

# Agenda of Regular Action Meeting

## The Board of Trustees Dickinson Independent School District

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A Regular Action Meeting of the Board of Trustees of Dickinson Independent School District will be held February 7, 2022, beginning at 6:30 PM in the Education Support Center, 2218 FM 517, Dickinson, TX 77539.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

*During the course of this meeting the Board of Trustees may determine that a closed meeting of the Board of Trustees is required, to discuss the items set forth below. Such closed meeting is authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq. The closed meeting will be held by the School Board at the date, hour and place indicated in this Notice/Agenda or as soon after the commencement of the meeting covered by this Notice/ Agenda 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 sections and purposes covered by the following sections of the Texas Government Code: 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.083, 551.084. Should any final action, decision or vote be required with regard to any matter considered in closed session, the final action, decision or vote shall be in the open meeting, or at a subsequent public meeting, with notice.*

1. Roll Call, Establish Quorum, Welcome Visitors
2. Pledge of Allegiance to the American and Texas Flags  
*Pledge Leaders: Taylor Alcalá, Gionni Cardenas, Tyler Hammer, & Maddison Samuels  
- Lobit Middle School*
3. Recognitions
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*The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Friday, February 4, 2022 at or before 4:30 p.m.*

*DISD complies with Title II and will make efforts to ensure that board meetings are accessible to qualified individuals with disabilities by furnishing appropriate auxiliary aids and services and making reasonable accommodations. Contact the Asst. Supt. for Administration at (281) 229-6024 should you need accessibility.*




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*Carla Voelkel  
Superintendent of Schools*

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** February 7, 2022  
**Item Title:** Junior High Region Band Honorees  
**Agenda Item:** Tammy Dowdy

**Background Information:**

Dickinson ISD junior high band students recently had the chance to audition for District and Region Band through the Texas Music Educators Association. Earning a place in the All-Region Band is the highest honor a junior high band student can achieve.

Kranz Junior High honorees:

<b>Trae Allen</b>	District Band
<b>Taylon Anderson</b>	District Band
<b>Barbara Baeza</b>	Region Band
<b>Dannie Bannister-Yarde</b>	District Band
<b>Tyler Barnes</b>	Region Band
<b>Angelo Bigueras</b>	Region Band
<b>Lila Blackman</b>	District Band
<b>Roman Borisov</b>	Region Band
<b>Tristan Burkhardt</b>	Region Band
<b>Carina Cantu</b>	Region Band
<b>Vallerie Carden</b>	District Band
<b>Kamdon DaPron</b>	District Band
<b>Jazlynn Davis</b>	Region Band and Region Orchestra
<b>Allison Decker</b>	Region Band
<b>Isabella De La Cruz</b>	District Band
<b>Alex Duran</b>	Region Band and Region Orchestra
<b>Brady Garcia</b>	Region Band
<b>Aaron Gomez</b>	District Band
<b>Jason Gregory</b>	Region Band
<b>Garrett Grice</b>	Region Band and Region Orchestra
<b>Audrey Henry</b>	Region Band
<b>Raul Hernandez</b>	District Band
<b>Cheyenne Heryford</b>	Region Band
<b>John Hillenkamp, II</b>	Region Band
<b>Autumn Hodges</b>	Region Band
<b>Brady Korenek</b>	Region Band
<b>Caroline Korenek</b>	Region Band and Region Orchestra
<b>Asriel Lopez</b>	Region Band
<b>Aiden McGill</b>	District Band
<b>Jeremy Mixon</b>	Region Band
<b>Ella Morgan</b>	Region Band
<b>Cody Nguyen</b>	Region Band and Region Orchestra

<b>Daniel Ontiveros</b>	Region Band
<b>David Padilla</b>	District Band
<b>Fisher Palmer</b>	Region Band and Region Orchestra
<b>Harrison Parks</b>	District Band
<b>Sullivan Parks</b>	District Band
<b>Maribeth Reed</b>	District Band
<b>Jumeihda Reyna</b>	Region Band
<b>Mikayla Rios</b>	Region Band
<b>Priscilla Rivera</b>	Region Band and Region Orchestra
<b>Marco Romero</b>	Region Band
<b>Luke Ryan</b>	Region Band
<b>Arian Saavedra</b>	Region Band
<b>Sierra Samuelson</b>	District Band
<b>Geo Sanchez</b>	Region Band and Region Orchestra
<b>Brissia Trejo</b>	Region Band
<b>Alexandria Trevino</b>	Region Band
<b>Jasmine Vega</b>	Region Band and Region Orchestra
<b>Raven Wade</b>	Region Band
<b>Jaelyn Waller</b>	Region Band
<b>Norman Wiederman</b>	District Band
<b>Collin Wilson</b>	District Band

The Kranz Band is led by Directors **Kelby Koch** and **Juan Castillo**.

McAdams Junior High honorees:

<b>Oliver Argueta</b>	Region Band
<b>Gavin Ayala</b>	District Band
<b>Rick Bonilla</b>	District Band
<b>Aaron Bragg</b>	Region Band and Orchestra
<b>David Fernandez</b>	District Band
<b>Kristina Flores</b>	District Band
<b>Kennedy Flowers</b>	Region Band
<b>Julian Gutierrez</b>	Region Band
<b>Jordyn Haven</b>	District Band
<b>Nayeli Jaramillo</b>	Region Band
<b>Bianca Lopez</b>	District Band
<b>Jaidah Lopez</b>	District Band
<b>Abigail Messina</b>	Region Band
<b>Kealynn Price</b>	Region Band
<b>Emily Reyes</b>	Region Band
<b>Elias Rodriguez</b>	Region Band
<b>Trevor Seeley</b>	Region Band and Orchestra
<b>Darren Stuart</b>	Region Band and Orchestra
<b>Kaleb Stonum</b>	Region Band
<b>Annie Velazquez</b>	Region Band
<b>Drew Walberg</b>	Region Band
<b>Javier Walls</b>	District Band

The McAdams Junior High Bands are led by **John Hinojosa** and **Robert Baker**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** February 7, 2022  
**Item Title:** Junior High Region Choir Honorees  
**Agenda Item:** Tammy Dowdy

**Background Information:**

Dickinson ISD junior high choir students recently had the chance to audition for Region Choir through the Texas Music Educators Association. Earning a place in the All-Region Choir is the highest honor a junior high choir student can achieve.

Kranz Junior High honorees:

**Jennifer Ajtun**  
**Emily Hughes**  
**Joy Lopez**  
**Zachary Matherne-Everington**  
**Mackenzie Moseley**  
**Trish Nguyen**  
**Emma Sanchez**  
**Aiden Walker**

The Kranz Junior High Choir is led by **Imani James**.

McAdams Junior High honorees:

**Alicia Berrones**  
**Emma Forte**  
**Chreston Perry**  
**Darren Stuart**  
**Diego Torres**

The McAdams Junior High Choir is led by **Carrie Davis**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** February 7, 2022  
**Item Title:** High School Region Band Honorees  
**Agenda Item:** Tammy Dowdy

**Background Information:**

The Dickinson High School Band had several students earn recognition this year through the Texas Music Educators Association Region Band auditions.

Honorees include:

<b>Adrian Allen</b>	Area Band
<b>Ytzal Bello Apolinar</b>	Freshman Region Band
<b>Auburn Barton</b>	District Band
<b>Jahir Blanco</b>	Freshman Region Band and Region Band
<b>Alexandria Bowles</b>	District Band
<b>Joshua Cauthron</b>	Region Band and Region Orchestra
<b>Arely Contreras</b>	Freshman Region Band and District Band
<b>Devin Dunn</b>	Region Band
<b>Remy Farrar</b>	Freshman Region Band
<b>Carl Habashi</b>	Region Band
<b>Angel Hernandez</b>	Freshman Region Band and District Band
<b>Ismael Huerta</b>	Region Band
<b>Emily Korenek</b>	District Band
<b>Cole Lacey</b>	Freshman Region Band
<b>Luke Lawrence</b>	District Band and Region Band
<b>Ajani McKentie</b>	Region Band and Region Orchestra
<b>Ethan Messina</b>	Region Band
<b>Sydney Novelli</b>	District Band
<b>Gabrielle Oliver</b>	District Band
<b>Viviana Perez</b>	Freshman Region Band
<b>Daniel Renovato</b>	Freshman Region Band and Region Band
<b>German Rodriguez</b>	Region Band
<b>Samuel Sheffield</b>	Freshman Region Band
<b>Kiersten Spaw</b>	Region Band
<b>Liam Spaw</b>	Freshman Region Band
<b>Nathaniel Velasco</b>	Freshman Region Band
<b>Landon Webb</b>	District Band
<b>Geovanny Yanez</b>	Freshman Region Band

The students are led by Band Director **Trevor Braselton**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** February 7, 2022  
**Item Title:** Houston Rodeo Art Contest  
**Agenda Item:** Tammy Dowdy

**Background Information:**

Dickinson ISD is one of 130 school districts that annually participates in the Houston Livestock Show and Rodeo School Art Program. The Art Program recognizes outstanding artists in grades K-12 and features the top artwork at the Houston Livestock Show and Rodeo from February 28-March 20. If you attend the Rodeo, stop by and visit the Hayloft Gallery in Reliant Center to see the incredible artwork of the students as well as the other students from across the Houston metropolitan area.

