proposed revision June 7, 2021.

School Hours for the 2021-2022 school year

Elementary

(grades K-4)

8:30 a.m. - 4:00 p.m.

(AM Pre-K)

8:30 - 11:45 a.m.

(PM Pre-K)

12:45 p.m. - 4:00 p.m.

Middle School/Junior High

(grades 5-8)

7:45 a.m. - 3:15 p.m.

High School

(grades 9-12)

7:05 a.m. - 2:35 p.m.

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 7, 2021

Item Title: Depository Contract Extension Resolution

Agenda Item: Ryan Boone/Kelly Logsdon

Background Information:

Our depository contract with Texas First Bank expires August 31, 2021. We are allowed to extend the depository contract for an additional two year period ending August 31, 2021. The current rates and fees would remain in place for the additional two year extension.

A resolution authorizing the extension with Texas First Bank is attached for your review.

Recommendation:

The Superintendent, Deputy Superintendent for Business and Operations and Executive Director of Business Operations recommend approving the resolution attached.

Action Item: X Yes _____ No

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

**Board Resolution Extending Depository Contract for Funds
Of Independent School Districts Under Texas Education Code,
Chapter 45, Subchapter G, School District Depositories**

Resolved by the _____ **that:**

Board of Trustees

_____ Bank, Depository, located at _____ County,

Name of Depository Bank

Name of County

State of Texas, being a bank as that term is defined in Section 45.201 of the Texas Education Code, and _____ (CDN: _____) agree to extend for an

additional _____ *Name of District*

two-year term from _____, _____, through _____, _____, the existing terms and conditions for banking services and rates previously agreed to in the Depository Contract in effect from _____, _____, through _____, _____. This agreement to extend is allowed under the Texas Education Code, Section 45.205.

AGREED AND ACCEPTED on behalf of _____

Name of District

this the _____ day of _____, _____.

Signature of President of School Board

AGREED AND ACCEPTED on behalf of Depository this the _____ day of _____, _____.

Typed Name of Depository

Signature of Authorized Bank Officer

Title of Authorized Bank Officer

Acknowledgment

Acknowledged before me in _____ County, Texas, on _____, 20____,

by _____, bank officer of the Depository named in the preceding document, for the Depository.

Signature of Notary

(SEAL)

Notary Public in and for _____
County, Texas

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 7, 2021

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: June 7, 2021

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 May 6, 12, 20, 27, and June 3, 2021
- Approval of Proposals Received RFP20-10-1091 Contracted Services
- Donation to MJHS-Mireya Nieto
- Campus Fundraising Request-DHS Athletics
- May 3, 2021 Minutes
- May 10, 2021 Minutes
- Approval of Proposals Received RFP20-10-1091 Contracted Services
- Campus Fundraising Request-MJHS Cheer
- Approval of Proposals Received RFP20-05-1095 through RFP20-05-1109, RFP20-05-1111 through RFP20-05-1116, RFP20-05-1118, RFP20-05-1131 Operations and Facilities

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: June 7, 2021

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**

Your kind and thoughtful
expression of sympathy
is deeply appreciated and
gratefully acknowledged

Thank you so much for the beautiful
Plant in honor of my mother, and
thank you for your heartfelt sympathy.

Wendy Chide