

Agenda of Regular Action Meeting

The Board of Trustees Dickinson Independent School District

1. Roll Call, Establish Quorum, Welcome Visitors	
2. Pledge of Allegiance to the American and Texas Flags	
3. Special Recognitions	
A. DHS Robotics	3
B. DHS Powerlifting	4
C. DHS Diver	5
D. Texas Association of Future Educators (TAFE)	6
E. DHS Girls Basketball	7
F. DHS Boys Basketball	8
G. Big Impact Award	9
4. Public Comment: Agenda Items	14
5. Open Forum: Non agenda Items	15
6. Closed Executive Session	16
A. Section 551.074 - Resignations, Retirements, New Hires	
B. Section 551.074 - Administrative Contract Recommendations	
7. Action on Closed Executive Session Items	
A. Consider Approval of Resignations, Retirements, New Hires	17
B. Consider Approval of Administrative Contract Recommendations	18
8. House Bill 4072 Information & Impact	19
9. Strategic Plan - Part I	20
10. Written Reports	32
A. Tax Report for February 2021 and Year to Date	33
B. Student Attendance Report for the 4th Six Weeks	35
C. Summer Programs 2021	41
D. Safety Report	44
11. DIP Review	48
12. Policy Update 116	91
CQB(LOCAL): TECHNOLOGY RESOURCES - CYBERSECURITY	
DCD(LOCAL): EMPLOYMENT PRACTICES - AT-WILL EMPLOYMENT	
DCE(LOCAL): EMPLOYMENT PRACTICES - OTHER TYPES OF CONTRACTS	
FFAC(LOCAL): WELLNESS AND HEALTH SERVICES - MEDICAL TREATMENT	
GKA(LOCAL): COMMUNITY RELATIONS - CONDUCT ON SCHOOL PREMISES	
13. Competitive Sealed Proposal	99

14. DCC Portables	100
15. Roof Replacement Proposals/Hail Damage	101
16. Board Training Credits	102
17. Action Items	105
A. Instructional Materials Certification	106
B. Quarterly Investment Report	107
C. 2021-2022 Student Standard of Dress	125
D. Consent Agenda Items	128
Budget Amendments/Adjustments for March 4, 11, 25, 31, 2021	
Approval of Proposals Received RFP20-10-1091 Contracted Services	
March 1, 2021 Minutes	
Donation to DISD Education Foundation-Walmart	
March 8, 2021 Minutes	
March 22, 2021 Minutes	
Campus Fundraising Request-DHS Interact	
Approval of Proposals Received RFP20-10-1091 Contracted Services	
18. Adjournment	

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: April 5, 2021

Item Title: VEX Robotics Texas State 6A Championship

Agenda Item: Tammy Dowdy

Background Information:

Two teams from Dickinson High School competed in March at the VEX Robotics Texas State 6A Championship.

Team 11513H

- Seventh place in the Skills Contest out of 14 teams with a score of 117
- 12th place in the overall contest out of 39 teams

Team members include:

Hector Arciniega	Haley Craton
Bri'Ana Goodwin	Breana Martinez
Natalie Navarro-Rodriguez	Jorge Trevino

Team 11513A

- Eighth place in the Skills Contest out of 14 teams with a score of 114

Team members include:

Anderson Sosa	Brandon Munoz
Gavin Smith	Nathan Cortez
Saul Guzman	Steven Ly
Anthony Uriostegui	Edwin Lue

The teams are led by DHS Engineering and Robotics teacher **Sara Malloy**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: April 5, 2021
Item Title: State Powerlifting Meet
Agenda Item: Tammy Dowdy

Background Information:

The Dickinson High School Powerlifting Team finished in Second Place at the Regional Meet, with three athletes earning the chance to advance to the State Meet.

Cace Jones Second Place at Regionals in the 181-pound class
Advanced to the State Meet earning 10th Place

Josiah Mason Second Place at Regionals in the SHW Class
Advanced to the State Meet earning 10th Place

Jason Pinder Second Place at Regionals in 220 class
Advanced to the State Meet earning 15th Place

Dandrea Hutchinson Third Place at Regionals in the 114 class

Andrew Laws Fourth Place at Regionals in the 220 class

The Powerlifting Team is led by Head Coach **Earl Ricicar** and Assistant Coach **Joel DeLaPaz**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: April 5, 2021

Item Title: State Swimming and Diving State Meet

Agenda Item: Tammy Dowdy

Background Information:

Dickinson High School sophomore **Justin Heard** recently advanced to the UIL Boys Swimming and Diving State Meet in San Antonio where he earned 12th place in diving. In addition, he scored 376.50 points, which was enough to qualify for “All American.” He earned the opportunity to advance after finishing first place in the district diving contest and second place in regional diving.

He is led by DHS Swimming and Diving Coach **Jason Lind-Olson**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: April 5, 2021

Item Title: Texas Association of Future Educators State Competition

Agenda Item: Tammy Dowdy

Background Information:

Three sets of Dickinson High School students have qualified for the Texas Association of Future Educators national competition after top performances in the state competition held virtually in March. Several others earned top honors at the state competition.

Honorees include:

Ciara Castanie	Qualified for nationals for Ethical Dilemma State Red Ribbon for Interactive Bulletin Board
Jade Brown	Qualified for nationals for Ethical Dilemma
Yuvicxa Arambula	Qualified for nationals for Ethical Dilemma
Savannah Owen	Qualified for nationals for Research Learning Challenges
Deczarie Menguito	Qualified for nationals for Research Learning Challenges
Emily Streams	Qualified for nationals for Research Learning Challenges
Natalie Membreno	Qualified for nationals for Interactive Bulletin Board
Guadalupe Duarte	Qualified for nationals for Interactive Bulletin Board
Angela Martinez	State Blue Ribbon for Interactive Bulletin Board
Keyhla Nieto	State Blue Ribbon for Interactive Bulletin Board
Lizbeth Colunga	State Blue Ribbon for Interactive Bulletin Board
Johanna Olvera	State Blue Ribbon for Interactive Bulletin Board

The students qualifying for nationals will compete virtually at the end of June in the national competition.

The students are led by DHS teachers **Elena Flores** and **Angelica Valderramos**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: April 5, 2021
Item Title: DHS Girls Basketball All-District honorees
Agenda Item: Tammy Dowdy

Background Information:

The Dickinson High School Girls Basketball Team had several players receive individual All-District honors. They include:

Brandolyn Freeman	First Team All-District
Salaya Holmes	First Team All-District
Cecilia Chong	Second Team All-District All-Academic Team
Danielle Porter	Second Team All-District
Tiarra Spells	Second Team All-District
Sterling Gibbs	All-Academic Team

The team is led by Head Coach **Natasha Dowell** and assisted by **Brandy Crawford**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: April 5, 2021
Item Title: DHS Boys Basketball All-District honorees
Agenda Item: Tammy Dowdy

Background Information:

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

Patrick Williams	Defensive Player of the Year First Team All-District
Vernon Glover	Newcomer of the Year First Team All-District
Keith Cooper	First Team All-District
Donovan Green	Second Team All-District
Donovan Pointer	Second Team All-District
Canon Boone	Honorable Mention All-District
Chase Johnson	Honorable Mention All-District
Jackson Mills	All-Academic Team

The team is led by Head Coach **Jason Wilson** and assisted by **Matthew Klingeberg, Justin Wilson, Jordan Dancer** and **Teron Guidry**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: April 5, 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

Rosa Castillo, Dunbar Middle School Instructional Paraprofessional

- Rosa Castillo has worked for DISD for over 15 years. She has worked with our ESL/Bilingual populations but does not limit her talents and expertise to just this population of students; she works with every single student she encounters. She is a dedicated professional. Her positive outlook influences students and everyone around her. She makes sure everyone feels motivated and appreciated. Her dedication to DISD is evident by the quality of her work.
- Rosa is an EL Para for DMS. Rosa provides assistance with all EL students even though they are not on her schedule. She goes above and beyond with her job and many other jobs that are not hers. She is here daily and always has a warm welcome to the students and staff.
- Mrs. Castillo works every day with our Spanish-speaking students on Team Respect. Not only does she ensure that they understand the teachers, but she assists with all students. Mrs. Castillo also works to keep the campus looking good with decorations to go with the theme of the month around school. She takes on tasks without question here at Dunbar Middle School. We love Mrs. Castillo!

Martha Jackson, McAdams Junior High Food & Nutrition Services Manager

- Martha Jackson is the FNS manager at MJHS. She has been with DISD for almost 20 years. Martha strives every day to provide the best food possible for students' daily

needs. She goes above and beyond to ensure all students, especially those with special dietary needs, have the freshest and best selection of entrees and sides. Martha is always working towards ways to improve service, bring new menu items to the school lunch program and make she sure her staff is working safe and happy. She is a energetic and positive person who works very hard to accommodate the unforeseen changes in testing schedules of the school, weather demands, school closures, and product shortages. Martha is always the first to volunteer to help other DISD school kitchens in need when shorthanded in staff or product. She is friendly and kind to all students and knows most by name. Martha works the concession stands at games, helps with projects for the school board dinners and district awards. Her work ethic and huge commitment to DISD and our students' nutritional needs is the Gator way. Martha Jackson makes a Big Impact everyday ay MJHS.

- Martha is the cafeteria manager at McAdams Junior High school. Her dedication to her co-workers is impressive. She has gone above and beyond in helping out other school kitchens when they are shorthanded. Martha has baked products for Dickinson High School when their baker was out. She has helped at Hughes Road Elementary school when the manager was out ill. She has done all of this while managing her own kitchen. Whenever she is asked to help, she says "yes" without hesitation. I am nominating Martha for the Big Impact award because she is a team player that has a positive attitude and great work ethic.

Misty Moffitt, DISD Data Quality Coordinator

- Misty has been wonderful in assisting the SPED department with ensuring our PEIMS data is accurate. She is always available for questions and quick to assist with report running or helping with gathering data.
- Misty is always patient, available and efficient as she stays on top of numbers, data, codes and overall Student Attendance Accounting Handbook (SAAH). In special education we often need to ask her for various data sets to complete information for TEA and Misty is always ready to assist and support us. BIG thank you to Misty!
- Misty Moffitt is the Data Quality Coordinator for Dickinson ISD. Misty has been a nice addition to the DISD team with her knowledge and expertise of Skyward, On Data Suite, and PEIMS. Her friendly smile and calm personality creates a welcoming environment to assist with PEIMS data. She goes above and beyond to help all campuses in need to ensure PEIMS is accurate. She always takes the time to visit with any staff member who has a question or concern and is readily available by phone or e-mail.
- Misty ensures the data the district submits to TEA is of the highest quality. She provides outstanding service to the campuses and departments with a smile and a calm demeanor. Misty is always available for questions and to lend a helping hand. Reviewing data for PEIMS is not the most exciting, but her processes and procedures have made it much more efficient. Misty has no problem coming in early

and staying late to ensure the job is done. She is most deserving of the Big Impact Award!

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: April 5, 2021

Item Title: Big Impact Award

Agenda Item: Carla Voelkel

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

Kimberly Rich, Executive Director of Human Resources

- It is with great pleasure that I nominate Mrs. Kimberly Rich for consideration for the Big Impact Award. In addition to performing her job at an exemplary level, Kim demonstrates an extraordinary commitment to not only her department as well as to employees who do not fall under her direct supervision. Kim takes it upon herself to provide exceptional support and service to new faculty and staff. She discerns quickly their individual needs and moves efficiently to provide key information, recommendations, or direction. Beyond this and during ever changing times of COVID-19, she has been my calm in this storm. Kim is a wonderful ambassador for our school district in assisting faculty, students and staff as we navigate the needs of others during this pandemic. If she did not exist, we would try to invent her.
- Kim Rich leads the HR Department and DISD with grace and a positive attitude. She is a visionary who employs research based strategies to recruiting, employment and the support of all those who work within DISD. Kim serves the staff and students of Gator Nation during all hours of the day, every day of the year. During this past year, she has consistently demonstrated a sincere desire to provide for the well-being of staff, provide a good and safe working environment, enable professional growth, and ensure competitive salaries and benefits are available to all employees. Mrs. Rich exemplifies the Gator Good!

- Kim is very understanding and supportive. Kim also goes above and beyond to make sure her employees have what they need to be successful in their position.
- Kim is the best boss. She always works with me and gives me ideas to help in the Print Shop. She is very kind and compassionate with family issues and health issues. I appreciate her very much.

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

EXECUTIVE BOARD AGENDA DOCUMENT

Meeting Date: April 5, 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: April 5, 2021

Item Title: Personnel Action
• Employment
• Resignations/Retirement

Agenda Item: Kimberly Rich

- We have zero (0) new hires
• We have twelve (12) resignations: three (3) teachers at K.E. Li le Elementary, two (2) Teachers at Jake Silbernagel Elementary, two (2) Calder Road Elementary, one, (1) Academic Coach at Lobit Middle School, one (1) Teacher at McAdams Junior High, one (1) Teacher at Kranz Junior High, one (1) Teacher at Dickinson High School, and one (1) Librarian at Dickinson High School
• We have four (4) retire: one (1) Teacher at San Leon Elementary, one (1) Teacher at Dunbar Middle School, one (1) Teacher at Dickinson Continuation Center, and one (1) Principal at Dickinson Continuation Center

Recommendation:

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

Action Item: [x] Yes [] No

Motion made by [] seconded by [] vote []

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: April 5, 2021

Item Title: Personnel Action
• Administrative Contract Recommendations

Agenda Item: Kimberly Rich

Administrative contract recommendations are as presented in the executive session.

Recommendation:

The Superintendent recommends approval of the administrative contract recommendations as presented and discussed.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: April 5, 2021

Item Title: HB 4072

Agenda Item: Carla Voelkel

Background Information:

Mayor Sean Skipworth will present information on House Bill 4072 and the impact it will have on the City of Dickinson.

Recommendation:

Information only.

Action Item: _____Yes √ _____No

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: April 5, 2021

Item Title: Strategic Plan – Part I

Agenda Item: Carla Voelkel

Background Information:

In January 2020, the Strategic Planning Design Team, an 82-member committee consisting of teachers, administrators, students, school board members, parents, and community members began working together. The committee was charged with assisting DISD in reaching its goal of providing students with high-quality educational experiences, and they worked collectively to:

- Study and discuss *Creating a New Vision for Public Education in Texas*, developed by the Public Education Visioning Institute
- Review the existing district goals, vision, and mission
- Review vital signs about the district including demographic projections, student performance data, existing work completed by the AVID district team and district safety committee
- Identify strengths, weaknesses, threats, and opportunities

Prior to the COVID shut down, three productive meetings were held. The work was put on hold during the closure; however, beginning on Sept. 28, 2020 the committee began meeting by Zoom and resumed their work.

Using DISD data and many hours of reflective discussion over the past six months, the committee has developed the DISD Strategic Plan. It will be the roadmap that guides our decisions and keeps us moving forward in the future, and it includes 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 will consist of the action plan for the goals and strategies, and it will be submitted in May.