The Dickinson ISD top honorees for 2022 include:

*Elementary Division:*

Best of Show: **Natalia Dixon**, Barber Middle School  
Gold Medal: **Caiden Wilson**, Barber Middle School  
The students are led by Barber Middle School art teacher **Kimi White**.

*Junior High Division:*

Best of Show: **Abby Barnes**, Kranz Junior High  
Gold Medal: **Audrie Spies**, Kranz Junior High  
The students are led by Kranz Junior High art teachers **Laura Gaul** and **Amy Grant**.

*High School Division:*

Best of Show: **Kassandra Quezada**, Dickinson High School  
Best of Show: **Gavin Deem**, Dickinson High School  
Gold Medal: **Aubrey McCann**, Dickinson High School  
Gold Medal: **Andrea Vargas**, Dickinson High School  
Gold Medal: **Keymeli Saavedra**, Dickinson High School  
Gold Medal: **Michelle Jiang**, Dickinson High School  
Special Merit: **Monica Perez**, Dickinson High School  
Special Merit: **Katherine Tovar**, Dickinson High School  
The students are led by Dickinson High School art teachers **Ashley Carpenter** and **Lydia Thompson**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** February 7, 2022

**Item Title:** TDA Farm Fresh Challenge

**Agenda Item:** Tammy Dowdy

**Background Information:**

The Dickinson ISD Food and Nutrition Services Department recently earned recognition from the Texas Department of Agriculture for their success in the 2021 Fall Farm Fresh Challenge. The challenge was to Eat Local, Teach Local and Be Social throughout the month of October by promoting healthy habits for young Texans and strengthening local economies. As part of the challenge, Food and Nutrition Services served three or more foods grown in Texas each week throughout October. By connecting children with nutritious Texas foods and local agriculture, the students had the opportunity to learn firsthand about the value and deliciousness of local agriculture.

Accepting the award from the Texas Department of Agriculture is FNS Director **Laura Peck**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** February 7, 2022

**Item Title:** U.S. News and World Report Best School Badges

**Agenda Item:** Tammy Dowdy

**Background Information:**

The U.S. News and World Report recently published its' first-ever rankings of public elementary and middle schools. We are proud to announce that Barber Middle School earned a Best Middle Schools badge. They received this recognition because they placed among the top 30 percent in the state.

For each state, schools were assessed on student performance in math and reading, as measured by state assessments. Half of the ranking formula was the results themselves; the other half was the results in the context of socioeconomic demographics. U.S. News calculated rankings for more than 47,000 public elementary schools and more than 23,000 public middle schools. Top-ranked schools succeeded in educating all of their students.

Representing Barber Middle School is Principal Lindsey Suarez and several members of the Barber team.

## DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

**Meeting Date:** February 7, 2022

**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

**Lisa Brown**, Librarian, Hughes Road Elementary School

- Mrs. Brown makes everyone on campus feel important and valued! As the HRES librarian, she provides interactive and meaningful lessons to all ages, including kinder students! She creates and engages students in hands-on learning and strives to make connections across all concepts and genres. She continuously makes the HRES library a FUN resource!

**Laurie Delesandri**, Administrative Assistant, DISD Athletic Department

- Laurie is the administrative assistant to the DISD Athletic Program. She not only deals with coaches on a daily basis, but she is the face of the DISD Athletic Program. She handles all athletic and PE needs for the thirteen (13) campuses and all 70+ coaches in the district. She goes above and beyond the call of duty. She is THE face in the community; she handles the good as well as the bad. We would be lost without her; she is the glue that holds the Athletic Department together.

**Jacquelyn Stephens**, Teacher, Lobit Elementary School

- Jacquelyn is an incredible educator! I can't say enough about her and the impact she is making in the lives of her students. When one enters her classroom, it is overwhelmingly apparent that she has established a loving, caring, and student-centered environment for her students. Mrs. Stephens decided to make a move

from first grade to third grade to challenge herself as a teacher, as well as equip herself for leadership positions in education. Jacquelyn strives to make a bigger impact on a larger scale for the students of DISD. Her goal is to become an academic coach or possibly a school counselor. For now, Mrs. Stephen's main role is an RLA third grade teacher, she is the grade level representative for the Lobit Elementary SEL SQUAD team, and she is working with another teacher to put together a PD on Positive Struggle for the campus and possibly the district. I am proud to work with Jacquelyn and to watch her grow into an amazing educator that will benefit our little gators for years to come.

**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:** February 7, 2022

**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 551.072** – Real Property; **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:** February 7, 2022

**Item Title:** Personnel Action

- Employment
- Resignations/Retirement

**Agenda Item:** Kimberly Rich

- We have three (3) resignations: one (1) Principal at Calder Road Elementary, one (1) Teacher at Dickinson High School, one (1) Counselor in Special Programs.
- We have one (1) retirement: one (1) Teacher at Calder Road Elementary.

**Recommendation:**

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

**Action Item:**  Yes  No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

**Meeting Date:** February 7, 2022

**Item Title:** Consider and take possible action in the matter styled Student v. Dickinson Independent School District, TEA Dkt. No. 105-SE-1221 (Before a Special Education Hearing Officer for the State of Texas)

**Agenda Item:** Carla Voelkel

As discussed in closed session, the matter styled Student v. Dickinson Independent School District, TEA Dkt. No. 105-SE-1221 (Before a Special Education Hearing Officer for the State of Texas).

**Recommendation:**

The floor is open for a motion.

**Action Item:**      √   Yes    \_\_\_\_\_ No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** February 7, 2022

**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 Magliolo will move to the next item.

**Background Information:**

Written Reports

- Tax Report for December, 2021 and Year to Date – Kelly Logsdon
- Student Attendance Report for the 3<sup>rd</sup> Six Weeks – Dr. Jeff Pack
- Reading Report (MOY mCLASS and MAP Testing Update) – Dr. Jeff Pack

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes     \_\_\_\_\_ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** February 7, 2022

**Item Title:** Monthly Tax Collection Report

**Agenda Item:** Kelly Logsdon

**Background Information:**

The Monthly Tax Collection Report for December, 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										
2021	\$5,762,345,970	\$1.312	\$75,601,979	\$36,815,595	48.70%										
2020	\$4,851,053,036	\$1.344	\$65,198,153	\$63,813,518	97.88%										
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%										
2021 Tax Year	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,088,340	\$3,747,145	\$31,980,110									\$36,815,595		
YTD % Collected	0.00%	1.44%	6.40%	48.70%	48.70%	48.70%	48.70%	48.70%	48.70%	48.70%	48.70%	48.70%	48.70%	48.70%	
Prior Years Tax	\$62,609	\$122,577	\$73,266	\$68,898									\$327,350		
Subtotal Taxes	\$62,609	\$1,210,917	\$3,820,410	\$32,049,008	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$37,142,945	49.13%	
Penalty & Interest	\$35,037	\$47,711	\$23,970	\$21,093									\$127,810		
Total Taxes & P&I	\$97,645	\$1,258,628	\$3,844,380	\$32,070,101	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$37,270,755	49.30%	
Attorney Fees	\$18,740	\$40,603	\$19,699	\$12,771									\$91,813		
Total Collections	\$116,385	\$1,299,231	\$3,864,080	\$32,082,872	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$37,362,568	N/A	
2020 Tax Year	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Totals:	% To Total	
Current Year Tax	Pending Billing	\$378,534	\$2,549,710	\$13,354,403	\$29,495,191	\$14,036,825	\$1,771,012	\$682,688	\$492,047	\$415,731	\$290,712	\$346,665	\$63,813,518		
YTD % Collected	0.00%	0.58%	4.49%	24.97%	70.21%	91.74%	94.46%	95.51%	96.26%	96.90%	97.34%	97.88%	97.88%	97.88%	
Prior Years Tax	\$261,234	\$82,519	\$117,291	\$80,410	\$69,068	\$80,828	\$34,645	\$78,174	\$87,587	\$67,362	\$44,020	\$166,788	\$1,169,927		
Subtotal Taxes	\$261,234	\$461,054	\$2,667,001	\$13,434,813	\$29,564,260	\$14,117,652	\$1,805,657	\$760,862	\$579,634	\$483,093	\$334,732	\$513,453	\$64,983,444	99.67%	
Penalty & Interest	\$45,743	\$21,674	\$29,695	\$33,306	\$21,003	\$57,700	\$105,272	\$70,803	\$56,352	\$56,101	\$47,512	\$42,502	\$587,663		
Total Taxes & P&I	\$306,977	\$482,728	\$2,696,696	\$13,468,119	\$29,585,263	\$14,175,353	\$1,910,929	\$831,665	\$635,986	\$539,194	\$382,244	\$555,955	\$65,571,107	100.57%	
Attorney Fees	\$26,755	\$18,926	\$14,740	\$22,947	\$15,775	\$12,989	\$19,895	\$20,509	\$13,930	\$16,899	\$36,967	\$38,277	\$258,611		
Total Collections	\$333,732	\$501,654	\$2,711,435	\$13,491,066	\$29,601,038	\$14,188,342	\$1,930,824	\$852,174	\$649,916	\$556,093	\$419,212	\$594,232	\$65,829,718	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	

**DICKINSON INDEPENDENT SCHOOL DISTRICT**  
**BOARD AGENDA DOCUMENT**

**Meeting Date:** February 7, 2022

**Item Title:** Student Attendance Report for Third Six Weeks

**Agenda Item:** Dr. Jeff Pack

**Background Information:**

Attached is data from the third six-week reporting period for 2021-2022 and comparison data from the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years.

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes     \_\_\_\_\_ No

## ADA Percentages by Campus

Campus	2017-18		2018-19		2019-20		2020-21		2021-22	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
<b>Little Elementary School</b>										
First six weeks	624.90	96.50%	625.50	96.30%	620.70	95.10%	474.76	91.83%	503.20	90.00%
Second six weeks	628.40	95.30%	624.70	96.20%	619.10	94.30%	515.66	92.82%	524.83	92.71%
Third six weeks	615.00	94.60%	625.60	95.80%	588.00	90.70%	520.70	92.30%	527.46	93.59%
Fourth six weeks	605.70	93.40%	628.10	95.10%	581.07	94.76%	519.30	91.70%		
Fifth six weeks	608.10	94.10%	632.40	94.20%	COVID-19	COVID-19	530.04	93.50%		
Sixth six weeks	606.10	94.60%	642.40	94.50%	COVID-19	COVID-19	522.00	91.30%		
<i>Yearly Average</i>	<b>614.70</b>	<b>94.75%</b>	<b>629.78</b>	<b>95.35%</b>	<b>609.12</b>	<b>93.90%</b>	<b>513.74</b>	<b>92.24%</b>	<b>518.50</b>	<b>92.10%</b>
<b>Lobit Elementary School</b>										
First six weeks	508.40	96.30%	522.10	96.90%	595.40	97.10%	593.36	97.55%	667.31	92.40%
Second six weeks	503.60	96.60%	533.80	96.50%	592.90	95.70%	585.68	95.49%	690.84	93.95%
Third six weeks	500.10	95.20%	532.10	95.50%	593.60	95.10%	583.40	94.50%	701.01	94.40%
Fourth six weeks	510.10	95.90%	539.50	96.10%	589.89	96.01%	596.10	94.80%		
Fifth six weeks	517.70	96.40%	544.20	95.80%	COVID-19	COVID-19	612.69	95.40%		
Sixth six weeks	517.40	96.20%	545.80	95.90%	COVID-19	COVID-19	618.00	95.20%		
<i>Yearly Average</i>	<b>509.55</b>	<b>96.10%</b>	<b>536.25</b>	<b>96.12%</b>	<b>593.86</b>	<b>95.98%</b>	<b>598.21</b>	<b>95.49%</b>	<b>686.39</b>	<b>93.58%</b>
<b>Silbernagel Elementary School</b>										
First six weeks	674.70	96.40%	612.90	96.10%	593.90	96.50%	533.74	94.13%	532.47	92.90%
Second six weeks	668.40	95.80%	615.20	96.30%	604.10	95.80%	551.45	94.29%	547.92	93.86%
Third six weeks	658.70	94.50%	611.00	96.00%	595.30	94.20%	556.50	94.90%	541.35	93.32%
Fourth six weeks	649.20	94.30%	604.90	95.90%	560.90	94.60%	557.40	94.30%		
Fifth six weeks	660.60	94.90%	601.20	95.10%	COVID-19	COVID-19	571.22	94.70%		
Sixth six weeks	662.60	94.90%	604.50	95.30%	COVID-19	COVID-19	571.06	94.10%		
<i>Yearly Average</i>	<b>662.37</b>	<b>95.13%</b>	<b>608.28</b>	<b>95.78%</b>	<b>594.61</b>	<b>95.21%</b>	<b>556.90</b>	<b>94.40%</b>	<b>540.58</b>	<b>93.36%</b>
<b>Hughes Road Elementary School</b>										
First six weeks	559.00	96.70%	588.30	94.90%	612.90	95.50%	599.80	94.42%	593.52	91.80%
Second six weeks	552.30	96.10%	601.00	95.80%	617.00	94.80%	601.40	93.44%	610.14	93.00%
Third six weeks	547.30	95.00%	595.90	95.00%	611.40	93.00%	609.60	94.90%	620.29	94.53%
Fourth six weeks	546.50	95.10%	603.00	95.30%	630.40	94.86%	606.40	94.60%		
Fifth six weeks	555.80	95.10%	599.60	94.50%	COVID-19	COVID-19	607.25	94.20%		
Sixth six weeks	554.60	95.10%	608.20	95.20%	COVID-19	COVID-19	609.22	93.60%		
<i>Yearly Average</i>	<b>552.58</b>	<b>95.52%</b>	<b>599.33</b>	<b>95.12%</b>	<b>616.69</b>	<b>94.59%</b>	<b>605.61</b>	<b>94.19%</b>	<b>607.98</b>	<b>93.11%</b>

## ADA Percentages by Campus

Campus	2017-18		2018-19		2019-20		2020-21		2021-22	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
<b>Bay Colony Elementary School</b>										
First six weeks	686.20	96.70%	649.80	96.60%	633.10	96.50%	599.05	95.61%	601.27	93.30%
Second six weeks	672.90	95.70%	639.80	95.90%	625.00	95.10%	605.87	94.63%	604.02	92.97%
Third six weeks	666.60	95.10%	637.40	94.70%	615.00	93.50%	609.00	94.70%	605.35	93.71%
Fourth six weeks	678.30	95.40%	649.20	95.80%	626.55	95.27%	607.30	94.00%		
Fifth six weeks	679.50	95.60%	650.70	95.50%	COVID-19	COVID-19	609.01	94.00%		
Sixth six weeks	675.40	95.20%	652.60	95.30%	COVID-19	COVID-19	603.47	93.60%		
<i>Yearly Average</i>	<b>676.48</b>	<b>95.62%</b>	<b>646.58</b>	<b>95.63%</b>	<b>623.67</b>	<b>95.14%</b>	<b>605.62</b>	<b>94.42%</b>	<b>603.55</b>	<b>93.33%</b>
<b>San Leon Elementary School</b>										
First six weeks	644.50	96.40%	637.00	96.00%	639.70	96.20%	591.73	93.16%	539.37	91.30%
Second six weeks	643.90	95.50%	629.90	94.70%	629.80	94.60%	616.07	93.67%	563.28	92.07%
Third six weeks	638.40	95.10%	622.90	95.10%	624.30	93.20%	617.40	94.30%	574.43	92.98%
Fourth six weeks	650.80	95.20%	616.80	95.20%	610.07	94.96%	601.80	92.70%		
Fifth six weeks	645.90	95.00%	618.60	94.30%	COVID-19	COVID-19	594.98	93.20%		
Sixth six weeks	643.60	95.20%	621.50	94.40%	COVID-19	COVID-19	593.11	93.70%		
<i>Yearly Average</i>	<b>644.52</b>	<b>95.40%</b>	<b>624.45</b>	<b>94.95%</b>	<b>633.74</b>	<b>94.77%</b>	<b>602.52</b>	<b>93.46%</b>	<b>559.03</b>	<b>92.12%</b>
<b>Calder Road Elementary</b>										
First six weeks	499.40	96.20%	515.30	96.20%	581.50	96.30%	558.97	95.42%	606.63	92.40%
Second six weeks	488.90	96.10%	517.80	95.90%	582.30	94.90%	589.30	95.21%	628.28	93.88%
Third six weeks	481.80	94.90%	508.00	94.60%	576.00	94.40%	599.70	95.40%	624.81	94.08%
Fourth six weeks	474.70	95.20%	522.10	96.20%	564.01	94.61%	607.70	94.70%		
Fifth six weeks	481.10	95.80%	521.40	95.40%	COVID-19	COVID-19	609.21	94.60%		
Sixth six weeks	479.80	95.30%	522.90	95.20%	COVID-19	COVID-19	611.05	94.20%		
<i>Yearly Average</i>	<b>484.28</b>	<b>95.58%</b>	<b>517.92</b>	<b>95.58%</b>	<b>578.80</b>	<b>94.95%</b>	<b>595.99</b>	<b>94.92%</b>	<b>619.91</b>	<b>93.45%</b>
<b>Dunbar Middle School</b>										
First six weeks	650.10	96.40%	618.40	96.00%	592.50	96.00%	608.58	95.96%	582.59	91.60%
Second six weeks	644.90	95.30%	620.50	95.70%	585.50	94.90%	599.80	94.53%	602.60	93.41%
Third six weeks	641.60	94.80%	618.30	94.90%	581.50	93.50%	603.20	94.70%	618.95	93.16%
Fourth six weeks	631.00	94.40%	601.10	94.30%	580.41	94.33%	588.00	93.10%		
Fifth six weeks	626.70	94.80%	601.30	94.40%	COVID-19	COVID-19	588.57	92.80%		
Sixth six weeks	632.50	94.60%	597.20	93.80%	COVID-19	COVID-19	591.94	92.90%		
<i>Yearly Average</i>	<b>637.80</b>	<b>95.05%</b>	<b>609.47</b>	<b>94.85%</b>	<b>583.79</b>	<b>94.68%</b>	<b>596.68</b>	<b>94.00%</b>	<b>601.38</b>	<b>92.72%</b>