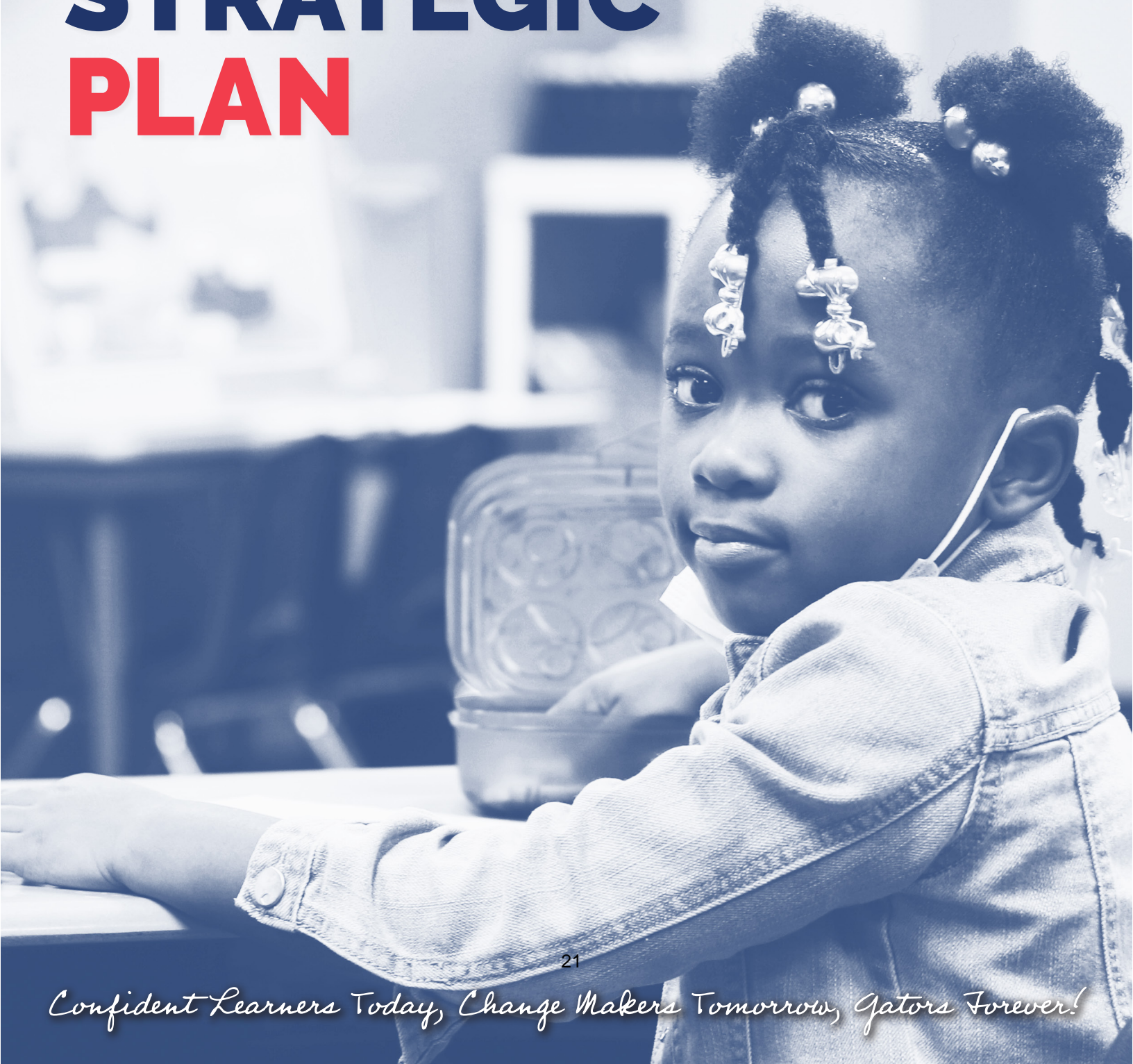
Recommendation:

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

Action Item: Yes No

Motion made by _____ seconded by _____²⁰ vote _____

DICKINSON ISD **STRATEGIC** **PLAN**



CONFIDENT LEARNERS

TODAY

CHANGE MAKERS

TOMORROW

GATORS

FOREVER!

WE BELIEVE THAT...



- Recognizing and accepting the individual differences of others creates a safe and equitable environment where all can thrive.
- Developing character values is vital to success throughout life.
- Perseverance, passion, resilience, and courage are essential for realizing one's full potential.
- Establishing and nurturing a culture of integrity through intentional leadership cultivates self-control, honesty, accountability, and responsibility.
- Providing a safe and secure environment cultivates feelings of physical, emotional, and social safety which ensures the optimal opportunity for a successful educational experience.
- High expectations for students, educators, parents, and community are the foundation for a healthy learning environment, promoting academic and personal achievement.
- Providing rigorous and engaging learning experiences creates critical thinkers and innovative problem solvers.
- Developing strong, respectful, and trusting relationships is foundational for success.
- A wide range of experiences in school and beyond develops a well-rounded individual.
- Interpersonal skills are essential to thrive in the classroom, workplace, and global society.
- An engaged and collaborative community creates an enriching environment for student development and achievement, which benefits all.
- Developing leadership capacity in all staff and students will allow them to compete in a global society.
- Mental health is a core component of a healthy person, and as a school district, it is our responsibility to teach and model healthy coping mechanisms and provide mental health services when students or staff need them.
- When we recognize and address challenges by providing opportunities and supports needed to overcome barriers, all members of the learning community will thrive.



OUR VISION FOR DISD

WHAT WE ASPIRE TO BE

**INCLUSIVE OF ALL, DICKINSON ISD WILL
CULTIVATE EXCELLENCE, PRODUCING
CONFIDENT, COLLABORATIVE, GOAL-DRIVEN
LEARNERS WHO BECOME EMPOWERED
CITIZENS IN A GLOBAL SOCIETY.**

24



MISSION STATEMENT & DISTRICT OBJECTIVES

WHO WE ARE, WHAT WE DO

MISSION STATEMENT:

Dickinson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

DICKINSON ISD OBJECTIVES:

OBJECTIVE 1: All students will learn and apply life skills to meaningfully engage and impact their community.

OBJECTIVE 2: All students will graduate college, career, and/or military ready.

OBJECTIVE 3: All students will develop the communication skills necessary to work in a collaborative environment.

OBJECTIVE 4: All students will learn to self-advocate by developing confidence in their ability to determine their own path for success.

OBJECTIVE 5: All students will develop innovative technological skills and interact responsibly in a constantly evolving global society.

OBJECTIVE 6: All students will demonstrate the ability to face adversity with perseverance, integrity, and leadership.

OBJECTIVE 7: All students will demonstrate social and emotional skills and model positive character traits.



GOAL 1:

DISD will provide effective teaching and learning experiences for all students that will result in continuous success

GOAL 2:

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

GOAL 3:

DISD will make family and community partnerships a priority

GOAL 4:

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

GOAL 5:

DISD will provide operational services to support the success of student learning

GOAL 1: STRATEGY

DISD will provide effective teaching and learning experiences for all students that will result in continuous success

- Develop and implement effective Professional Learning Communities on all campuses in all grade levels
 - Provide curriculum that is strategically aligned and focused on essential standards
 - Develop a comprehensive assessment plan
 - Implement best practices to ensure quality instruction
-

GOAL 2: STRATEGY

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

- Expand the safety program to incorporate best practices and move beyond compliance
 - Foster students' emotional safety through the development of positive relationships and school culture/climate
 - Enhance students' physical health through instruction and district health services
 - Support the emotional health of students and staff through coordinated/streamlined services
 - Establish an advisory council to advocate for an equitable environment for all
-

GOAL 3: STRATEGY

DISD will make family and community partnerships a priority

- Provide parents access to various community resources
 - Expand the partnerships with local businesses and churches to support schools with various campus needs
 - Expand partnerships with area community colleges
 - Equip families with tools to enhance and extend learning at home
-

GOAL 4: STRATEGY

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

- Develop and maintain a recruitment pipeline with multiple sources to provide the district with diverse and qualified candidates to meet the staffing needs of the district
 - Provide high quality, job embedded professional development for all staff, which results in increased productivity and employee satisfaction
 - Provide all staff with a package of benefits and services that addresses personal and professional needs
-

GOAL 5: STRATEGY

DISD will provide operational services to support the success of student learning

- Build and maintain infrastructure connectivity for the district
- Utilize district funds and resources in a fiscally responsible manner
- Provide a safe, clean, and comfortable environment
- Provide a foundation for the instructional day through food and nutrition services and transportation
- Create safe educational spaces that promote effective teaching and learning



DICKINSON ISD LEARNER PROFILE OF A



THINKER

- Identifies current problems and develops innovative and divergent solutions
- Reflects on and learns from struggles, failures, and successes
- Understands growth and achievement are the result of hard work



ACHIEVER

- Displays grit and resilience in the face of challenges
- Sets measurable goals and develops a plan to achieve them
- Maintains curiosity and pursues knowledge throughout life



EXPLORER

- Embraces challenges, opportunities, and differences while taking strategic actions
- Seeks a deeper understanding of how, why, and what if
- Leverages technology as a tool to enhance learning



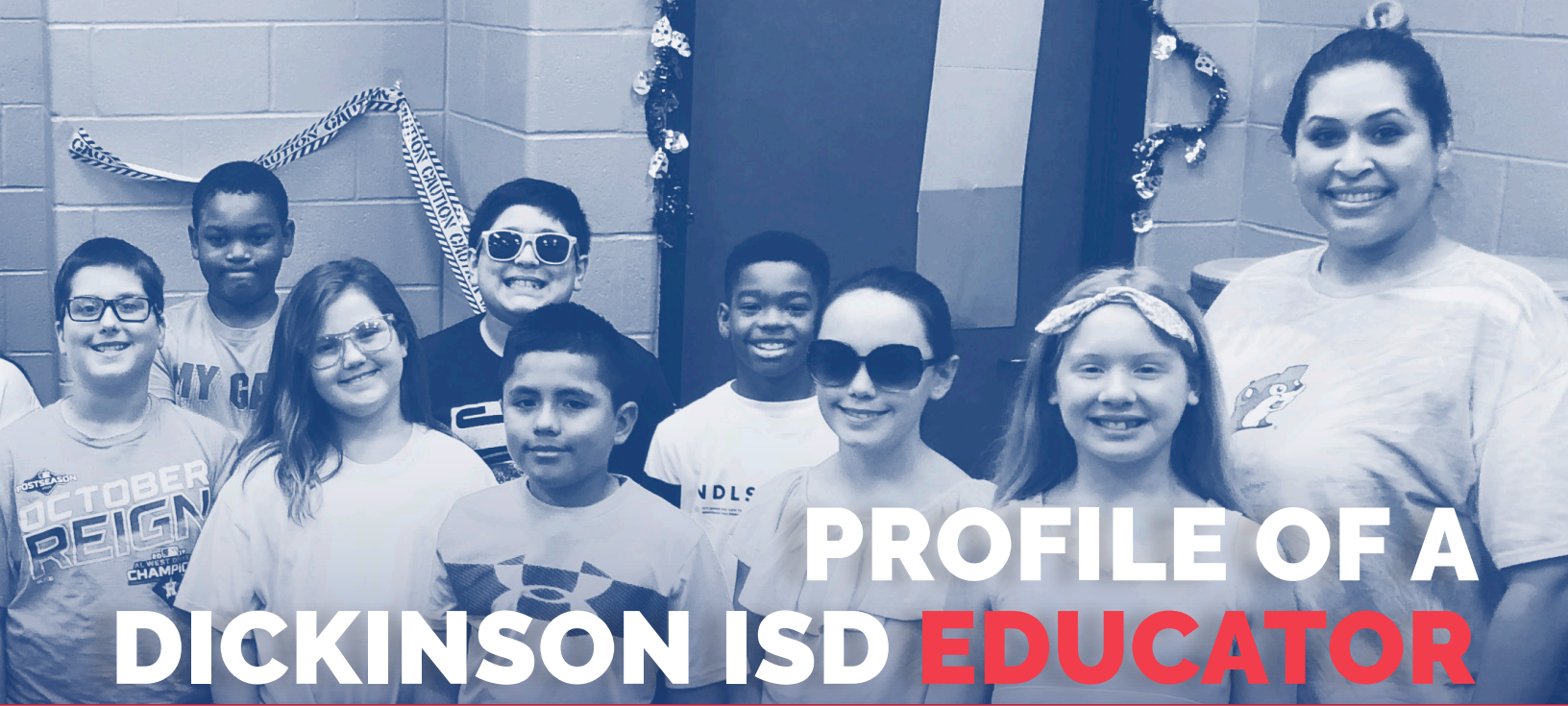
CONTRIBUTOR

- Values diversity and models mutual respect for all
- Connects with peers and teachers resulting in a stronger sense of community
- Communicates effectively and actively listens
- Demonstrates integrity, compassion, and ethical responsibility through acts of service



SELF ADVOCATOR

- Engages in positive practices for mental and physical health
- Understands the social and emotional needs and capabilities of one's self and others
- Identifies and articulates academic goals and needs



PROFILE OF A DICKINSON ISD EDUCATOR

OUR EDUCATORS ENSURE THE DEVELOPMENT OF THE PROFILE OF A LEARNER BY BEING...



COMPASSIONATE

- Builds positive, productive, and trusting relationships with students and the school community
- Models ethical and equitable behavior that is honest, empathetic, and respectful in all relationships and situations
- Takes a genuine interest in students' individual needs



COLLABORATIVE

- Contributes to an open exchange of ideas by listening actively and welcoming a variety of perspectives
- Acknowledges and responds to feedback in order to build consensus, achieve goals, and continuously improve outcomes
- Inspires and motivates others to contribute in meaningful ways



COMMITTED

- Demonstrates a deep understanding of content knowledge, curriculum standards, and assessments to provide focused and aligned instruction
- Guides students on individual paths setting high expectations for student growth
- Pursues learning through collaboration and professional development
- Believes in and supports the shared vision and goals of the District and campus
- Provides a safe and secure environment for all stakeholders



CREATIVE

- Constructs and designs innovative lessons that challenge and inspire students
- Engages students in authentic and meaningful learning experiences focused on problem solving and critical thinking
- Advances the implementation and integration of technology resources



PROFILE OF A DICKINSON ISD LEADER

OUR LEADERS ENSURE THE DEVELOPMENT OF THE PROFILE OF A LEARNER BY BEING...