## ADA Percentages by Campus

Campus	2017-18		2018-19		2019-20		2020-21		2021-22	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
<b>Barber Middle School</b>										
First six weeks	625.50	97.50%	683.20	97.40%	697.90	97.10%	685.08	98.52%	544.27	93.20%
Second six weeks	628.80	97.40%	684.60	96.80%	696.30	96.50%	685.00	96.88%	558.34	95.33%
Third six weeks	621.00	95.80%	677.70	96.20%	691.60	95.80%	683.40	96.70%	555.10	94.71%
Fourth six weeks	625.00	95.40%	679.40	96.40%	695.27	95.97%	665.40	95.60%		
Fifth six weeks	630.10	95.50%	679.40	95.80%	COVID-19	COVID-19	664.86	95.40%		
Sixth six weeks	633.20	96.10%	681.80	95.60%	COVID-19	COVID-19	657.94	94.80%		
<i>Yearly Average</i>	<b>627.27</b>	<b>96.28%</b>	<b>681.02</b>	<b>96.37%</b>	<b>693.86</b>	<b>96.34%</b>	<b>673.61</b>	<b>96.32%</b>	<b>552.57</b>	<b>94.41%</b>
<b>Lobit Middle School</b>										
First six weeks	414.40	97.00%	420.00	97.00%	436.80	96.50%	461.04	98.62%	472.62	91.70%
Second six weeks	405.50	95.90%	421.10	96.60%	440.70	96.20%	451.77	95.60%	494.79	94.70%
Third six weeks	406.10	95.60%	422.20	96.50%	435.90	94.90%	455.00	96.60%	496.75	93.85%
Fourth six weeks	410.90	96.20%	420.70	96.10%	442.12	95.55%	459.20	96.10%		
Fifth six weeks	408.90	95.80%	421.80	95.40%	COVID-19	COVID-19	454.75	95.30%		
Sixth six weeks	408.80	95.50%	426.80	96.10%	COVID-19	COVID-19	450.62	95.10%		
<i>Yearly Average</i>	<b>409.10</b>	<b>96.00%</b>	<b>422.10</b>	<b>96.28%</b>	<b>437.31</b>	<b>95.78%</b>	<b>455.40</b>	<b>96.22%</b>	<b>488.05</b>	<b>93.42%</b>
<b>McAdams Junior High School</b>										
First six weeks	1504.40	95.80%	726.40	96.30%	843.60	96.50%	872.75	98.64%	825.62	92.20%
Second six weeks	1484.50	94.60%	726.70	95.50%	844.10	95.40%	846.83	95.45%	850.04	93.52%
Third six weeks	1466.20	93.40%	722.60	94.80%	827.40	93.80%	843.80	94.30%	835.45	91.67%
Fourth six weeks	1472.30	93.60%	729.50	95.00%	829.29	94.48%	833.00	93.10%		
Fifth six weeks	1477.10	94.00%	728.10	94.50%	COVID-19	COVID-19	828.96	93.10%		
Sixth six weeks	1446.10	92.00%	731.40	94.20%	COVID-19	COVID-19	805.53	90.60%		
<i>Yearly Average</i>	<b>1475.10</b>	<b>93.90%</b>	<b>727.45</b>	<b>95.05%</b>	<b>834.43</b>	<b>95.03%</b>	<b>838.48</b>	<b>94.20%</b>	<b>837.04</b>	<b>92.46%</b>
<b>Kranz Junior High School</b>										
First six weeks			884.20	96.00%	964.90	96.40%	916.58	96.66%	873.11	92.10%
Second six weeks			873.80	94.70%	964.60	95.70%	926.54	94.91%	905.56	94.04%
Third six weeks			871.20	94.10%	949.20	94.20%	922.30	94.20%	895.55	92.58%
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	883.72	92.00%		
Sixth six weeks			864.80	94.20%	COVID-19	COVID-19	877.56	91.20%		
<i>Yearly Average</i>			<b>872.37</b>	<b>94.55%</b>	<b>954.71</b>	<b>95.42%</b>	<b>903.07</b>	<b>93.50%</b>	<b>891.41</b>	<b>92.91%</b>

## ADA Percentages by Campus

Campus	2017-18		2018-19		2019-20		2020-21		2021-22	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
<b>Dickinson High School</b>										
First six weeks	2815.70	95.80%	2849.80	95.10%	2997.60	95.70%	3190.34	96.05%	3158.21	91.70%
Second six weeks	2756.60	94.20%	2842.60	94.60%	2977.30	94.80%	3108.13	93.23%	3215.14	92.04%
Third six weeks	2720.90	93.90%	2824.80	94.70%	2950.20	94.10%	3017.80	90.90%	3202.00	92.19%
Fourth six weeks	2664.10	92.90%	2759.10	93.50%	2907.38	93.91%	2680.20	84.60%		
Fifth six weeks	2642.40	92.80%	2752.70	94.10%	COVID-19	COVID-19	2736.94	87.80%		
Sixth six weeks	2642.00	93.80%	2748.60	94.40%	COVID-19	COVID-19	2781.00	89.70%		
<i>Yearly Average</i>	<b>2706.95</b>	<b>93.90%</b>	<b>2796.27</b>	<b>94.40%</b>	<b>2951.39</b>	<b>94.57%</b>	<b>2919.07</b>	<b>90.38%</b>	<b>3191.78</b>	<b>91.98%</b>
<b>Dickinson Continuation Center</b>										
First six weeks	68.10	93.00%	59.20	88.20%	60.30	92.70%	65.08	95.13%	68.85	88.90%
Second six weeks	64.20	90.90%	57.90	87.40%	56.20	90.40%	61.97	86.59%	59.38	85.67%
Third six weeks	61.10	92.80%	52.70	86.00%	48.60	90.90%	54.60	84.40%	45.95	87.94%
Fourth six weeks	62.60	90.20%	55.10	88.40%	57.54	89.02%	137.00	87.00%		
Fifth six weeks	55.40	90.60%	47.70	87.00%	COVID-19	COVID-19	115.93	80.30%		
Sixth six weeks	43.60	92.70%	39.20	89.20%	COVID-19	COVID-19	92.44	80.30%		
<i>Yearly Average</i>	<b>59.17</b>	<b>91.70%</b>	<b>51.97</b>	<b>87.70%</b>	<b>55.66</b>	<b>90.79%</b>	<b>87.84</b>	<b>85.62%</b>	<b>58.06</b>	<b>87.50%</b>
<b>Transforming Lives Cooperative</b>										
First six weeks	8.80	98.80%	5.30	100.00%	8.80	97.60%	6.08	96.69%	8.00	100.00%
Second six weeks	8.10	100.00%	8.30	99.20%	8.90	100.00%	7.27	100.00%	8.66	99.60%
Third six weeks	8.30	95.10%	10.40	93.20%	9.70	98.80%	8.00	100.00%	8.30	100.00%
Fourth six weeks	8.40	99.10%	8.90	96.50%	8.46	90.13%	5.60	100.00%		
Fifth six weeks	9.20	99.30%	7.80	100.00%	COVID-19	COVID-19	5.93	100.00%		
Sixth six weeks	7.50	100.00%	7.00	99.10%	COVID-19	COVID-19	6.62	99.10%		
<i>Yearly Average</i>	<b>8.38</b>	<b>98.72%</b>	<b>7.95</b>	<b>98.00%</b>	<b>8.86</b>	<b>95.01%</b>	<b>6.58</b>	<b>99.30%</b>	<b>8.32</b>	<b>99.87%</b>
<b>Galveston County Detention Facility</b>										
First six weeks	12.10	99.50%	15.60	98.00%	23.10	99.40%	7.42	99.44%	13.81	98.20%
Second six weeks	23.50	99.60%	15.20	98.90%	21.40	96.20%	12.43	100.00%	17.13	99.81%
Third six weeks	18.70	99.80%	11.80	99.30%	21.00	92.10%	7.40	100.00%	15.96	100.00%
Fourth six weeks	13.90	98.70%	22.30	99.80%	23.85	93.05%	7.30	100.00%		
Fifth six weeks	15.20	99.10%	24.70	99.70%	COVID-19	COVID-19	9.11	100.00%		
Sixth six weeks	13.50	99.80%	20.10	98.00%	COVID-19	COVID-19	12.15	100.00%		
<i>Yearly Average</i>	<b>16.15</b>	<b>99.42%</b>	<b>18.28</b>	<b>98.95%</b>	<b>21.90</b>	<b>92.65%</b>	<b>9.30</b>	<b>99.91%</b>	<b>15.63</b>	<b>99.34%</b>