VISIONARY

- Leverages strengths to accomplish district and campus student achievement goals
- Promotes shared vision of the district
- Builds trust with others through expertise, experience, empathy, and efficacy
- Encourages "imagineering" by creating an environment to capture stakeholder dreams of what school should be for all learners



STRATEGIC

- Recognizes students as customers of the work of schooling
- Understands the servant nature of leadership
- Builds trust with others by creating predictable structures, systems, and measurable results
- Allocates resources and time strategically
- Distributes leadership by empowering others



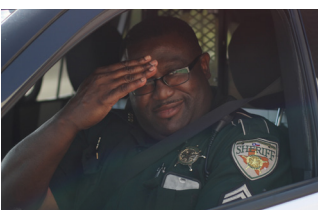
INSPIRATIONAL

- Inspires and ignites the passion for learning in others
- Instills enthusiasm in others for growing and being the best
- Creates strong relationships
- Facilitates meaningful and constructive conversations that display optimism
- Advances the integration and implementation of instructional and response technologies for continuous improvement



COURAGEOUS

- Maintains high standards of excellence in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality
- Seeks and provides honest feedback
- Initiates strategic risks
- Perseveres when times are difficult
- Challenges staff and community to embrace change
- Cultivates support from all stakeholders to ensure successful implementation of new initiatives



INCLUSIVE

- Ensures equitable high quality learning
- Creates a culture that develops and supports continuous growth
- Recognizes the needs and concerns of others and responds in a professional manner
- Communicates effectively **30**
- Respects, values, and actively involves diverse stakeholders



PROFILE OF DICKINSON ISD HIGH QUALITY INSTRUCTION

OUR INSTRUCTION ENSURES THE DEVELOPMENT OF THE PROFILE OF A LEARNER BY BEING...



EQUITABLE

- Instruction is culturally responsive to the needs of all students.
- Barriers are eliminated so all students engage in meaningful learning experiences.
- Instruction, intervention, enrichment, and assessment are well-planned to ensure success for all students.



INTENTIONAL

- Lessons are strategically aligned with state standards and planned with specific outcomes.
- Strategies, activities, materials, and assessments are research-based and aligned to the learning objective.
- Technology is integrated as a tool to enhance learning.
- Instructional planning provides collaborative educational experiences and multiple means of engagement, representation, action, and expression.



SUPPORTIVE

- Teaching meets the social and emotional needs of individual students.
- Strong relationships are developed through collaborative learning experiences.
- Learning opportunities challenge and promote student growth and high levels of learning.
- Campus and classroom climate includes positive behavioral supports.



THOUGHTFUL

- Student centered goals are addressed through differentiated instruction and strategies.
- Time is provided for in-the-moment reflection and adjustments.
- Students are empowered with responsibility, choice, control, and ownership of learning within a culturally responsive and accepting environment.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: April 5, 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 February, 2021 and Year to Date – Kelly Logsdon
- Student Attendance Report for the 4th Six Weeks – Robert Cobb
- Summer Programs 2021 – Lee Courville
- Safety Report – Robert Cobb

Recommendation:

Information only

Action Item: _____ Yes _____ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: April 5, 2021

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:

The Monthly Tax Collection Report for February, 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	\$4,855,922,347	\$1.344	\$65,263,596	\$59,814,663	91.65%										
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							\$59,814,663		
YTD % Collected	0.00%	0.58%	4.49%	24.95%	70.14%	91.65%	91.65%	91.65%	91.65%	91.65%	91.65%	91.65%	91.65%	91.65%	
Prior Years Tax	\$261,234	\$82,519	\$117,291	\$80,410	\$69,068	\$80,828							\$691,350		
Subtotal Taxes	\$261,234	\$461,054	\$2,667,001	\$13,434,813	\$29,564,260	\$14,117,652	\$0	\$0	\$0	\$0	\$0	\$0	\$60,506,014	92.71%	
Penalty & Interest	\$45,743	\$21,674	\$29,695	\$33,306	\$21,003	\$57,700							\$209,121		
Total Taxes & P&I	\$306,977	\$482,728	\$2,696,696	\$13,468,119	\$29,585,263	\$14,175,353	\$0	\$0	\$0	\$0	\$0	\$0	\$60,715,135	93.03%	
Attorney Fees	\$26,755	\$18,926	\$14,740	\$22,947	\$15,775	\$12,989							\$112,132		
Total Collections	\$333,732	\$501,654	\$2,711,435	\$13,491,066	\$29,601,038	\$14,188,342	\$0	\$0	\$0	\$0	\$0	\$0	\$60,827,267	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	\$2,623	\$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: April 5, 2021

Item Title: Student Attendance Report for Fourth Six Weeks

Agenda Item: Dr. Jeff Pack

Background Information:

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

Recommendation:

Information only

Action Item: _____ Yes _____ No

ADA Percentages by Campus

Campus	2016-17		2017-18		2018-19		2019-20		2020-21	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Little Elementary School										
First six weeks	624.37	96.27%	624.90	96.50%	625.50	96.30%	620.70	95.10%	474.76	91.83%
Second six weeks	635.23	95.79%	628.40	95.30%	624.70	96.20%	619.10	94.30%	515.66	92.82%
Third six weeks	635.88	95.91%	615.00	94.60%	625.60	95.80%	588.00	90.70%	520.70	92.30%
Fourth six weeks	634.35	95.13%	605.70	93.40%	628.10	95.10%	581.07	94.76%	519.30	91.70%
Fifth six weeks	636.71	94.86%	608.10	94.10%	632.40	94.20%	COVID-19	COVID-19		
Sixth six weeks	627.50	94.20%	606.10	94.60%	642.40	94.50%	COVID-19	COVID-19		
<i>Yearly Average</i>	632.34	95.36%	614.70	94.75%	629.78	95.35%	609.12	93.90%	507.61	92.16%
Lobit Elementary School										
First six weeks	639.72	97.06%	508.40	96.30%	522.10	96.90%	595.40	97.10%	593.36	97.55%
Second six weeks	630.63	96.05%	503.60	96.60%	533.80	96.50%	592.90	95.70%	585.68	95.49%
Third six weeks	634.00	96.32%	500.10	95.20%	532.10	95.50%	593.60	95.10%	583.40	94.50%
Fourth six weeks	629.64	95.95%	510.10	95.90%	539.50	96.10%	589.89	96.01%	596.10	94.80%
Fifth six weeks	632.56	95.68%	517.70	96.40%	544.20	95.80%	COVID-19	COVID-19		
Sixth six weeks	624.60	95.00%	517.40	96.20%	545.80	95.90%	COVID-19	COVID-19		
<i>Yearly Average</i>	631.86	96.01%	509.55	96.10%	536.25	96.12%	593.86	95.98%	589.64	95.59%
Silbernagel Elementary School										
First six weeks	670.78	96.69%	674.70	96.40%	612.90	96.10%	593.90	96.50%	533.74	94.13%
Second six weeks	683.17	95.74%	668.40	95.80%	615.20	96.30%	604.10	95.80%	551.45	94.29%
Third six weeks	686.78	95.78%	658.70	94.50%	611.00	96.00%	595.30	94.20%	556.50	94.90%
Fourth six weeks	687.82	95.91%	649.20	94.30%	604.90	95.90%	560.90	94.60%	557.40	94.30%
Fifth six weeks	691.09	95.49%	660.60	94.90%	601.20	95.10%	COVID-19	COVID-19		
Sixth six weeks	690.10	94.50%	662.60	94.90%	604.50	95.30%	COVID-19	COVID-19		
<i>Yearly Average</i>	684.96	95.69%	662.37	95.13%	608.28	95.78%	594.61	95.21%	549.77	94.41%
Hughes Road Elementary School										
First six weeks	475.61	95.91%	559.00	96.70%	588.30	94.90%	612.90	95.50%	599.80	94.42%
Second six weeks	468.10	95.59%	552.30	96.10%	601.00	95.80%	617.00	94.80%	601.40	93.44%
Third six weeks	461.60	95.07%	547.30	95.00%	595.90	95.00%	611.40	93.00%	609.60	94.90%
Fourth six weeks	466.09	95.26%	546.50	95.10%	603.00	95.30%	630.40	94.86%	606.40	94.60%
Fifth six weeks	467.21	95.26%	555.80	95.10%	599.60	94.50%	COVID-19	COVID-19		
Sixth six weeks	461.60	94.00%	554.60	95.10%	608.20	95.20%	COVID-19	COVID-19		
<i>Yearly Average</i>	466.70	95.18%	552.58	95.52%	599.33	95.12%	616.69	94.59%	604.30	94.34%

ADA Percentages by Campus

Campus	2016-17		2017-18		2018-19		2019-20		2020-21	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Bay Colony Elementary School										
First six weeks	739.41	96.97%	686.20	96.70%	649.80	96.60%	633.10	96.50%	599.05	95.61%
Second six weeks	733.38	96.64%	672.90	95.70%	639.80	95.90%	625.00	95.10%	605.87	94.63%
Third six weeks	722.74	95.87%	666.60	95.10%	637.40	94.70%	615.00	93.50%	609.00	94.70%
Fourth six weeks	717.52	95.66%	678.30	95.40%	649.20	95.80%	626.55	95.27%	607.30	94.00%
Fifth six weeks	707.34	95.72%	679.50	95.60%	650.70	95.50%	COVID-19	COVID-19		
Sixth six weeks	706.70	95.10%	675.40	95.20%	652.60	95.30%	COVID-19	COVID-19		
<i>Yearly Average</i>	721.18	95.99%	676.48	95.62%	646.58	95.63%	623.67	95.14%	605.31	94.74%
San Leon Elementary School										
First six weeks	709.83	96.54%	644.50	96.40%	637.00	96.00%	639.70	96.20%	591.73	93.16%
Second six weeks	708.85	95.36%	643.90	95.50%	629.90	94.70%	629.80	94.60%	616.07	93.67%
Third six weeks	703.72	95.99%	638.40	95.10%	622.90	95.10%	624.30	93.20%	617.40	94.30%
Fourth six weeks	696.45	95.90%	650.80	95.20%	616.80	95.20%	610.07	94.96%	601.80	92.70%
Fifth six weeks	691.40	95.75%	645.90	95.00%	618.60	94.30%	COVID-19	COVID-19		
Sixth six weeks	687.30	94.90%	643.60	95.20%	621.50	94.40%	COVID-19	COVID-19		
<i>Yearly Average</i>	699.59	95.74%	644.52	95.40%	624.45	94.95%	633.74	94.77%	606.75	93.46%
Calder Road Elementary										
First six weeks	520.39	96.93%	499.40	96.20%	515.30	96.20%	581.50	96.30%	558.97	95.42%
Second six weeks	510.98	96.40%	488.90	96.10%	517.80	95.90%	582.30	94.90%	589.30	95.21%
Third six weeks	513.28	96.38%	481.80	94.90%	508.00	94.60%	576.00	94.40%	599.70	95.40%
Fourth six weeks	515.95	95.26%	474.70	95.20%	522.10	96.20%	564.01	94.61%	607.70	94.70%
Fifth six weeks	521.25	95.90%	481.10	95.80%	521.40	95.40%	COVID-19	COVID-19		
Sixth six weeks	516.90	95.20%	479.80	95.30%	522.90	95.20%	COVID-19	COVID-19		
<i>Yearly Average</i>	516.46	96.01%	484.28	95.58%	517.92	95.58%	578.80	94.95%	588.92	95.18%
Dunbar Middle School										
First six weeks	504.74	96.84%	650.10	96.40%	618.40	96.00%	592.50	96.00%	608.58	95.96%
Second six weeks	505.79	96.17%	644.90	95.30%	620.50	95.70%	585.50	94.90%	599.80	94.53%
Third six weeks	503.20	95.43%	641.60	94.80%	618.30	94.90%	581.50	93.50%	603.20	94.70%
Fourth six weeks	508.54	95.24%	631.00	94.40%	601.10	94.30%	580.41	94.33%	588.00	93.10%
Fifth six weeks	512.12	95.87%	626.70	94.80%	601.30	94.40%	COVID-19	COVID-19		
Sixth six weeks	507.00	95.20%	632.50	94.60%	597.20	93.80%	COVID-19	COVID-19		
<i>Yearly Average</i>	506.90	95.79%	637.80	95.05%	609.47	94.85%	583.79	94.68%	599.90	94.57%

ADA Percentages by Campus

Campus	2016-17		2017-18		2018-19		2019-20		2020-21	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Barber Middle School										
First six weeks	672.74	96.90%	625.50	97.50%	683.20	97.40%	697.90	97.10%	685.08	98.52%
Second six weeks	669.83	96.23%	628.80	97.40%	684.60	96.80%	696.30	96.50%	685.00	96.88%
Third six weeks	669.80	96.06%	621.00	95.80%	677.70	96.20%	691.60	95.80%	683.40	96.70%
Fourth six weeks	672.68	95.87%	625.00	95.40%	679.40	96.40%	695.27	95.97%	665.40	95.60%
Fifth six weeks	675.82	96.03%	630.10	95.50%	679.40	95.80%	COVID-19	COVID-19		
Sixth six weeks	666.14	94.93%	633.20	96.10%	681.80	95.60%	COVID-19	COVID-19		
<i>Yearly Average</i>	671.17	96.00%	627.27	96.28%	681.02	96.37%	693.86	96.34%	679.72	96.93%
Lobit Middle School										
First six weeks	408.52	97.90%	414.40	97.00%	420.00	97.00%	436.80	96.50%	461.04	98.62%
Second six weeks	407.17	96.67%	405.50	95.90%	421.10	96.60%	440.70	96.20%	451.77	95.60%
Third six weeks	403.32	96.44%	406.10	95.60%	422.20	96.50%	435.90	94.90%	455.00	96.60%
Fourth six weeks	406.07	96.27%	410.90	96.20%	420.70	96.10%	442.12	95.55%	459.20	96.10%
Fifth six weeks	409.44	96.49%	408.90	95.80%	421.80	95.40%	COVID-19	COVID-19		
Sixth six weeks	406.49	95.80%	408.80	95.50%	426.80	96.10%	COVID-19	COVID-19		
<i>Yearly Average</i>	406.84	96.60%	409.10	96.00%	422.10	96.28%	437.31	95.78%	456.75	96.73%
McAdams Junior High School										
First six weeks	1528.59	96.65%	1504.40	95.80%	726.40	96.30%	843.60	96.50%	872.75	98.64%
Second six weeks	1510.75	95.45%	1484.50	94.60%	726.70	95.50%	844.10	95.40%	846.83	95.45%
Third six weeks	1500.08	94.92%	1466.20	93.40%	722.60	94.80%	827.40	93.80%	843.80	94.30%
Fourth six weeks	1504.25	94.31%	1472.30	93.60%	729.50	95.00%	829.29	94.48%	833.00	93.10%
Fifth six weeks	1516.50	94.68%	1477.10	94.00%	728.10	94.50%	COVID-19	COVID-19		
Sixth six weeks	1500.11	93.41%	1446.10	92.00%	731.40	94.20%	COVID-19	COVID-19		
<i>Yearly Average</i>	1510.05	94.90%	1475.10	93.90%	727.45	95.05%	834.43	95.03%	849.10	95.37%
Kranz Junior High School										
First six weeks					884.20	96.00%	964.90	96.40%	916.58	96.66%
Second six weeks					873.80	94.70%	964.60	95.70%	926.54	94.91%
Third six weeks					871.20	94.10%	949.20	94.20%	922.30	94.20%
Fourth six weeks					873.20	94.60%	950.41	95.15%	891.70	92.00%
Fifth six weeks					867.00	93.70%	COVID-19	COVID-19		
Sixth six weeks					864.80	94.20%	COVID-19	COVID-19		
<i>Yearly Average</i>					872.37	94.55%	954.71	95.42%	914.28	94.44%

ADA Percentages by Campus

Campus	2016-17		2017-18		2018-19		2019-20		2020-21	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Dickinson High School										
First six weeks	2726.87	95.20%	2815.70	95.80%	2849.80	95.10%	2997.60	95.70%	3190.34	96.05%
Second six weeks	2672.81	93.59%	2756.60	94.20%	2842.60	94.60%	2977.30	94.80%	3108.13	93.23%
Third six weeks	2652.74	94.17%	2720.90	93.90%	2824.80	94.70%	2950.20	94.10%	3017.80	90.90%
Fourth six weeks	2597.86	94.02%	2664.10	92.90%	2759.10	93.50%	2907.38	93.91%	2680.20	84.60%
Fifth six weeks	2552.26	93.44%	2642.40	92.80%	2752.70	94.10%	COVID-19	COVID-19		
Sixth six weeks	2533.80	92.40%	2642.00	93.80%	2748.60	94.40%	COVID-19	COVID-19		
<i>Yearly Average</i>	2622.72	93.80%	2706.95	93.90%	2796.27	94.40%	2951.39	94.57%	2999.12	91.20%
Dickinson Continuation Center										
First six weeks	64.17	90.54%	68.10	93.00%	59.20	88.20%	60.30	92.70%	65.08	95.13%
Second six weeks	55.40	88.31%	64.20	90.90%	57.90	87.40%	56.20	90.40%	61.97	86.59%
Third six weeks	51.00	88.54%	61.10	92.80%	52.70	86.00%	48.60	90.90%	54.60	84.40%
Fourth six weeks	62.18	88.29%	62.60	90.20%	55.10	88.40%	57.54	89.02%	137.00	87.00%
Fifth six weeks	52.40	88.13%	55.40	90.60%	47.70	87.00%	COVID-19	COVID-19		
Sixth six weeks	38.35	86.63%	43.60	92.70%	39.20	89.20%	COVID-19	COVID-19		
<i>Yearly Average</i>	53.92	88.41%	59.17	91.70%	51.97	87.70%	55.66	90.79%	79.66	88.28%
Transforming Lives Cooperative										
First six weeks	8.37	97.00%	8.80	98.80%	5.30	100.00%	8.80	97.60%	6.08	96.69%
Second six weeks	9.42	92.62%	8.10	100.00%	8.30	99.20%	8.90	100.00%	7.27	100.00%
Third six weeks	9.68	100.00%	8.30	95.10%	10.40	93.20%	9.70	98.80%	8.00	100.00%
Fourth six weeks	9.50	94.33%	8.40	99.10%	8.90	96.50%	8.46	90.13%	5.60	100.00%
Fifth six weeks	8.56	100.00%	9.20	99.30%	7.80	100.00%	COVID-19	COVID-19		
Sixth six weeks	8.73	99.38%	7.50	100.00%	7.00	99.10%	COVID-19	COVID-19		
<i>Yearly Average</i>	9.04	97.22%	8.38	98.72%	7.95	98.00%	8.86	95.01%	6.74	99.17%
Galveston County Detention Facility										
First six weeks	16.63	99.78%	12.10	99.50%	15.60	98.00%	23.10	99.40%	7.42	99.44%
Second six weeks	15.42	99.73%	23.50	99.60%	15.20	98.90%	21.40	96.20%	12.43	100.00%
Third six weeks	15.68	100.00%	18.70	99.80%	11.80	99.30%	21.00	92.10%	7.40	100.00%
Fourth six weeks	11.93	100.00%	13.90	98.70%	22.30	99.80%	23.85	93.05%	7.30	100.00%
Fifth six weeks	18.59	99.69%	15.20	99.10%	24.70	99.70%	COVID-19	COVID-19		
Sixth six weeks	20.78	99.23%	13.50	99.80%	20.10	98.00%	COVID-19	COVID-19		
<i>Yearly Average</i>	16.51	99.74%	16.15	99.42%	18.28	98.95%	21.90	92.65%	8.64	99.86%

ADA Percentages by Campus

Campus	2016-17		2017-18		2018-19		2019-20		2020-21	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Coastal Alternative Program										
First six weeks	2.33	48.09%	5.60	79.10%	5.30	78.50%	2.30	64.30%	0.00	0.00%
Second six weeks	3.08	61.67%	3.70	47.90%	5.50	75.60%	3.10	73.00%	0.00	0.00%
Third six weeks	3.00	67.57%	4.50	54.80%	5.10	83.70%	3.10	63.40%	0.50	72.20%
Fourth six weeks	1.63	51.16%	3.80	77.60%	4.10	72.40%	3.65	62.66%	0.50	52.00%
Fifth six weeks	3.12	52.74%	2.80	65.80%	3.70	76.30%	COVID-19	COVID-19		
Sixth six weeks	4.27	58.52%	2.50	60.00%	2.00	45.50%	COVID-19	COVID-19		
<i>Yearly Average</i>	2.91	56.63%	3.82	64.20%	4.28	72.00%	3.03	67.21%	0.50	62.10%
DISTRICT TOTAL										
First six weeks	10367.36	96.29%	10301.80	96.20%	10418.30	95.90%	10905.10	96.10%	10758.31	96.01%
Second six weeks	10277.10	95.26%	10178.10	95.20%	10418.40	95.40%	10868.20	95.20%	10766.57	94.27%
Third six weeks	10224.94	95.28%	10055.70	94.40%	10349.60	95.00%	10721.70	93.90%	10694.00	93.60%
Fourth six weeks	10180.91	94.98%	10007.20	94.20%	10316.90	94.90%	10783.56	94.58%	10357.50	91.10%
Fifth six weeks	10152.66	94.89%	10016.50	94.40%	10302.10	94.60%	COVID-19	COVID-19		
Sixth six weeks	10002.16	93.97%	9969.00	94.30%	10316.60	94.70%	COVID-19	COVID-19		
Actual ADA for School Year	10200.86	95.11%	10088.05	94.78%	10353.65	95.08%	10795.43	94.95%	10644.10	93.75%
Projected ADA for School Year	*10400		*10350		*10500		*10800		*11000	

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: April 5, 2021

Item Title: 2021 Summer School Programs Report

Agenda Item: Lee Courville

Background Information:

Attached is the 2021 Summer School Programs Schedule.

Recommendation:

Information only.

Action Item: _____ Yes √ No

Summer 2021 Educational Services Programs										
Program	Custodial Transportation		Admin	# of Participants	Start/End Date	Daily Hours	Funding Source	Rooms Needed	# of Personnel	Breakfast/Lunch
Silbernagel Elementary Host Campus										
LEP PK-K	Y	Y	Lisa Herrera	220+	6/3 -Teacher Prep day 6/7- 7/1 M-Th	Students: 8:00am - 3:30pm Teachers: 7:30am - 3:30pm	199	14+ Computer labs	17	Y
Special Programs Virtual	N	N	Laurie Rodriguez	85-115	2021= same schedule as face to face	Students: 1-3 hours a week of remote instruction Teachers: not to exceed 16 hours a week	224/199	N	5	N
Special Programs Face to Face	Y	Y	Laurie Rodriguez	40-80	2021= Students Week 1: 6/14-6/17 Week 2: 6/21-24 Week 3: 7-19-7/22 Week 4: 7/26-7/29 Teacher Work Day 6/9-6/10	Students: 8:30-11:30 Teachers: 8:00-12:00 Paras 8:15-11:45	224 / 199	11	15	Yes
Dickinson High School										
DHS Summer School F2F: (Credit Recovery or Initial Credit)	N	N	L. Clark	TBD	6/3 - Registration 8AM - 4 PM; teacher prep and planning AM 1/2 day 6/7 - 6/17; Mon - Thur only	Teachers: 8:00 - 3:00 Students: 8:30 - 3:00 Breakfast: 8:00 - 8:30 Lunch: 11:30 – 12:00	Student Pay: (\$100)	D102, D103, N105, N106, N119, N224, LGI	1	YES
DHS Virtual Summer School (Credit Recovery or Initial Credit)	N	N	L. Clark	TBD	6/3 - Registration 8AM - 4 PM 6/22 – 7/27 - Tuesdays Campus lab days: 6/22, 6/29, 7/13, 7/20, 7/27, 7/29	24/7 virtually; 9 AM - 12 PM on lab days required for students to take finals in person	Student Pay: (\$100)	D103	1	NO
ESL Academy: F2F	N	N	L. Clark	TBD	Registration during spring semester; teacher prep/planning 1/2 day 6/3 6/7 - 6/17; Mon - Thur only	Teachers: 8:00 - 11:30 Students: 8:30 - 11:30 Breakfast: 8:00 - 8:30 Lunch: 11:30 – 12:00	199	TBD	1	YES

Program	Custodial	Transportation	Admin	# of Participants	Start/End Date	Daily Hours	Funding Source	Rooms Needed	# of Personnel	Breakfast/Lunch
Gator Scholars Academy/ PSAT Camp: All Virtual	N	N	L. Clark	TBD	Class creation - half day 6/3 6/7 - 6/10 (Mon - Thur) Delivered via Google Classroom & Zoom	Office hours & Zoom delivery 9- 10 AM for Launch group; 12-1 PM for Reboot group	199	N/A	1	NO
SAT Prep Camp: All Virtual	N	N	L. Clark	TBD	Class creation - half day 6/3 6/14 - 6/16 (Mon - Wed) Delivered via Google Classroom & Zoom	Office hours & Zoom delivery 9 AM - 1 PM	199	N/A	1	NO
Bridge to HS EOC Success for Algebra Ramp Up F2F (incoming 9th graders)	N	N	C Ramirez	120	<i>June 1 - 24 (Mon - Thur) delivered F2F</i>	8 AM - 12:30 PM	199	R144, R124, R132, R145, R215, R211, R131, R143, R214	8	Yes
Bridge to HS EOC Success for Reading & Writing F2F (incoming 9th graders)	N	N	C Ramirez	120	<i>June 1 - 24 (Mon - Thur) delivered F2F</i>	8 AM - 12:30 PM	199	R144, R124, R132, R145, R215, R211, R131, R143, R214	8	Yes
Bridge to HS EOC Success for Reading & Writing	N	N	L. Clark	TBD	Class creation - full day 7/23 7/27 - 8/6 (Mon - Thur) Delivered via Google Classroom & Zoom	Office hours & Zoom delivery 9- 10 AM	199	N/A	TBD	NO

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: April 5, 2021

Item Title: Safety Report

Agenda Item: Robert Cobb

Background Information:

Safety Report attached.

Recommendation:

Information only.

Action Item: _____ Yes _____ No

Safety Report Update

April 5, 2021

The district had not performed a “cold weather” emergency drill before, but 2021 gave us the opportunity to experience a district, community, and state-wide arctic blast. The majority of our students and employees experienced power outages and water loss during the week long storm. Great planning and preparation by district personnel kept district damage and loss to a minimum. We were able to work with the City of Dickinson Emergency Management and open Barber Middle School as a “warming and charging station” for our community. City, district, and the Galveston County Sheriff’s department came together to meet a vital need for our local citizens without power. We continue to partner and build good relationships with local entities to create safer environments for our campuses. League City Police Department will be holding active shooter drills on DISD campuses on selected weekends throughout the spring and summer. The district welcomes first responders to our campuses for visits and training opportunities throughout the year.

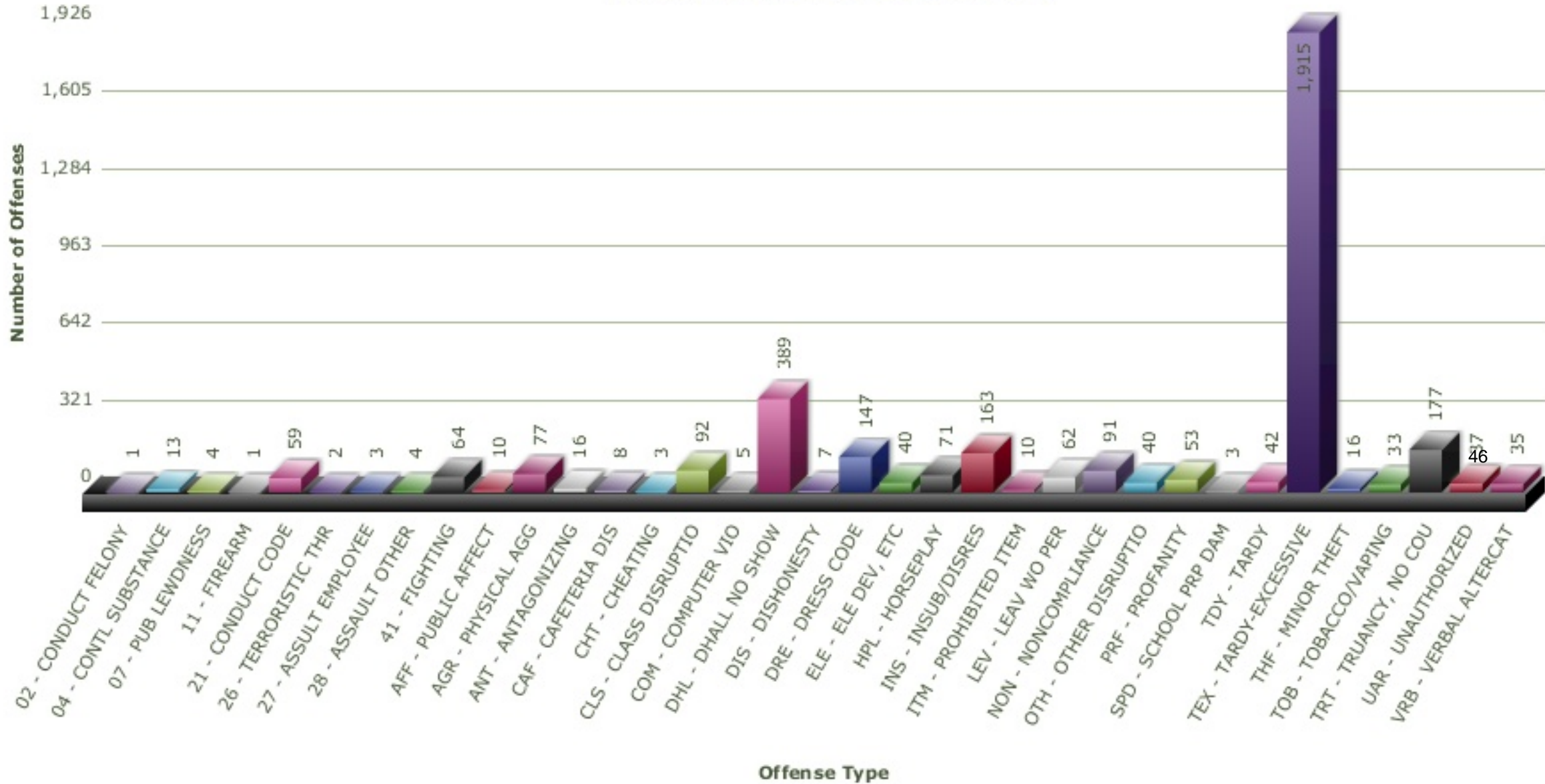
Part of our strategic planning process focuses on creating a safe environment for everyone. The “Safety” subcommittee developed strategies to expand our safety program and integrate best practices into our current program, foster emotional safety, enhance physical health through instruction and district health services, support emotional health through district programs, and establish an equitable environment for all. All of these strategies will be presented by the superintendent and a committee in full to the Board of Trustees.