## ADA Percentages by Campus

Campus	2017-18		2018-19		2019-20		2020-21		2021-22	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
<b>Coastal Alternative Program</b>										
First six weeks	5.60	79.10%	5.30	78.50%	2.30	64.30%	0.00	0.00%	1.00	92.90%
Second six weeks	3.70	47.90%	5.50	75.60%	3.10	73.00%	0.00	0.00%	1.58	78.85%
Third six weeks	4.50	54.80%	5.10	83.70%	3.10	63.40%	0.50	72.20%	3.00	86.96%
Fourth six weeks	3.80	77.60%	4.10	72.40%	3.65	62.66%	0.50	52.00%		
Fifth six weeks	2.80	65.80%	3.70	76.30%	COVID-19	COVID-19	1.24	63.20%		
Sixth six weeks	2.50	60.00%	2.00	45.50%	COVID-19	COVID-19	2.36	84.80%		
<i>Yearly Average</i>	<b>3.82</b>	<b>64.20%</b>	<b>4.28</b>	<b>72.00%</b>	<b>3.03</b>	<b>67.21%</b>	<b>1.15</b>	<b>68.05%</b>	<b>1.86</b>	<b>86.24%</b>
<b>DISTRICT TOTAL</b>										
First six weeks	10301.80	96.20%	10418.30	95.90%	10905.10	96.10%	10758.31	96.01%	10592.08	92.00%
Second six weeks	10178.10	95.20%	10418.40	95.40%	10868.20	95.20%	10766.57	94.27%	10882.53	93.11%
Third six weeks	10055.70	94.40%	10349.60	95.00%	10721.70	93.90%	10694.00	93.60%	10871.84	93.07%
Fourth six weeks	10007.20	94.20%	10316.90	94.90%	10783.56	94.58%	10357.50	91.10%		
Fifth six weeks	10016.50	94.40%	10302.10	94.60%	COVID-19	COVID-19	10424.41	92.00%		
Sixth six weeks	9969.00	94.30%	10316.60	94.70%	COVID-19	COVID-19	10404.11	92.20%		
Actual ADA for School Year	<b>10088.05</b>	<b>94.78%</b>	<b>10353.65</b>	<b>95.08%</b>	<b>10795.43</b>	<b>94.95%</b>	<b>10567.48</b>	<b>93.20%</b>	<b>10782.15</b>	<b>92.73%</b>
Projected ADA for School Year	*10350		*10500		*10800		*11000		*11400	

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** February 7, 2022

**Item Title:** MOY mCLASS and MAP Testing Update

**Agenda Item:** Dr. Jeff Pack/Dr. Debby Noffsinger

**Background Information:**

The results from middle-of-the-year (MOY) mCLASS and MAP testing will be presented.

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes     \_\_\_\_\_ No

# **Welcome to the Middle of the Year Data report for Math and Reading Grades K – 8**

**Kinder – Grade 3 utilize MClass/Amplify and  
Grades 4 – 8 utilize NWEA MAP to help determine the  
student’s current level of proficiency in  
Math and Reading.**

27

**Teachers utilize the data results to help determine  
Instructional and Intervention needs for all of our  
students.**

# **MClass Math**

## **MOY to BOY comparison**

# Comparing Populations: Math

# Kinder Math

View

Population

Time

Measure

Segment Results by: School  
 Report Level: District  
 Grade Divider: On  
 Display Data As: Percentage

Show Students Enrolled: Now  
 Grade: Grade K  
 District: Dickinson IND School District  
 School: All Schools

School Year: 2021-2022  
 Period: All Periods

Measure: Overall  
 Performance Measurement: Levels  
 Level Filter: All Levels

School

■ Intensive

■ Strategic

■ Benchmark

Total Students

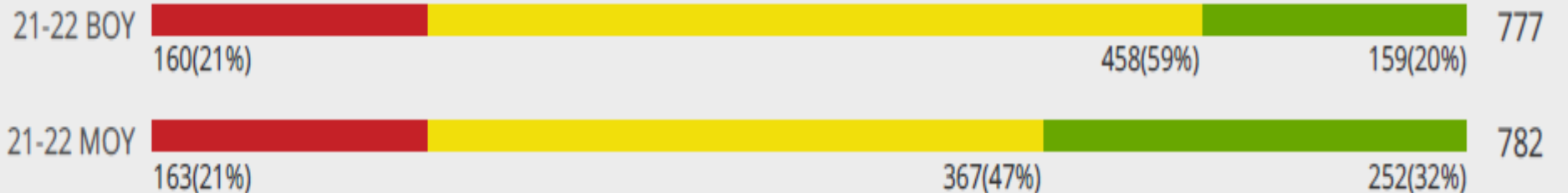
29

↳ Dickinson IND School District

Current as of 01/28/2022

Grade K

**Reference Data** Reference Point: **District**



School		Intensive	Strategic	Benchmark	
Bay Colony Elementary School	21-22 BOY	18(14%)	78(60%)	34(26%)	130
	21-22 MOY	17(13%)	71(54%)	44(33%)	132
Calder Road Elementary School	21-22 BOY	25(21%)	68(56%)	27(23%)	120
	21-22 MOY	20(19%)	45(42%)	41(39%)	106
Hughes Road Elementary School	21-22 BOY	20(20%)	63(65%)	15(15%)	98
	21-22 MOY	19(19%)	55(54%)	27(27%)	101
Jake Silbernagel Elementary School	21-22 BOY	23(23%)	60(58%)	19(19%)	102
	21-22 MOY	27(25%)	29(27%)	51(48%)	107

School		Intensive	Strategic	Benchmark	
Kenneth E Little Elementary School	21-22 BOY	26(30%)	53(60%)	9(10%)	88
	21-22 MOY	28(30%)	45(48%)	21(22%)	94
Louis G Lobit Elementary School	21-22 BOY	17(13%)	77(58%)	39(29%)	133
	21-22 MOY	20(15%)	70(54%)	40(31%)	130
San Leon Elementary School	21-22 BOY	31(29%)	59(56%)	16(15%)	106
	21-22 MOY	32(29%)	52(46%)	28(25%)	112

# 1st Grade Math

## Comparing Populations: Math

### View

Segment Results by: School  
 Report Level: District  
 Grade Divider: On  
 Display Data As: Percentage

### Population

Show Students Enrolled: Now  
 Grade: Grade 1  
 District: Dickinson IND School District  
 School: All Schools

### Time

School Year: 2021-2022  
 Period: All Periods

### Measure

Measure: Overall  
 Performance Measurement: Levels  
 Level Filter: All Levels

School

■ Intensive

■ Strategic

■ Benchmark

Total Students  
32

↳ Dickinson IND School District

Current as of 01/28/2022

Grade 1

**Reference Data** Reference Point: **District**



School		Intensive	Strategic	Benchmark	
Bay Colony Elementary School	21-22 BOY	21(17%)	85(67%)	20(16%)	126
	21-22 MOY	27(23%)	81(67%)	12(10%)	120
Calder Road Elementary School	21-22 BOY	28(22%)	77(61%)	22(17%)	127
	21-22 MOY	36(27%)	63(48%)	33(25%)	132
Hughes Road Elementary School	21-22 BOY	22(18%)	70(59%)	28(23%)	120 <sup>33</sup>
	21-22 MOY	29(23%)	69(55%)	27(22%)	125
Jake Silbernagel Elementary School	21-22 BOY	17(17%)	64(63%)	20(20%)	101
	21-22 MOY	23(23%)	51(51%)	26(26%)	100

School		Intensive	Strategic	Benchmark	
Kenneth E Little Elementary School	21-22 BOY	24(26%)	48(51%)	22(23%)	94
	21-22 MOY	38(39%)	37(39%)	21(22%)	96
Louis G Lobit Elementary School	21-22 BOY	18(13%)	71(52%)	47(35%)	136
	21-22 MOY	25(21%)	59(51%)	33(28%)	117
San Leon Elementary School	21-22 BOY	27(27%)	55(54%)	19(19%)	101
	21-22 MOY	20(28%)	30(42%)	21(30%)	71