We are experiencing a great deal of success via our monthly discipline data reviews focusing on our special education students. Campus administrators have really worked to provide non-exclusionary disciplinary consequences for students that keep them from missing valuable instruction in class. Campuses review discipline data each month for accuracy and administrators are able to ask questions and clarify code of conduct and disciplinary procedures.

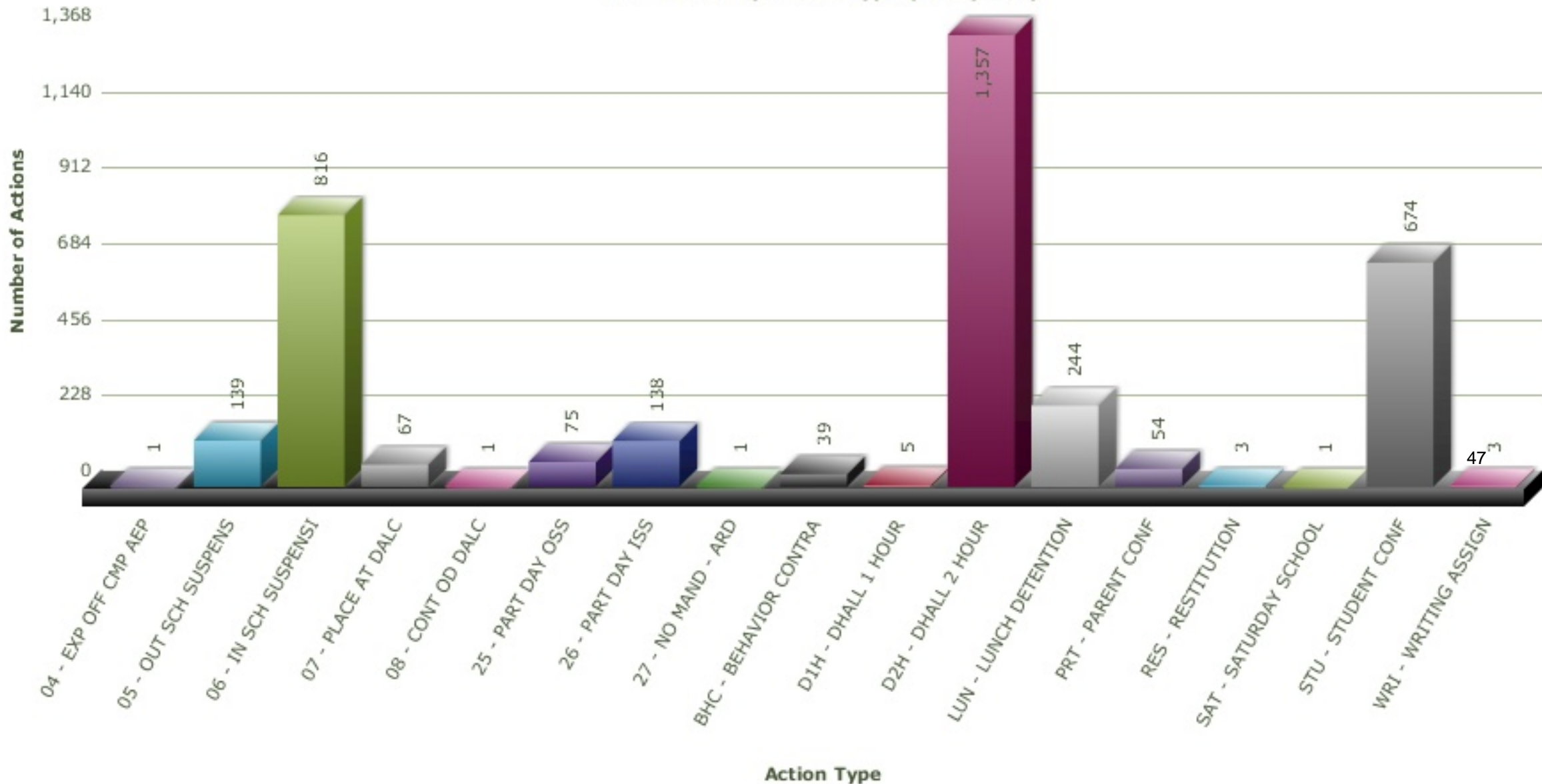
District personnel attended various safety trainings during this quarter including “Promoting Equity to Reduce Exclusionary Disciplinary Actions Within a Multi-tiered System of Supports”, Standard Response Protocols (SRP), and Standard Reunification Method (SRM). Our special education department is focusing on SRP and SRM training to develop safer and less stressful procedures for our special education students should the need arise to implement either of these programs. In addition, the district is working with Project PROTECT to keep our students, staff, and community safe. Project PROTECT is dedicated to preventing child sex trafficking, exploitation and abuse through proactive community engagement, preventative education programs, awareness, and empowerment opportunities.

The attached discipline offense and action charts shows an increase in Detention Hall No Shows and Excessive Tardies offenses for this quarter. This correlates to a surge in 2 Hour Detention Hall assignments as assistant principals are working diligently to address disciplinary concerns without taking students out of class. They are working hard to keep suspensions to a minimum.

Discipline Offenses Breakdown by Offense Type (Entity 000)



Discipline Actions
Breakdown by Action Type (Entity 000)



**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: April 5, 2021

Item Title: 2020-2021 District Improvement Plan Update

Agenda Item: Lee Courville

Background Information

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

The next review will be a summative review, the last for the 2020-2021 school year.

Recommendation

The Superintendent and Deputy Superintendent for Educational Services recommend 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.

Table of Contents






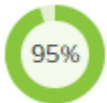
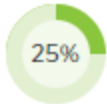


Goals	4
Goal 1: DISD will provide effective teaching and learning that results in student mastery for successful college and career readiness.	4
Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.	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













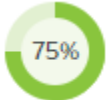
Strategy 1 Details	Reviews			
<p>Strategy 1: Educational Services: Utilize curriculum specialists, instructional support staff and teachers to write, revise, and update curriculum documents for instructional alignment.</p> <p>Strategy's Expected Result/Impact: Rigorous Teaching and Assessing in the Classroom 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
				52
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
				










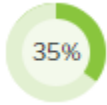


Strategy 6 Details	Reviews			
<p>Strategy 6: Educational Services: Design and implement a comprehensive literacy plan to ensure all students are strategically prepared for the literacy demands of the college and career readiness standards by high school graduation. The Literacy plan will address the 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
				54
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)</p> <p>*Unit planning protocol ("the big picture, focus standards, unit goals, key vocabulary, assessment preview)</p> <p>*Student work protocol (examples of student work evaluated for alignment to depth of the standard)</p> <p>reflection protocol (after data analysis)</p> <p>*Case Manager Protocol for Special Education (mandated by TEA CAP)</p> <p>Strategy's Expected Result/Impact: Consistent lesson planning across the district.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				












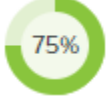
Strategy 8 Details	Reviews			
<p>Strategy 8: Educational Services: Through curriculum leadership teams and district professional development, curriculum specialists will help teachers understand the depth and complexity of state standard proficiency levels.</p> <p>Strategy's Expected Result/Impact: Improve 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
				










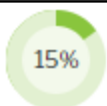
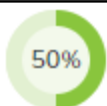

Strategy 11 Details	Reviews			
<p>Strategy 11: Educational Services: Provide instructional materials, such as software, hardware, hosted services, manipulatives, equipment, text and digital resources for PK-12 core content areas in order to improve instruction.</p> <p>Strategy's Expected Result/Impact: 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 ⁵⁷
	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
				61
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
				





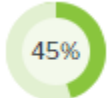




Strategy 35 Details	Reviews			
<p>Strategy 35: MTSS/RtI: Provide after school tutorials in English 1, Biology, United States History, and Algebra 1 at-risk students.</p> <p>Strategy's Expected Result/Impact: Improved STAAR/EOC student performance of English Learners.</p> <p>Staff Responsible for Monitoring: 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
				62
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

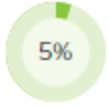
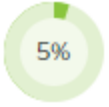
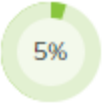




Strategy 1 Details	Reviews			
<p>Strategy 1: Educational Services: Provide elementary, middle, jr high, and high school summer school opportunities for promotion and advancement, including exploration of digital options for credit recovery at the high school level. This also includes opportunities for 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
				65
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
				66
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
				67
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
				68
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
				









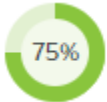



Strategy 20 Details	Reviews			
<p>Strategy 20: Explore a community mentorship program for students with disabilities. (Follow county health guidelines addressing COVID.)</p> <p>Strategy's Expected Result/Impact: Students will have an opportunity to make community connections that will assist them in 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
				70
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
				72
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
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 2: DISD will 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.

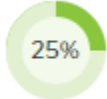





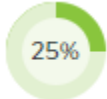

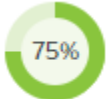
Strategy 1 Details	Reviews			
<p>Strategy 1: District will work collaboratively with colleges/universities and educational programs to provide resources and support for interns assigned to campuses throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increase rate of acquisition of teachers 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
				73
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
				74
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>				




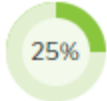








Goal 3: DISD will provide a safe, healthy, secure and orderly environment for students, staff, families and community.







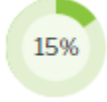

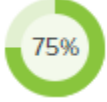







Performance Objective 1: Through implementation of an effective discipline management plan and by concentrating on building relational capacity, DISD will reduce disciplinary incident rates by 10% from the previous year and increase attendance rates to 98%.

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
				77
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
				78
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
				





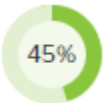








Strategy 9 Details	Reviews			
<p>Strategy 9: Continue to provide Emergency Operations Training to all Principals and campus personnel. Strategy's Expected Result/Impact: District and Campus Emergency Operations Plan submissions and practiced at the campus level. Staff Responsible for Monitoring: Assistant 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.

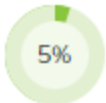
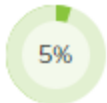
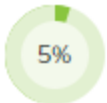


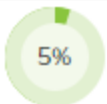






Evaluation Data Sources: SEL data collection will include professional development resources, sign in sheets, referral forms, counseling plans, Restorative Practice implementation data

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
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: DISD 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> <p>Staff Responsible for Monitoring: Assistant Superintendent of Administration</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

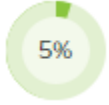
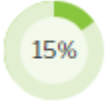








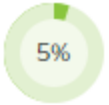

 Continue/Modify








 Discontinue

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

Performance Objective 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

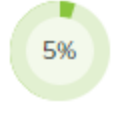
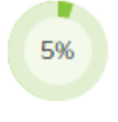

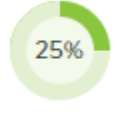
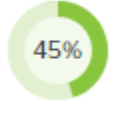




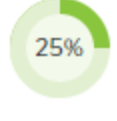


Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain infrastructure with scheduled maintenance times to provide all district departments with the supports needed for effectively performing job duties.</p> <p>Strategy's Expected Result/Impact: Students, staff, and departments are able to perform responsibilities 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
				84
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
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

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


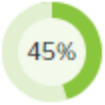

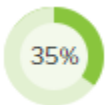
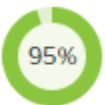

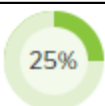

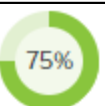
Strategy 1 Details	Reviews			
<p>Strategy 1: Create a district parent and community survey. Analyze survey data to identify areas of strengths and needs in the district.</p> <p>Strategy's Expected Result/Impact: Identification of parent and community needs for DEIC.</p> <p>Staff Responsible for Monitoring: 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
				86
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
				
<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 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
				88
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
				90
<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>				

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: April 5, 2021

Item Title: Policy Update 116

Agenda Item: Robert Cobb

Background Information:

Attached is Policy Update 116 affecting the following local policies:

CQB(LOCAL): TECHNOLOGY RESOURCES - CYBERSECURITY

DCD(LOCAL): EMPLOYMENT PRACTICES - AT-WILL EMPLOYMENT

DCE(LOCAL): EMPLOYMENT PRACTICES - OTHER TYPES OF CONTRACTS

FFAC(LOCAL): WELLNESS AND HEALTH SERVICES - MEDICAL TREATMENT

GKA(LOCAL): COMMUNITY RELATIONS - CONDUCT ON SCHOOL PREMISES

Recommendation:

The Superintendent and Assistant Superintendent for Administration recommend approval of TASB Localized Policy Manual Update 116.

Action Item: Yes No

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



(LOCAL) Policy Comparison Packet

This packet is generated by an automated process that compares the updated policy to the district's current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; omitted in Word)

Annotations are shown as follows.

- *Deletions* are shown in a red strike-through font: ~~deleted text~~.
- *Additions* are shown in a blue, bold font: **new text**.
- Blocks of text that have been *moved* without alteration are shown in green, with double underline and double strike-through formatting to distinguish the text's destination from its origin: ~~moved text~~ becomes moved text.
- *Revision bars* appear in the right margin, as above.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes makes formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529 512.467.0222	800.580.1488 512.467.3689

Plan The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.

Coordinator The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency (TEA) in cybersecurity matters and as required by law report to TEA breaches of system security.

Training The Board delegates to the Superintendent the authority to:

1. Determine ~~Each District employee and Board member shall annually complete~~ the cybersecurity training program ~~to be annually completed~~ ~~designated~~ by each employee and Board member; and
2. Verify ~~the District. The District shall verify~~ and report compliance with staff training requirements ~~in accordance with guidance from~~ the Department of Information Resources.

~~The~~ ~~Additionally, the~~ District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.

Security Breach Notifications Upon discovering or receiving notification of a breach of system security, the District shall disclose the breach to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

1. Written notice.
2. Email, if the District has email addresses for the affected persons.
3. Conspicuous posting on the District's websites.
4. Publication through broadcast media.

The District's cybersecurity coordinator shall disclose a breach involving sensitive, protected, or confidential student information to TEA and parents in accordance with law.

EMPLOYMENT PRACTICES
AT-WILL EMPLOYMENT

DCD
(LOCAL)

Personnel not hired under a contract shall be employed on an at-will basis.