# 2nd Grade Math

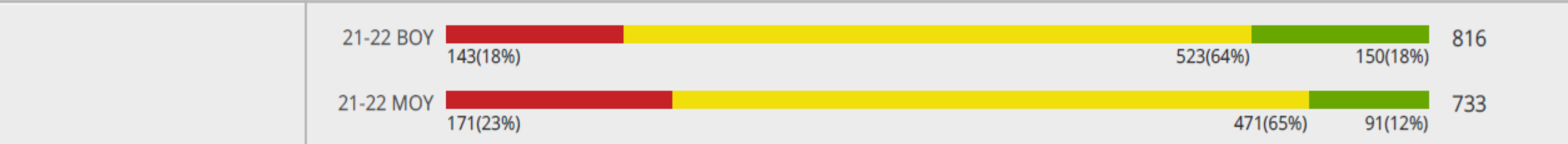
## Comparing Populations: Math

View	Population	Time	Measure
Segment Results by: School Report Level: District Grade Divider: On Display Data As: Percentage	Show Students Enrolled: Now Grade: Grade 2 District: Dickinson IND School District School: All Schools	School Year: 2021-2022 Period: All Periods	Measure: Overall Performance Measurement: Levels Level Filter: All Levels

School	<span style="color: red;">■</span> Intensive	<span style="color: yellow;">■</span> Strategic	<span style="color: green;">■</span> Benchmark	Total Students 35
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↳ Dickinson IND School District Current as of 01/28/2022

Grade 2 **Reference Data** Reference Point: **District**

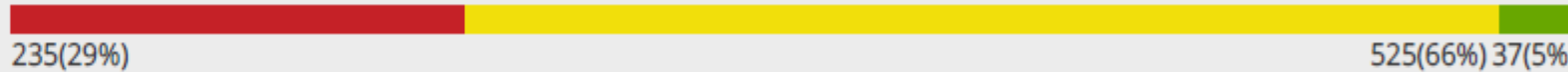
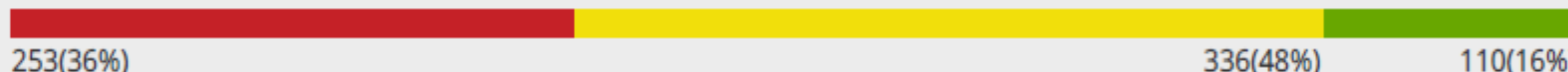
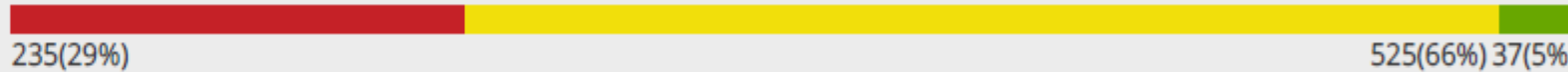
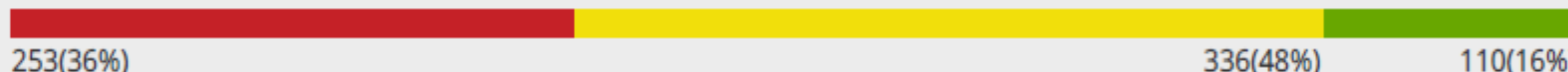
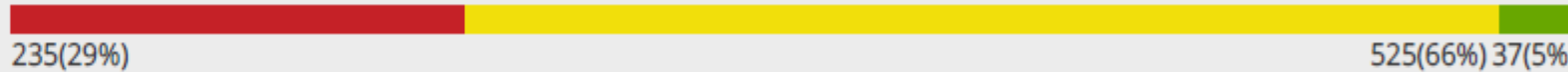
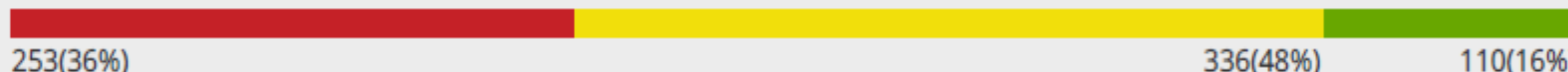


School		Intensive	Strategic	Benchmark	
Bay Colony Elementary School	21-22 BOY	15(13%)	80(68%)	23(19%)	118
	21-22 MOY	31(28%)	64(59%)	14(13%)	109
Calder Road Elementary School	21-22 BOY	23(18%)	74(58%)	30(24%)	127
	21-22 MOY	18(20%)	66(72%)	7(8%)	91
Hughes Road Elementary School	21-22 BOY	28(25%)	67(58%)	19(17%)	114
	21-22 MOY	37(33%)	63(55%)	13(12%)	113
Jake Silbernagel Elementary School	21-22 BOY	13(12%)	82(73%)	17(15%)	112
	21-22 MOY	12(14%)	54(64%)	19(22%)	85

School		Intensive	Strategic	Benchmark	
Kenneth E Little Elementary School	21-22 BOY	27(25%)	68(61%)	15(14%)	110
	21-22 MOY	28(26%)	70(66%)	9(8%)	107
Louis G Lobit Elementary School	21-22 BOY	16(13%)	77(62%)	31(25%)	124
	21-22 MOY	24(20%)	81(68%)	14(12%)	119
San Leon Elementary School	21-22 BOY	21(19%)	75(67%)	15(14%)	111
	21-22 MOY	21(19%)	73(67%)	15(14%)	109

# 3rd Grade Math

## Comparing Populations: Math

View	Population	Time	Measure						
Segment Results by: School Report Level: District Grade Divider: On Display Data As: Percentage	Show Students Enrolled: Now Grade: Grade 3 District: Dickinson IND School District School: All Schools	School Year: 2021-2022 Period: All Periods	Measure: Overall Performance Measurement: Levels Level Filter: All Levels						
School	<div style="display: flex; justify-content: space-around; align-items: center;"> <span><span style="color: red;">■</span> Intensive</span> <span><span style="color: yellow;">■</span> Strategic</span> <span><span style="color: green;">■</span> Benchmark</span> </div>			Total Students					
↪ Dickinson IND School District			38 Current as of 01/28/2022						
Grade 3	<b>Reference Data</b> Reference Point: <b>District</b>								
	<table border="0" style="width: 100%;"> <tr> <td style="width: 20%;">21-22 BOY</td> <td style="width: 60%;">  </td> <td style="width: 20%; text-align: right;">797</td> </tr> <tr> <td>21-22 MOY</td> <td>  </td> <td style="text-align: right;">699</td> </tr> </table>			21-22 BOY		797	21-22 MOY		699
21-22 BOY		797							
21-22 MOY		699							

School		Intensive	Strategic	Benchmark	
Bay Colony Elementary School	21-22 BOY	25(19%)	95(73%)	11(8%)	131
	21-22 MOY	28(21%)	73(54%)	33(25%)	134
Calder Road Elementary School	21-22 BOY	25(26%)	69(70%)	4(4%)	98
	21-22 MOY	28(29%)	51(52%)	19(19%)	98
Hughes Road Elementary School	21-22 BOY	51(36%)	85(61%)	4(3%)	140
	21-22 MOY	69(49%)	61(43%)	12(8%)	142
Jake Silbernagel Elementary School	21-22 BOY	26(24%)	75(70%)	6(6%)	107
	21-22 MOY	40(42%)	34(35%)	22(23%)	96

School		Intensive	Strategic	Benchmark	
Kenneth E Little Elementary School	21-22 BOY	41(42%)	56(58%)		97
	21-22 MOY	44(44%)	47(48%)	8(8%)	99
Louis G Lobit Elementary School	21-22 BOY	25(19%)	100(74%)	10(7%)	135
	21-22 MOY	15(31%)	30(61%)	4(8%)	49
San Leon Elementary School	21-22 BOY	42(47%)	45(51%)	2(2%)	89
	21-22 MOY	29(36%)	40(49%)	12(15%)	81

# Kinder Reading

## Comparing Populations: DIBELS 8th Edition

### View

Segment Results by: School  
 Report Level: District  
 Grade Divider: On  
 Display Data As: Percentage

### Population

Show Students Enrolled: Now  
 Grade: Grade K  
 District: Dickinson IND School District  
 School: All Schools

### Time

School Year: 2021-2022  
 Period: All Periods

### Measure

Measure: Composite Score  
 Performance Measurement: Levels  
 Level Filter: All Levels

School



Well Below Benchmark



Below Benchmark



At Benchmark



Above Benchmark

Total Students

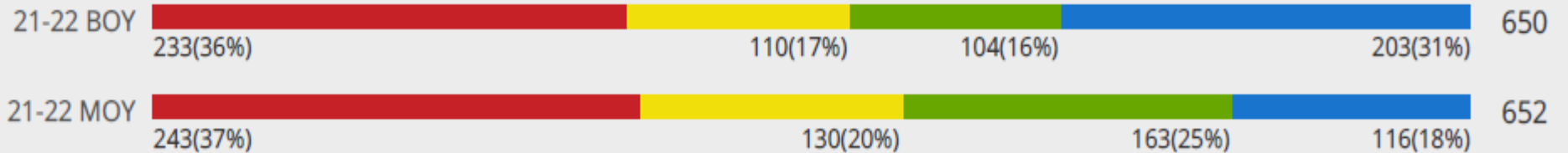
41

↳ Dickinson IND School District

Current as of 01/28/2022

Grade K

**Reference Data** Reference Point: **District**



School		Intensive	Strategic	Benchmark		
Bay Colony Elementary School	21-22 BOY	17(17%)	15(15%)	15(15%)	55(53%)	102
	21-22 MOY	24(22%)	16(14%)	38(34%)	33(30%)	111
Calder Road Elementary School	21-22 BOY	37(36%)	19(19%)	17(17%)	29(28%)	102
	21-22 MOY	40(39%)	21(20%)	28(27%)	15(14%)	104
Hughes Road Elementary School	21-22 BOY	41(41%)	14(14%)	17(17%)	28(28%)	100
	21-22 MOY	39(38%)	16(16%)	29(28%)	18(18%)	102
Jake Silbernagel Elementary School	21-22 BOY	32(45%)	11(15%)	7(10%)	21(30%)	71
	21-22 MOY	19(26%)	18(24%)	17(23%)	20(27%)	74