[For information regarding contractual employment, see DCA, DCB, DCC, and DCE, as appropriate]

Dismissal

At-will employees may be dismissed at any time for any reason not prohibited by law or for no reason, as determined by the needs of the District. At-will employees who are dismissed shall receive pay through the end of the last day worked.

Appeal of
Employment
Actions to Board

A dismissed employee may ~~request to be heard by the dismissal~~ ~~Board~~ appeal in accordance with DGBA(LOCAL).

EMPLOYMENT PRACTICES
OTHER TYPES OF CONTRACTS

DCE
(LOCAL)

**Non-Chapter 21
Contracts**

Non-Chapter 21 contracts shall be provided for positions included on the list approved by the Board. A non-Chapter 21 contract shall not be governed by Chapter 21 of the Education Code.

**Appeal of
Employment Actions**

An employee may appeal discharge during the contract period in accordance with DCE(LEGAL).

An employee whose contract is not reissued at the end of the contract period may appeal ~~to the Board~~ in accordance with DGBA(LOCAL).

Student Illness	Procedures shall be established by the administration to ensure that proper attention is given to any student who becomes ill during the course of a school day.
Accidents Involving Students	Emergency procedures shall be established by the administration to ensure proper attention for any student injured at school. Records shall be maintained on all accidents that require the attention of a medical doctor.
Emergency Treatment Forms	Each year, students and parents shall complete and sign a form that provides emergency information and authorizes school officials to obtain emergency medical treatment, as provided by law.
Purchasing Medication	The District shall not purchase nonprescription medication to administer to a student.
Administering Medication	No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy provided below.
Medication Provided by Parent	The Employees authorized by the Superintendent shall designate the employees who are authorized to or designee may administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations to students: <ol style="list-style-type: none">1. Prescription medication in accordance with legal requirements. {See FFAC(LEGAL)}2. Nonprescription medication, upon a parent's written request, when properly labeled and in the original container.3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan for a student with disabilities.
No Medication Provided by District	The District shall not purchase medication to administer to a student.
Psychotropics	Except as permitted by law Education Code 38.016 , an employee shall not: <ol style="list-style-type: none">1. Recommend to a student or a parent that the student use a psychotropic drug;2. Suggest a particular diagnosis; or1. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

Medical Treatment

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.

3. The District shall seek appropriate emergency care for a student as required or deemed necessary.

Access to District Property

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

Ejection or Exclusion under Education Code 37.105

In accordance with Education Code 37.105, a District official shall provide a person refused entry to or ejected from property under the District's control written information explaining the right to appeal such refusal of entry or ejection under the District's grievance process.

A person appealing under the District's grievance process shall be permitted to address the Board in person within 90 **calendar** days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See FNG and GF]

Off-Campus Activities

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

Prohibitions

Tobacco and E-Cigarettes

The District prohibits smoking and the use of tobacco products and e-cigarettes on District property, in District vehicles, or at school-related activities.

Weapons

The District prohibits the unlawful use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

Exceptions

No violation of this policy occurs when:

1. A Texas handgun license holder stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: April 5, 2021
Item Title: Competitive Sealed Proposals
Agenda Item: Jim Rubach

Background Information:

The administration recommends using the competitive sealed proposal method for construction of the Hughes Road parking lot and McAdams track replacement.

Recommendation:

The Superintendent and Executive Director of Facilities and Planning recommend approving the competitive sealed proposal method.

Action Item: X Yes _____ No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: April 5, 2021
Item Title: DCC/DALC Portables
Agenda Item: Jim Rubach

Background Information:

Included in the 2020 bond program is the addition of two (2) portable classroom buildings at DCC/DALC. There are two classrooms per portable. We have been working with ILCOR Builders who specialize in temporary classrooms. This proposal consists of two 24' x 64' portable classroom buildings. The price includes building pad, porch deck/ramps, underground electrical service, data drops and awning.

The cost is \$327,390 and this is Buyboard co-op pricing which ILCOR is a participating bidder. The budget in the bond for this project is \$400,000.

Recommendation:

The Superintendent and Executive Director of Facilities and Planning recommend approving the proposal from ILCOR for two portable classroom buildings for \$327,390.

Action Item: X Yes _____ No

Motion made by _____ seconded by _____ vote _____

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: April 5, 2021
Item Title: Roof Replacement Proposals/Hail Damage
Agenda Item: Ryan Boone

Background Information:

Due to a hail storm in May 2019 we have been working with our insurance adjusters on several of our roofs that were damaged. We will not proceed with the projects until they are funded by insurance less our deductible.

We received three Buyboard co-op proposals for the complete replacement of the roof at Dunbar Middle School and partial replacement of roofs at Silbernagel Elementary, High School and Operations and Facilities. The pricing was received and the low proposals are as follows:

- 1) Division 7 Roofing - High School, Silbernagel Elementary and Operations/Facilities
- 2) Atlas Universal Roofing-Dunbar Middle School
- 3) Reliable Roofing-N/A

The proposal from Division 7 Roofing is for \$634,340 and the proposal from Atlas Roofing is for \$1,525,040 plus a \$50,000 contingency. The funding source would come from insurance.

Recommendation:

The Superintendent, Deputy Superintendent for Business and Operations recommend awarding the buyboard co-op proposals to Division 7 and Atlas Universal as listed above.

Action Item: X Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: April 5, 2021

Item Title: Board Training Credits

Agenda Item: Carla Voelkel

Background Information:

Board President:

Under State Board of Education Rule, completing required continuing education each year of service is a basic obligation and expectation of any sitting board member.

As Board President, I am required to announce the name of each member who:

- Has completed the required continuing education;
- Has exceeded the required continuing education;
- Is deficient in meeting the required continuing education.

There are seven training areas for board member continuing education:

1. Local District Orientation
2. Orientation to the Texas Education Code
3. Post-Legislative Update to the Texas Education Code
4. Team Building
5. Additional Continuing Education
6. Evaluating Student Academic Performance and Setting Goals (Formerly HB 1566)
7. Identifying and Reporting Abuse, Trafficking, and Other Maltreatment of Children

To the extent applicable to each board member, I will announce the completion or deficiency as to required training.

For members who still have time remaining to complete required training, I will announce those board members who have scheduled timely training and those who have not yet scheduled the training.

At the conclusion of this announcement, I will announce any board member's training in excess of the continuing education requirements.

No new board members were required to complete local district orientation training for the time period covered by this announcement.

No board members were required to complete Post-Legislative Update to the Texas Education Code training for the time period covered by this announcement.

The following board members have completed the annual team-building training: Mike Mackey, Jeff Pittman, Veanna Veasey, Corey Magliolo, Jessica Rodriguez, and David Swartz

The following board member is deficient in meeting the required annual team-building training: Fritize Samford

The following members have completed the additional annual continuing education requirements: Veanna Veasey and David Swartz

The following board members are deficient in meeting the additional annual continuing education requirements: Mike Mackey, Corey Magliolo, Jeff Pittman, Jessica Rodriguez and Fritzie Samford

The following members have completed the biennial training on evaluating student academic performance and setting goals: Mike Mackey, Corey Magliolo, Jessica Rodriguez, and David Swartz

The following members are deficient in meeting the biennial training on evaluating student academic performance and setting goals: Jeff Pittman, Fritzie Samford, Veanna Veasey

The following board members have completed the biennial training on identifying and reporting abuse and trafficking: Corey Magliolo, Jessica Rodriguez, David Swartz, Veanna Veasey

The following board members are deficient in meeting the required biennial training on identifying and reporting abuse and trafficking: Mike Mackey, Jeff Pittman, Fritzie Samford

Exceeding Required Continuing Education

Board member Veanna Veasey exceeded the required amount of required continuing education training by 2.25 additional hours.

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: April 5, 2021

Item Title: Approval of Agenda Items A-D

Agenda Item: Carla Voelkel

Background Information:

Agenda Items:

- A. Instructional Material Certification
- B. Quarterly Investment Report
- C. 2021-2022 Student Standard of Dress
- D. Consent Agenda Items

Recommendation:

The Superintendent recommends approval of Agenda Items A-D.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: April 5, 2021

Item Title: Instruction Materials Certification

Agenda Item: Lee Courville

Background Information:

Districts are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all of the Texas Essential Knowledge and Skills (TEKS). Districts are unable to order 2021-2022 instructional materials through EMAT until the certification has been received by the Texas Education Agency (TEA).

Recommendation:

The Superintendent and Deputy Superintendent for Educational Services present the 2020-2021 Instructional Materials Certification form for required signatures.

Action Item: Yes No

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: April 5, 2021
Item Title: Quarterly Investment Report
Agenda Item: Ryan Boone / Kelly Logsdon

Background Information:

Attached is the quarterly investment report for December 1, 2020 through February 28, 2021 and comparison data for prior years.

Recommendation:

The Superintendent, Deputy Superintendent for Business and Operations and the Executive Director of Business Operations recommend approval of the quarterly investment report for December 1, 2020 through February 28, 2021.

Action Item: Yes No

DICKINSON INDEPENDENT SCHOOL DISTRICT
Quarterly Investment Report
December 1, 2020 - February 28, 2021

This report has been prepared according to the requirements of Texas Government Code Chapter 2256 and I hereby certify that all investment activities are in compliance with local and state investment policy.



Ryan Boone
Deputy Superintendent for Business & Operations



Kelly Logsdon
Executive Director of Business Services



Leslie Hudson
Executive Director of Payroll



Laura Lambert
Senior Accountant

Dickinson Independent School District
Investments by Government Pools
OPERATING FUND

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Logic	4,310,269	4,310,961	4,311,525	4,312,075	4,312,547	4,312,880						
Texas Class	9,304,127	12,305,481	10,306,609	6,307,461	21,309,252	26,311,334						
Gulf Coast CU	5,057,295	5,085,634	5,092,049	5,092,049	5,107,647	5,107,647						
TexStar	300,359	300,388	300,412	300,429	300,444	300,451						
Texas TERM	29,942,985	27,520,540	27,577,573	24,579,086	24,579,246	25,436,877						
Texas FIT	4,824,748	7,326,346	7,327,829	10,330,004	10,331,781	10,333,074						
Total	53,739,783	56,849,350	54,915,997	50,921,104	65,940,917	71,802,263	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Logic	909	692	564	551	472	333							3,521
Texas Class	443	1,354	1,129	851	1,792	2,082							7,651
Gulf Coast CU	0	28,339	6,415	0	15,598	0							50,352
TexStar	33	29	23	17	15	8							125
Texas TERM	68,907	77,584	57,033	1,513	159	11							205,207
Texas FIT	1,371	1,598	1,483	2,175	1,777	1,293							9,697
Total	71,663	109,596	66,647	5,107	19,813	3,727	0	0	0	0	0	0	276,553

Dickinson Independent School District
 Ten Year Balance History
 OPERATING FUND

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2011-12	21,260,566	23,763,023	20,557,304	18,560,427	25,564,248	31,272,095	29,278,063	26,683,655	26,479,508	24,434,700	24,039,575	21,659,887
2012-13	25,864,161	28,868,943	27,673,355	27,678,148	33,683,023	37,687,846	36,193,219	32,197,759	29,201,941	29,705,578	26,858,882	26,861,212
2013-14	29,563,276	32,565,669	31,668,204	32,170,838	38,173,758	43,676,761	40,680,125	36,683,125	33,685,944	32,688,517	32,191,099	31,839,871
2014-15	35,424,432	35,916,810	32,168,575	30,170,343	37,172,376	43,174,634	43,180,250	37,192,580	34,194,538	29,915,239	29,801,034	33,206,830
2015-16	37,207,179	40,219,426	38,237,442	44,247,411	47,234,787	51,247,183	47,256,444	44,266,883	41,282,996	38,295,541	38,312,411	39,347,700
2016-17	45,375,666	43,431,962	49,417,925	50,435,468	52,461,542	60,498,394	53,529,331	50,551,891	46,633,422	43,664,587	42,738,360	43,780,279
2017-18	48,798,756	48,844,463	49,870,305	54,895,049	60,931,901	61,045,981	61,097,442	58,211,038	52,278,091	47,337,052	47,699,614	47,798,402
2018-19	48,850,615	51,322,653	49,424,925	49,577,250	58,615,471	66,723,974	61,851,069	55,958,121	54,093,282	54,191,449	51,801,768	53,705,255
2019-20	60,888,636	60,012,550	53,703,105	59,432,691	69,487,534	75,855,044	69,727,150	63,806,409	56,704,668	53,727,163	49,747,402	47,867,920
2020-21	53,739,783	56,849,350	54,915,997	50,921,104	65,940,917	71,802,263	0	0	0	0	0	0

110

Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2011-12	1,978	2,457	2,530	3,123	3,821	5,354	6,011	5,592	5,853	5,192	4,873	4,441	51,226
2012-13	4,276	4,732	4,464	4,789	4,875	4,824	5,372	4,541	4,181	3,637	3,304	2,330	51,326
2013-14	2,064	2,393	2,536	2,634	2,920	3,004	3,658	3,001	2,819	3,405	3,541	3,723	35,698
2014-15	2,398	2,379	1,763	1,771	2,032	2,259	5,616	2,329	1,928	1,473	5,052	5,793	34,793
2015-16	2,576	15,223	19,877	9,967	8,922	10,937	12,261	10,438	16,112	8,314	7,959	8,649	131,235
2016-17	27,873	56,292	22,719	17,517	26,072	36,854	32,414	22,559	81,532	31,166	75,553	43,414	473,965
2017-18	18,701	45,705	25,842	24,744	36,852	114,080	51,464	113,593	67,056	58,960	36,309	98,546	691,852
2018-19	52,213	51,496	102,270	152,248	38,219	108,503	127,096	107,053	135,158	98,168	110,320	103,487	1,186,231
2019-20	183,412	123,914	190,554	229,582	64,449	148,273	81,744	79,261	48,258	22,394	20,339	120,719	1,312,899
2020-21	71,663	109,596	66,647	5,107	19,813	3,727	0	0	0	0	0	0	276,553

Dickinson Independent School District
Investments by Government Pools
INTEREST AND SINKING FUND

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Class	384,219	384,727	1,381,378	3,381,558	12,192,907	6,590,996						
TexPool	0	0	0	0	0	0	0	0	0	0	0	0
Texas TERM	10,436,699	10,521,772	10,521,779	10,521,786	10,523,652	10,525,744						
Total	10,820,918	10,906,499	11,903,157	13,903,344	22,716,559	17,116,740	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Class	79	58	101	180	1,044	432							1,894
TexPool	0	0	0	0	0	0	0	0	0	0	0	0	0
Texas TERM	0	85,073	7	6	1,866	2,093							89,045
Total	79	85,131	108	186	2,910	2,525	0	0	0	0	0	0	