School		Intensive	Strategic	Benchmark		
Kenneth E Little Elementary School	21-22 BOY	33(58%)	11(19%)	7(12%)	6(11%)	57
	21-22 MOY	32(54%)	10(17%)	13(22%)	4(7%)	59
Louis G Lobit Elementary School	21-22 BOY	40(29%)	28(21%)	24(18%)	44(32%)	136 43
	21-22 MOY	60(45%)	33(24%)	24(18%)	18(13%)	135
San Leon Elementary School	21-22 BOY	33(40%)	12(15%)	17(21%)	20(24%)	82
	21-22 MOY	29(43%)	16(24%)	14(21%)	8(12%)	67

# 1st Grade Reading

## Comparing Populations: DIBELS 8th Edition

### View

Segment Results by: School  
 Report Level: District  
 Grade Divider: On  
 Display Data As: Percentage

### Population

Show Students Enrolled: Now  
 Grade: Grade 1  
 District: Dickinson IND School District  
 School: All Schools

### Time

School Year: 2021-2022  
 Period: All Periods

### Measure

Measure: Composite Score  
 Performance Measurement: Levels  
 Level Filter: All Levels

School

Well Below Benchmark

Below Benchmark

At Benchmark

Above Benchmark

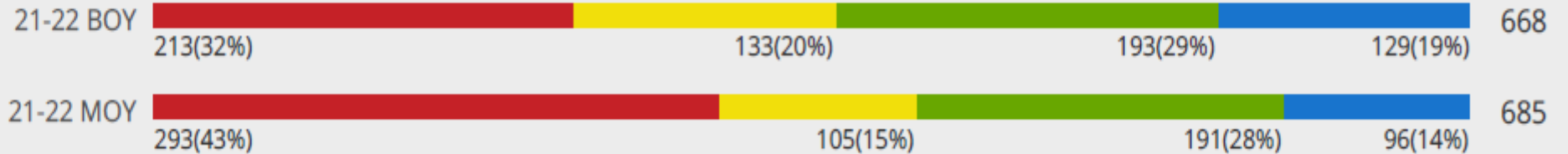
Total Students

↳ Dickinson IND School District

Current as of 01/28/2022

Grade 1

**Reference Data** Reference Point: **District**



School		Intensive	Strategic	Benchmark		
Bay Colony Elementary School	21-22 BOY	20(21%)	16(17%)	34(35%)	26(27%)	96
	21-22 MOY	29(30%)	16(17%)	34(35%)	17(18%)	96
Calder Road Elementary School	21-22 BOY	49(43%)	28(25%)	23(20%)	14(12%)	114
	21-22 MOY	58(50%)	23(19%)	24(20%)	13(11%)	118
Hughes Road Elementary School	21-22 BOY	43(35%)	31(25%)	31(25%)	19(15%)	124
	21-22 MOY	60(47%)	17(13%)	39(31%)	11(9%)	127
Jake Silbernagel Elementary School	21-22 BOY	24(32%)	11(15%)	23(31%)	16(22%)	74
	21-22 MOY	30(38%)	10(13%)	24(31%)	14(18%)	78

School		Intensive	Strategic	Benchmark		
Kenneth E Little Elementary School	21-22 BOY	20(38%)	9(17%)	18(34%)	6(11%)	53
	21-22 MOY	25(44%)	10(18%)	14(25%)	7(13%)	56
Louis G Lobit Elementary School	21-22 BOY	29(21%)	27(20%)	47(35%)	33(24%)	136
	21-22 MOY	55(40%)	18(13%)	43(32%)	20(15%)	136
San Leon Elementary School	21-22 BOY	28(40%)	11(15%)	17(24%)	15(21%)	71
	21-22 MOY	36(48%)	11(15%)	13(18%)	14(19%)	74

# 2nd Grade Reading

## Comparing Populations: DIBELS 8th Edition

### View

Segment Results by: School  
 Report Level: District  
 Grade Divider: On  
 Display Data As: Percentage

### Population

Show Students Enrolled: Now  
 Grade: Grade 2  
 District: Dickinson IND School District  
 School: All Schools

### Time

School Year: 2021-2022  
 Period: All Periods

### Measure

Measure: Composite Score  
 Performance Measurement: Levels  
 Level Filter: All Levels

School

■ Well Below Benchmark

■ Below Benchmark

■ At Benchmark

■ Above Benchmark

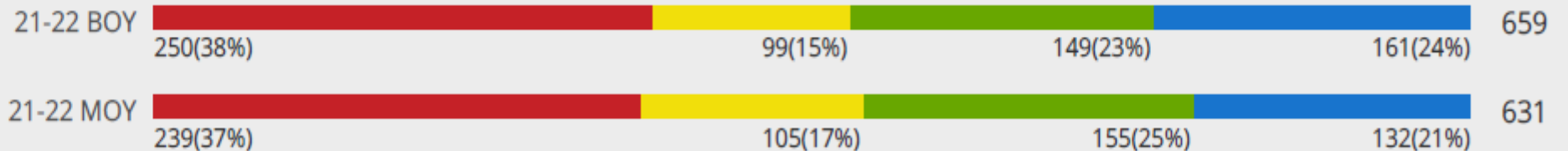
Total Students  
47

↳ Dickinson IND School District

Current as of 01/28/2022

Grade 2

**Reference Data** Reference Point: **District**



School		Intensive	Strategic	Benchmark		
Bay Colony Elementary School	21-22 BOY	49(51%)	12(12%)	17(17%)	20(20%)	98
	21-22 MOY	48(49%)	18(19%)	14(15%)	16(17%)	96
Calder Road Elementary School	21-22 BOY	33(30%)	14(13%)	26(24%)	37(33%)	110
	21-22 MOY	35(33%)	14(13%)	26(24%)	32(30%)	107
Hughes Road Elementary School	21-22 BOY	38(34%)	14(13%)	21(19%)	38(34%)	111
	21-22 MOY	30(32%)	14(15%)	25(27%)	24(26%)	93
Jake Silbernagel Elementary School	21-22 BOY	30(37%)	17(21%)	18(22%)	16(20%)	81
	21-22 MOY	29(38%)	15(19%)	17(22%)	16(21%)	77

School		Intensive	Strategic	Benchmark		
Kenneth E Little Elementary School	21-22 BOY	33(48%)	8(12%)	18(26%)	10(14%)	69
	21-22 MOY	31(43%)	14(20%)	16(23%)	10(14%)	71
Louis G Lobit Elementary School	21-22 BOY	31(26%)	24(20%)	36(30%)	29(24%)	120
	21-22 MOY	37(31%)	22(18%)	40(33%)	22(18%)	121
San Leon Elementary School	21-22 BOY	36(51%)	10(14%)	13(19%)	11(16%)	70
	21-22 MOY	29(44%)	8(12%)	17(26%)	12(18%)	66

# 3rd Grade Reading

## Comparing Populations: DIBELS 8th Edition

### View

Segment Results by: School  
 Report Level: District  
 Grade Divider: On  
 Display Data As: Percentage

### Population

Show Students Enrolled: Now  
 Grade: Grade 3  
 District: Dickinson IND School District  
 School: All Schools

### Time

School Year: 2021-2022  
 Period: All Periods

### Measure

Measure: Composite Score  
 Performance Measurement: Levels  
 Level Filter: All Levels

School

■ Well Below Benchmark  
 ■ Below Benchmark  
 ■ At Benchmark  
 ■ Above Benchmark