Dickinson Independent School District
Investments by Pools
DEBT SERVICE FUND

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2011-12	6,493,350	6,494,081	5,703,039	6,654,059	12,585,610	8,006,561	10,508,666	9,713,205	10,215,388	10,467,570	10,824,458	6,068,685
2012-13	6,069,801	6,070,878	8,671,895	10,163,541	15,299,540	9,093,569	9,052,351	9,753,569	9,754,852	9,713,542	9,998,660	5,546,181
2013-14	5,546,578	5,546,999	5,547,417	8,231,648	14,721,878	8,945,248	8,945,946	8,946,623	8,947,311	8,947,994	4,161,747	6,012,893
2014-15	6,013,341	6,013,801	6,614,265	7,764,977	4,347,401	9,797,771	9,798,759	9,799,823	9,800,935	11,401,139	6,076,125	6,271,565
2015-16	6,271,747	6,272,836	6,274,064	6,275,586	13,585,808	10,494,059	13,499,830	13,506,038	13,512,728	13,118,516	7,791,542	451,144
2016-17	8,800,969	8,232,509	8,395,035	14,153,316	21,118,977	15,030,408	16,043,182	16,056,998	16,071,682	16,038,748	9,902,306	10,504,567
2017-18	10,515,229	10,526,471	11,037,856	15,195,447	21,122,320	17,410,151	17,428,591	17,448,473	17,476,685	18,905,724	18,052,557	12,031,994
2018-19	12,053,324	12,650,208	13,661,610	15,676,395	25,517,327	15,284,969	16,313,373	16,341,893	16,370,722	16,380,746	16,545,345	10,814,880
2019-20	10,815,814	10,816,728	10,645,783	11,662,217	23,598,646	14,291,236	15,297,072	19,059,354	16,605,453	17,008,551	10,793,267	10,820,839
2020-21	10,820,918	10,906,499	11,903,157	13,903,344	22,716,559	17,116,740	0	0	0	0	0	0

112

Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2011-12	711	731	708	1,021	1,775	1,380	2,105	2,089	2,183	2,182	2,112	1,406	18,403
2012-13	1,116	1,077	1,016	1,646	2,011	1,208	1,298	1,218	1,284	1,205	1,129	533	14,742
2013-14	398	421	417	614	944	774	698	677	696	675	598	427	7,339
2014-15	447	459	465	572	480	561	989	1,063	1,112	1,304	1,139	890	9,481
2015-16	961	1,094	1,193	1,522	3,007	5,585	5,771	6,208	6,691	6,887	5,953	143	45,015
2016-17	4,940	5,987	5,589	8,281	13,448	10,354	12,774	13,816	14,684	14,851	15,798	10,233	130,755
2017-18	10,662	11,242	11,385	10,907	16,568	10,071	18,440	19,881	28,212	29,039	30,156	22,075	218,638
2018-19	21,330	9,629	11,402	14,784	30,627	85,283	28,403	28,520	28,828	10,023	15,648	135,150	419,627
2019-20	933	914	69,262	16,433	26,124	5,396	5,836	7,803	3,920	3,097	1,754	27,574	169,046
2020-21	79	85,131	108	186	2,910	2,525	0	0	0	0	0	0	90,939

Dickinson Independent School District
Investments by Government Pools
WORKER'S COMPENSATION FUND

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Class	0	0	0	0	0	0	0	0	0	0	0	0
TexPool	302,062	302,096	302,127	302,150	302,171	302,181						
Texas TERM	2,045,277	2,045,277	2,045,277	2,050,578	2,050,578	2,050,578						
Total	2,347,339	2,347,373	2,347,404	2,352,728	2,352,749	2,352,759	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Class	0	0	0	0	0	0	0	0	0	0	0	0	113 0
TexPool	37	34	31	23	21	10							156
Texas TERM	0	0	0	5,301	0	0							5,301
Total	37	34	31	5,324	21	10	0	0	0	0	0	0	

Dickinson Independent School District
Investments by Pools
WORKER'S COMPENSATION FUND

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2011-12	41,021	41,024	41,028	41,030	41,034	41,037	41,041	41,044	41,049	41,053	41,058	400,202
2012-13	225,240	225,272	200,301	200,326	200,343	200,358	200,375	200,392	200,404	200,414	200,423	200,430
2013-14	200,437	200,445	200,453	200,459	200,464	200,468	200,473	200,479	200,483	200,487	200,493	200,499
2014-15	200,504	200,508	200,514	1,200,549	1,200,596	1,200,637	1,200,686	1,200,738	1,200,794	1,200,851	1,200,915	1,200,988
2015-16	1,200,991	1,201,078	1,201,280	1,201,470	1,201,743	1,202,030	1,202,364	1,952,614	1,952,817	1,953,027	1,953,247	1,953,470
2016-17	1,953,690	1,953,919	1,954,149	1,962,782	1,963,168	1,963,497	1,863,886	1,864,276	1,864,710	1,765,147	1,765,612	1,766,092
2017-18	1,705,608	1,706,052	1,606,422	1,606,830	1,557,269	1,557,640	1,558,099	1,558,589	1,559,114	1,572,723	1,573,193	1,573,672
2018-19	1,574,154	1,574,689	1,581,377	1,581,963	1,582,576	1,583,132	1,595,294	1,595,925	1,596,565	1,597,188	1,597,831	1,612,105
2019-20	2,312,870	2,316,310	2,316,726	2,330,027	2,330,434	2,339,937	2,341,045	2,341,158	2,341,227	2,347,204	2,347,257	2,347,303
2020-21	2,347,339	2,347,373	2,347,404	2,352,728	2,352,749	2,352,759	0	0	0	0	0	0

114

Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2011-12	3	3	4	3	3	3	4	4	4	5	5	16	57
2012-13	38	32	29	26	17	14	18	17	12	9	9	7	229
2013-14	6	8	7	6	5	4	5	6	4	5	5	6	67
2014-15	5	4	5	36	47	41	49	52	56	57	64	73	489
2015-16	84	99	109	190	273	287	334	250	203	210	220	223	2,481
2016-17	220	229	231	8,632	387	328	389	390	434	437	466	480	12,623
2017-18	9,516	444	370	408	439	371	460	490	525	13,610	470	479	27,582
2018-19	482	536	6,689	585	613	556	12,162	631	640	620	643	14,273	38,430
2019-20	765	3,439	415	13,301	408	9,502	1,108	114	69	5,977	53	45	35,196
2020-21	37	34	31	5,324	21	10	0	0	0	0	0	0	5,457

Dickinson Independent School District
Investments by Government Pools
ACTIVITY FUND

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Class	0	0	0	0	0	0	0	0	0	0	0	0
TexPool	90,923	90,933	90,942	90,950	90,956	90,959						
Total	90,923	90,933	90,942	90,950	90,956	90,959	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Class	0	0	0	0	0	0	0	0	0	0	0	0	0
TexPool	11	10	9	8	6	3							115
Total	11	10	9	8	6	3	0	0	0	0	0	0	47

Dickinson Independent School District
Investments by Pools
ACTIVITY FUND

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2011-12	95,595	95,602	95,611	95,617	95,624	95,631	95,641	95,649	95,659	95,670	85,681	85,690
2012-13	85,702	85,714	85,725	85,736	85,743	85,749	85,756	85,764	85,769	85,773	85,777	85,780
2013-14	85,783	85,786	85,790	65,792	85,794	85,796	85,798	85,801	85,803	85,804	85,807	85,809
2014-15	85,812	85,814	85,816	85,819	85,822	85,825	85,828	85,832	85,836	85,840	85,845	85,845
2015-16	85,850	85,857	85,871	85,884	85,904	85,925	85,948	85,972	85,997	86,023	86,050	86,077
2016-17	86,104	86,132	86,160	86,194	86,233	86,270	86,316	86,366	86,423	86,485	86,556	86,630
2017-18	86,702	86,778	86,853	86,940	87,036	87,125	87,238	87,357	87,485	87,615	87,756	87,899
2018-19	88,043	88,203	88,363	88,535	88,714	88,877	89,060	89,238	89,418	89,595	89,777	89,942
2019-20	90,102	90,248	90,373	90,497	90,620	90,734	90,812	90,846	90,866	90,882	90,899	90,912
2020-21	90,923	90,933	90,942	90,950	90,956	90,959	0	0	0	0	0	0

116

Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2011-12	7	7	8	7	7	7	9	9	10	11	10	10	102
2012-13	11	12	11	11	7	6	8	7	5	4	4	3	89
2013-14	3	4	3	3	2	2	2	3	2	2	2	3	31
2014-15	2	2	2	3	3	3	4	4	4	4	5	5	41
2015-16	6	7	8	14	20	21	24	24	25	26	27	27	229
2016-17	27	28	28	33	39	37	46	50	56	63	71	73	551
2017-18	72	76	75	87	96	90	112	119	127	130	141	143	1,268
2018-19	144	160	160	172	180	163	182	178	180	175	182	166	2,042
2019-20	160	146	124	125	122	115	77	34	21	16	16	14	970
2020-21	11	10	9	8	6	3	0	0	0	0	0	0	47

Dickinson Independent School District
Investments by Government Pools
FOOD NUTRITION SERVICES FUND

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Class	555,661	205,712	105,732	105,744	105,756	605,794						
TexPool	0	0	0	0	0	0	0	0	0	0	0	0
Total	555,661	205,712	105,732	105,744	105,756	605,794	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Class	137	51	20	13	12	38							271
TexPool	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	137	51	20	13	12	38	0	0	0	0	0	0	0

Dickinson Independent School District
Investments by Pools
FOOD NUTRITION SERVICES FUND

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2011-12	788,120	788,191	788,271	1,288,430	1,288,611	1,288,806	1,289,023	1,289,238	2,224,516	2,224,948	2,225,364	2,070,758
2012-13	1,841,100	1,661,395	1,661,644	1,661,913	1,662,139	1,662,327	1,662,544	1,662,744	1,662,935	1,663,111	2,163,318	2,163,483
2013-14	2,083,626	1,973,767	1,973,903	2,124,052	2,124,197	2,124,338	2,673,503	2,602,685	2,392,863	2,547,028	2,693,246	1,328,435
2014-15	746,337	771,382	551,429	551,474	951,551	951,628	1,251,753	1,386,905	1,187,050	1,187,191	1,187,349	1,137,323
2015-16	1,137,705	1,142,884	1,043,098	3,843,851	3,845,221	845,547	1,346,003	1,196,575	1,197,176	325,776	325,952	326,145
2016-17	276,331	401,525	51,631	51,669	451,840	227,086	330,426	527,854	528,340	928,970	929,901	805,797
2017-18	496,433	396,891	747,489	748,379	749,366	750,297	751,412	1,278,277	1,080,225	1,082,143	1,084,194	1,036,252
2018-19	963,099	965,016	966,941	969,000	971,162	973,126	975,286	1,577,952	1,381,060	1,383,906	1,386,745	1,389,434
2019-20	1,041,607	1,043,455	1,045,118	1,247,057	1,249,021	1,250,775	1,252,330	1,253,459	1,254,263	1,254,590	1,055,276	855,525
2020-21	555,661	205,712	105,732	105,744	105,756	605,794	0	0	0	0	0	0

118

Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2011-12	72	71	80	158	181	195	217	215	278	432	415	394	2,708
2012-13	343	295	248	270	226	188	216	201	191	176	207	166	2,726
2013-14	143	141	136	149	145	141	165	183	177	173	210	133	1,896
2014-15	66	45	47	45	78	77	125	152	145	141	158	175	1,254
2015-16	182	180	213	753	1,370	325	457	571	601	483	177	193	5,504
2016-17	186	193	106	39	171	246	281	487	487	629	931	896	4,652
2017-18	635	458	598	891	987	930	1,115	1,865	1,948	1,917	2,051	2,058	15,453
2018-19	1,847	1,918	1,925	10,885	2,162	1,964	2,161	8,952	3,108	2,846	2,839	2,689	43,296
2019-20	2,172	1,848	1,663	1,939	1,964	1,754	5,273	1,129	804	607	406	248	19,807
2020-21	137	51	20	13	12	38	0	0	0	0	0	0	271

Dickinson Independent School District
Investments by Government Pools
BOND FUND – 2014

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Class	0	0	0	0	0	0	0	0	0	0	0	0
Texas TERM	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Class	0	0	0	0	0	0	0	0	0	0	0	0	0
Texas TERM	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0

Dickinson Independent School District
Investments by Pools
BOND FUND – 2014

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2013-14	0	0	0	0	0	0	0	0	0	0	0	55,157,846
2014-15	54,556,522	54,202,172	53,951,684	53,960,613	53,243,966	53,110,746	51,596,352	54,563,331	50,062,707	50,057,253	47,142,128	49,148,085
2015-16	39,092,870	36,921,400	34,967,702	32,993,533	31,513,893	29,873,237	27,561,354	25,234,953	25,556,824	21,766,101	18,579,686	15,846,098
2016-17	13,547,913	13,447,723	12,731,542	12,269,278	11,548,688	9,740,364	8,168,499	6,571,964	6,474,638	2,146,774	2,146,893	1,078,031
2017-18	349,023	321,689	0	0	0	0	0	0	0	0	0	0
2018-19	0	0	0	0	0	0	0	0	0	0	0	0
2019-20	0	0	0	0	0	0	0	0	0	0	0	0
2020-21	0	0	0	0	0	0	0	0	0	0	0	0

120

Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2013-14	0	0	0	0	0	0	0	0	0	0	0	1,609	1,609
2014-15	1,239	254	226	8,929	3,354	3,397	504	410	3,764	15,622	121	10,032	47,852
2015-16	28,950	13,265	8,862	13,161	5,710	10,809	10,881	9,521	24,455	1,506	2,776	1,420	131,316
2016-17	27,101	8,468	10,082	3,829	4,887	9,213	5,855	8,287	5,871	14,082	119	6,137	103,931
2017-18	770	293	257	0	0	0	0	0	0	0	0	0	1,320
2018-19	0	0	0	0	0	0	0	0	0	0	0	0	0
2019-20	0	0	0	0	0	0	0	0	0	0	0	0	0
2019-20	0	0	0	0	0	0	0	0	0	0	0	0	0

* August 12, 2014 received \$56,000,000 from bond sale

Dickinson Independent School District
Investments by Government Pools
BOND FUND – 2016

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas TERM	826,547	801,627	726,689	676,192	603,278	603,301						
Total	826,547	801,627	726,689	676,192	603,278	603,301	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas TERM	96	80	62	53	39	24							354
Total	96	80	62	53	39	24	0	0	0	0	0	0	

Dickinson Independent School District
Investments by Pools
BOND FUND – 2016

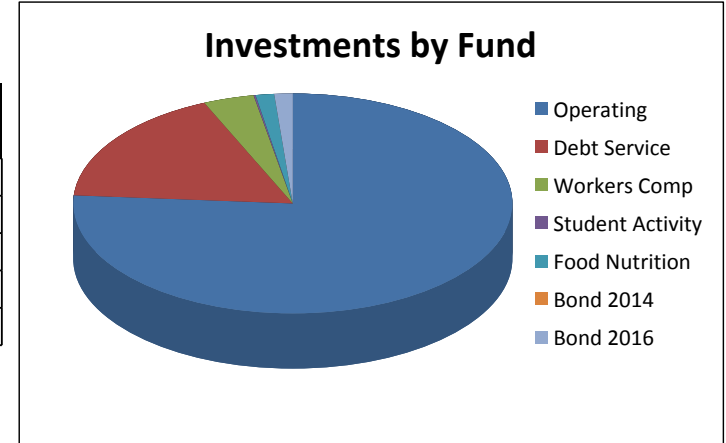
Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2016-17	0	0	67,522,578	67,522,587	67,512,595	67,509,245	67,484,525	67,434,818	67,493,088	65,051,672	65,313,933	62,504,160
2017-18	58,917,863	54,550,766	54,437,999	48,013,391	44,261,894	41,238,430	41,248,139	35,082,261	29,429,471	26,309,518	25,287,776	22,465,123
2018-19	20,129,546	19,249,604	18,168,049	16,809,290	16,833,815	14,357,862	13,293,024	12,161,835	10,190,311	6,457,747	5,556,842	4,494,856
2019-20	4,494,856	4,145,211	4,133,433	4,078,568	3,363,119	3,359,014	3,019,438	2,684,254	2,693,009	1,450,129	1,042,072	851,451
2020-21	826,547	801,627	726,689	676,192	603,278	603,301	0	0	0	0	0	0

Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2016-17	0	0	0	9	8	6,650	280	293	63,749	1,122	387,260	8,602	467,973
2017-18	4,938	21,660	2,234	71,006	45,568	33,026	38,104	288,040	29,982	21,194	38,941	34,892	629,585
2018-19	37,800	43,049	71,335	58,322	58,990	30,539	31,859	26,476	58,421	14,675	29,095	8,400	468,961
2019-20	4,137	11,881	3,223	134	14,646	5,894	1,316	641	8,754	288	190	119	51,223
2020-21	96	80	62	53	39	24	0	0	0	0	0	0	354

* November 1, 2016 received \$70,000,000 from bond sale

Dickinson Independent School District
Investments by Fund/Cash Balance by Government Pools

Fiscal Year Investments By Fund for 5 Years							
Year	Operating	Debt Service	Workers Comp	Student Activity	Food Nutrition	Bond 2014	Bond 2016
2015-2016	\$39,347,700	\$451,144	\$1,953,470	\$86,077	\$326,145	\$15,846,098	\$0
2016-2017	\$43,780,279	\$10,504,567	\$1,766,092	\$86,630	\$805,797	\$1,078,031	\$62,504,160
2017-2018	\$47,798,402	\$12,031,994	\$1,573,672	\$87,899	\$1,036,252	\$0	\$22,465,123
2018-2019	\$53,705,255	\$10,814,880	\$1,612,105	\$89,942	\$1,389,434	\$0	\$4,494,856
2019-2020	\$47,867,920	\$10,820,839	\$2,347,303	\$90,912	\$855,525	\$0	\$851,451

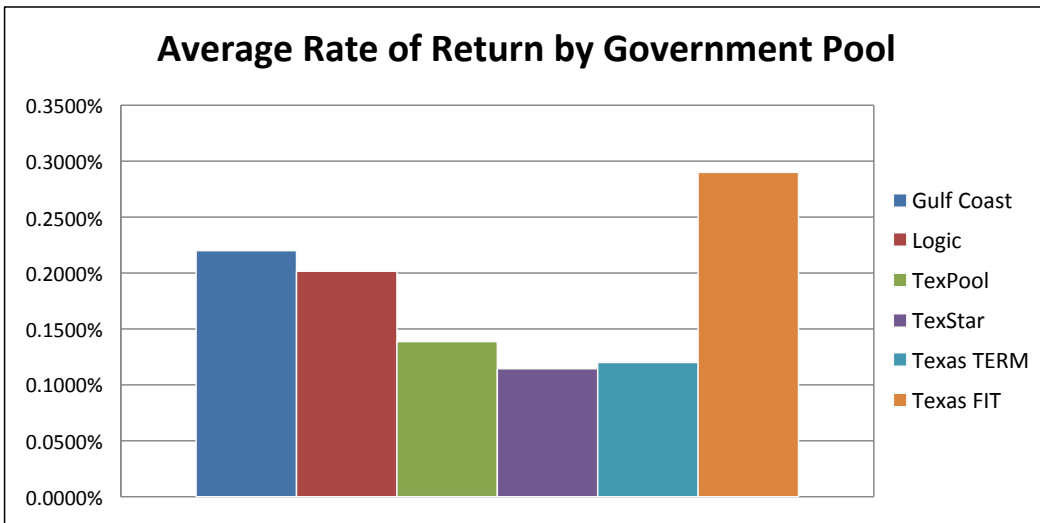


Monthly Cash Balance by Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Logic	4,310,269	4,310,961	4,311,525	4,312,075	4,312,547	4,312,880	0	0	0	0	0	0
Texas Class	10,244,007	12,895,920	11,793,719	9,794,763	33,607,915	33,508,124	0	0	0	0	0	0
TexPool	15,886,979	16,000,435	16,006,897	16,006,935	16,024,426	16,026,531	0	0	0	0	0	0
TexStar	300,359	300,388	300,412	300,429	300,444	300,451	0	0	0	0	0	0
Texas TERM	43,251,508	40,889,216	40,871,318	37,827,642	37,756,754	38,616,500	0	0	0	0	0	0
Texas FIT	4,824,748	7,326,346	7,327,829	10,330,004	10,331,781	10,333,074	0	0	0	0	0	0
Total	73,993,122	74,396,920	73,283,871	68,241,844	92,002,086	92,764,486	0	0	0	0	0	0

Dickinson Independent School District
Interest Earned (Unaudited)/Investment Rate of Return
Fiscal Year 2020-2021

Earned Fiscal Year Interest - Government Pools		
Fund	Amount	Yield Rate
Operating Fund	\$276,553	Variable
Debt Service	\$90,939	Variable
Workers Compensation	\$5,457	Variable
Student Activity	\$47	Variable
Food & Nutrition Services	\$271	Variable
2014 Bonds	\$0	Variable
2016 Bonds	\$354	Variable
Total	\$373,621	Average 0.1824%

Average Monthly Rate of Return - Government Pools							
Month	Gulf Coast	Logic	TexPool	TexStar	Texas Class	Texas TERM	Texas FIT
September	0.2200%	0.2565%	0.1474%	0.1339%	0.2510%	0.1400%	0.3500%
October	0.2200%	0.1890%	0.1351%	0.1150%	0.1771%	0.1200%	0.2700%
November	0.2200%	0.1592%	0.1335%	0.0944%	0.1486%	0.1000%	0.2500%
December	0.0200%	0.1504%	0.0909%	0.0676%	0.1398%	0.0900%	0.0250%
January	0.0200%	0.1289%	0.0909%	0.0583%	0.1316%	0.0700%	0.0190%
February	0.2000%	0.0700%	0.0431%	0.0334%	0.0900%	0.0500%	0.1500%
March							
April							
May							
June							
July							
August							
Average	0.2200%	0.2016%	0.1387%	0.1144%	0.1922%	0.1200%	0.2900%



DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: April 5, 2021

Item Title: Student Standard of Dress 2021-2022

Agenda Item: Robert Cobb

Background Information:

Attached is the 2021-2022 Dickinson ISD Student Standard of Dress. No changes were made.

Recommendation:

The Superintendent and Assistant Superintendent for Administration recommend approval of the Student Standard of Dress for 2021-2022.

Action Item: X Yes No

2021-2022 DICKINSON ISD DRESS EXPECTATIONS

A student's appearance has much to do with the way the student feels about himself or herself. Appearance also affects the way in which other students respond to them and has a great deal to do with student success and the learning atmosphere of the school. The Dickinson ISD Dress Code is established to teach grooming, hygiene, instill discipline and modesty, prevent disruption, avoid safety hazards, teach respect for authority, and prepare our students for the future.

The student's appearance (clothing, shoes, accessories and grooming) shall not reflect gang affiliation, cause a distraction, nor conceal contraband. ADMINISTRATORS HAVE THE RESPONSIBILITY AND RIGHT TO DETERMINE APPROPRIATENESS OF ATTIRE AND GROOMING FOR THE SCHOOL SETTING.

GRADES PK-6

PANTS, SLACKS, JEANS, SKIRTS, DRESSES, JUMPERS, SHORTS, SHIRTS, BLOUSES OR PULLOVERS:

- May be any color or design
- Shall be appropriately sized, fitting at the waist, and cuffed/hemmed at or below mid-calf.
- Jeans/pants with tears/holes above the knee must be worn with tights underneath
- Shorts may be no shorter than mid-thigh in length with a hem. No cut off shorts or athletic/gym shorts.
- The length/slits of skirts, dresses, and jumpers must be clearly below mid-thigh.
- Leggings or yoga pants may be worn with acceptable clothing over them. Coverage should extend to top of the thigh in the front and below the posterior end.
- Shirts, blouses, or pullovers must have sleeves and must be appropriately sized and buttoned.
- Shirts, blouses, or pullovers may not be sheer, lace, or any see-through material (even if worn with an undergarment/camisole/slip), backless, cut-out, off-the-shoulder, spaghetti strap, sundress, tank-style, sleeveless, low-cut, back exposed, or revealing in any way
- No vinyl, leather, suede, fleece, spandex/stretch, oversized pockets, pajamas, overalls, sweatpants, or coveralls.
- No inappropriate pictures or messages allowed.
- Underclothes may not be worn as outer clothes, including men's T shirts.

OUTSIDE JACKETS AND COATS

- All jackets/coats that are $\frac{3}{4}$ lengths (or less) are acceptable.
- "Trench" coats or "Dusters" are not allowed.
- No inappropriate pictures, messages, or buttons allowed.

SHOES

- Shoes must be safe and appropriate for school.
- No house slippers, slides, flip flops, or shoes with skates, wheels or cleats.
- Campuses with stairs may require shoes with backs for safety reasons.

HAIR

- Hair (including facial hair) must be neat, clean, and well-groomed.
- No distracting/extreme styles or unnatural coloring (pink, green, blue, etc.).

BACKPACKS

- May be any fabric.
- No inappropriate pictures or messages allowed.

PROHIBITED ITEMS:

- Glitter, writing or drawing on the face or skin
- Tattoos (temporary and permanent)
- Sunglasses
- Any type of head covering (no cap, hat, hair net, hair rollers, combs, or picks may be worn inside the building)
- Body piercing other than the ear
- Heavy chains, heavy chain necklaces, spike necklaces, or other inappropriate types of jewelry
- Inappropriate decorations or advertisements including, but not limited to, violence, drugs, alcohol, the occult, gang membership, sex, death, suicide, etc.
- Any attire or icons that are distractive, that causes a disturbance or interferes with daily school activities, or identifies a student as part of an unauthorized group, gang, or society are not permitted.

2021-2022 DICKINSON ISD DRESS EXPECTATIONS

A student's appearance has much to do with the way the student feels about himself or herself. Appearance also affects the way in which other students respond to them and has a great deal to do with student success and the learning atmosphere of the school. The Dickinson ISD Dress Code is established to teach grooming, hygiene, instill discipline and modesty, prevent disruption, avoid safety hazards, teach respect for authority, and prepare our students for the future.

The student's appearance (clothing, shoes, accessories and grooming) shall not reflect gang affiliation, cause a distraction, nor conceal contraband. ADMINISTRATORS HAVE THE RESPONSIBILITY AND RIGHT TO DETERMINE APPROPRIATENESS OF ATTIRE AND GROOMING FOR THE SCHOOL SETTING.

GRADES 7-12

PANTS, SLACKS, JEANS, SKIRTS, DRESSES,

JUMPERS,

(NO SHORTS OR SKORTS),

SHIRTS, BLOUSES OR PULLOVERS:

- May be any color or design
- Shall be appropriately sized, fitting at the waist, and cuffed/hemmed at or below mid-calf.
- Jeans/pants with tears/holes above the knee must be worn with tights underneath.
- The lengths/slits of skirts, dresses and jumpers must be no more than 4" above the top of the knee when standing upright.
- Leggings or yoga pants may be worn with acceptable clothing over them. Coverage should extend to top of the thigh in the front and below the posterior end.
- Leggings and/or jeggings must be appropriately sized and made from fabric that adequately conceals the body and the undergarment(s).
- Shirts, blouses, or pullovers must have sleeves. Must be appropriately sized and buttoned.
- Shirts, blouses, or pullovers may NOT be: sheer, lace, any see-through material (even if worn with an undergarment/camisole/slip), backless, cut-out, off-the-shoulder, spaghetti strap, tank-style, sleeveless, low-cut, or midriff.
- Shirts, blouses, or pullover must not be revealing in any way. Shoulders, the back, and the midriff must be covered.
- No vinyl, leather, suede, fleece,
- Pajamas or any form of clothing designed for lounging or sleep may not be worn.
- Under garments may not be worn as outer clothes including men's T shirts.

OUTSIDE JACKETS AND COATS

- All jackets/coats that are $\frac{3}{4}$ lengths (or less) are acceptable.
- "Trench" coats or "Dusters" are not allowed.
- No inappropriate pictures or messages allowed.

SHOES

- Shoes must be safe and appropriate for school.
- No house slippers, slides, flip flops, or shoes with skates, wheels or cleats.
- Campuses with stairs may require shoes with backs for safety reasons.

HAIR

- Hair (including facial hair) must be neat, clean, and well-groomed.
- No distracting/extreme styles or coloring.

BACKPACKS

- May be any fabric.
- No inappropriate pictures or messages allowed.

PROHIBITED ITEMS:

- Tattoos with designs, symbols, or words that refer to alcohol, drugs including marijuana, tobacco/vaping, violence, death, racism, profanity, nudity/obscenity, Satanism/occult, or gang affiliation are not permitted and must be covered at all times while on school property.
- Sunglasses
- Any type of head covering including the following: caps, hats, hairnets, hair rollers, combs/picks, wave caps.
- Body piercing other than the ear
- Heavy chains, heavy chain necklaces, spike necklaces, or other inappropriate types of jewelry
- Inappropriate decorations or advertisements including, but not limited to, violence, drugs, alcohol, the occult, gang membership, sex, death, suicide, etc.
- Bandanas worn or displayed in any manner (all colors).
- Any attire or icons that are distracting, that causes a disturbance or interferes with daily school activities, or identifies a student as part of an unauthorized group, gang, or society are not permitted.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: April 5, 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 March 4, 11, 25, 31, 2021
- Approval of Proposals Received RFP20-10-1091 Contracted Services
- March 1, 2021 Minutes
- Donation to DISD Education Foundation-Walmart
- March 8, 2021 Minutes
- March 22, 2021 Minutes
- Campus Fundraising Request-DHS Interact
- Approval of Proposals Received RFP20-10-1091 Contracted Services

Recommendation:

The Superintendent recommends the Board's ratification of the above consent items.

Action Item: Yes No