Total Students

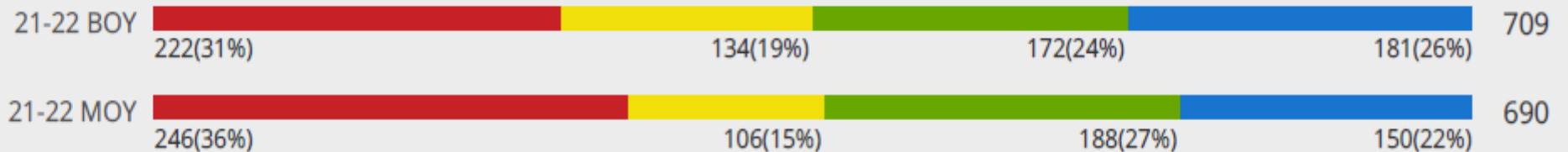
50

↳ Dickinson IND School District

Current as of 01/28/2022

Grade 3

**Reference Data** Reference Point: **District**



School		Intensive	Strategic	Benchmark		
Bay Colony Elementary School	21-22 BOY	19(19%)	21(21%)	22(22%)	39(38%)	101
	21-22 MOY	30(29%)	10(10%)	21(20%)	43(41%)	104
Calder Road Elementary School	21-22 BOY	28(32%)	21(24%)	16(18%)	23(26%)	88
	21-22 MOY	40(44%)	14(16%)	20(22%)	16(18%)	90
Hughes Road Elementary School	21-22 BOY	61(44%)	30(21%)	30(21%)	19(14%)	140
	21-22 MOY	54(40%)	27(19%)	38(27%)	20(14%)	139
Jake Silbernagel Elementary School	21-22 BOY	21(27%)	15(19%)	27(36%)	14(18%)	77
	21-22 MOY	31(38%)	15(18%)	21(26%)	15(18%)	82

School		Intensive	Strategic	Benchmark		
Kenneth E Little Elementary School	21-22 BOY	36(38%)	18(19%)	25(26%)	16(17%)	95
	21-22 MOY	35(42%)	14(16%)	29(34%)	7(8%)	85
Louis G Lobit Elementary School	21-22 BOY	30(22%)	22(16%)	39(29%)	44(33%)	135
	21-22 MOY	24(20%)	16(14%)	44(37%)	34(29%)	52 118
San Leon Elementary School	21-22 BOY	27(36%)	7(10%)	13(18%)	26(36%)	73
	21-22 MOY	32(44%)	10(14%)	15(21%)	15(21%)	72

# MAP Data

# Math

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
		Previous Year's MOY MAP Scores							
3	736	245	33.3%	232	31.5%	192	26.1%	67	9.1%
4	746	254	34.0%	312	41.8%	112	15.0%	68	9.1%
5	654	173	26.5%	304	46.5%	123	18.8%	54	8.3%
6	615	198	32.2%	288	46.8%	101	16.4%	28	4.6%
7	339	65	19.2%	172	50.7%	74	21.8%	28	8.3%
<b>Total</b>	<b>3090</b>	<b>935</b>	<b>30.2%</b>	<b>1308</b>	<b>42.3%</b>	<b>602</b>	<b>19.5%</b>	<b>245</b>	<b>7.9%</b>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters <sup>54</sup>	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
4	843	343	40.7%	342	40.6%	118	14.0%	40	4.7%
5	782	218	27.9%	359	45.9%	160	20.5%	45	5.8%
6	850	295	34.7%	349	41.1%	162	19.1%	44	5.2%
7	666	188	28.2%	305	45.8%	126	18.9%	47	7.1%
8	503	155	30.8%	275	54.7%	66	13.1%	7	1.4%
<b>Total</b>	<b>3644</b>	<b>1199</b>	<b>32.9%</b>	<b>1630</b>	<b>44.7%</b>	<b>632</b>	<b>17.3%</b>	<b>183</b>	<b>5.0%</b>

# Reading

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
		Previous year's		MOY MAP score					
3	669	190	28.4%	242	36.2%	122	18.2%	115	17.2%
4	740	246	33.2%	253	34.2%	138	18.6%	103	13.9%
5	705	232	32.9%	235	33.3%	135	19.1%	103	14.6%
6	682	196	28.7%	313	45.9%	107	15.7%	66	9.7%
7	740	199	26.9%	296	40.0%	134	18.1%	111	15.0%
<b>Total</b>	2959	938	31.7%	1132	38.2%	490	16.5%	399	13.5%

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
4	831	280	33.7%	326	39.2%	140	16.8%	85	10.2%
5	788	297	37.7%	261	33.1%	144	18.3%	86	10.9%
6	851	302	35.5%	313	36.8%	133	15.6%	103	12.1%
7	837	232	27.7%	306	36.6%	181	21.6%	118	14.1%
8	788	161	20.4%	296	37.6%	200	25.4%	131	16.6%
<b>Total</b>	4095	1272	31.1%	1502	36.7%	798	19.5%	523	12.8%

# Math 4th Grade

BCES	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Overall Performance										
Math: Math K-12	20	18%	17	15%	26	24%	35	32%	12	11%

CRES	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Overall Performance										
Math: Math K-12	29	23%	22	17%	35	28%	27	21%	13	10%

HRES	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Overall Performance										
Math: Math K-12	41	30%	24	18%	41	30%	26	19%	3	2%

KLES	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Overall Performance										
Math: Math K-12	21	20%	18	17%	22	21%	27	26%	16	15%



# Reading 4th Grade





# Math Grades 5 - 8

BMS	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Math: Math K-12	49	21%	55	23%	64	27%	47	20%	22	9%

DMS	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Math: Math K-12	94	29%	66	20%	73	23%	69	21%		7%

LMS	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Math: Math K-12	35	16%	46	21%	54	24%	69	31%	19	9%

# 5th Grade Math

BMS	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Math: Math K-12	50	16%	59	19%	73	23%	80	25%	52	17%

DMS	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Math: Math K-12	101	33%	85	28%	80	26%	27	9%	11	4%

LMS	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Math: Math K-12	73	31%	61	26%	50	22%	37	16%	11	6%

# 6th Grade Math

# 7th gr Math




KJHS	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
<b>Overall Performance</b>										
Math: Math K-12	79	20%	84	21%	92	23%	92	23%	55	14%
MJHS	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
<b>Overall Performance</b>										
Math: Math K-12	64	24%	73	28%	74	28%	39	15%	14	5%

KJHS	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
<b>Overall Performance</b>										
Math: Math K-12	73	30%	91	37%	61	25%	20	8%	1	0%
MJHS	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
<b>Overall Performance</b>										
Math: Math K-12	56	22%	74	29%	81	32%	36	14%	10	4%


# 8th gr Math


# Reading 4th Grade




LLES	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Language Arts: Reading	13	9%	15	10%	38	26%	56	39%	23	16%
										
SLES	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Language Arts: Reading	35	30%	30	26%	24	21%	23	20%	4	3%
										
JSES	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Language Arts: Reading	25	27%	16	17%	29	31%	18	19%	6	6%
										

# Reading Grades 5 - 8

BMS	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Language Arts: Reading	60	25%	67	28%	45	19%	42	17%	28	12%
										

DMS	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Language Arts: Reading	82	25%	62	19%	78	24%	69	21%	31	10%
										



LMS	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Language Arts: Reading	52	23%	38	17%	52	23%	55	25%	27	12%
										

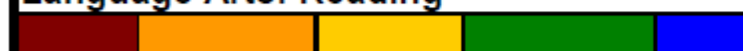

# 5th grade Reading

BMS	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Language Arts: Reading	54	17%	56	18%	71	22%	77	24%	62	19%
DMS	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Language Arts: Reading	91	30%	80	26%	76	25%	42	14%	18	6%
LMS	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance	count	%	count	%	count	%	count	%	count	%
Language Arts: Reading	61	27%	44	20%	57	25%	39	17%	23	10%

# 6th grade Reading

# 7th Gr Reading

KJHS		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance		count	%	count	%	count	%	count	%	count	%
Language Arts: Reading		66	15%	100	23%	101	23%	103	24%	64	15%
											
MJHS		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance		count	%	count	%	count	%	count	%	count	%
Language Arts: Reading		105	26%	98	24%	94	23%	83	21%	23	6%
											

KJHS		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance		count	%	count	%	count	%	count	%	count	%
Language Arts: Reading		73	17%	106	24%	89	20%	116	26%	54	12%
											
MJHS		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
Overall Performance		count	%	count	%	count	%	count	%	count	%
Language Arts: Reading		85	25%	81	24%	82	24%	65	19%	25	7%
											

# 8th Gr Reading

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** February 7, 2022

**Item Title:** Winter Storm Landon Resolution

**Agenda Item:** Carla Voelkel

**Background Information:**

The attached resolution is offered for your consideration.

**Recommendation:** The Board may choose to amend, adopt, or defer action on the attached resolution.

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

**Motion made by:** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

§ THE STATE OF TEXAS  
§ COUNTY OF GALVESTON  
§ DICKINSON INDEPENDENT SCHOOL DISTRICT

**Whereas** Winter Storm Landon 2022 resulted in the closure of all schools and facilities in the Dickinson Independent School District ("DISD") on February 4, 2022; for the safety of students and staff, and

**Whereas** there was a recommended shelter in place in effect for much of the Gulf Coast and Houston greater metropolitan area, and

**Whereas** DISD closed its schools and facilities because it must act in the best interests of, and for the safety of, its students and staff; and

**Whereas** in many cases DISD employees were forced to shelter in place or take other means to ensure the safety of their families and others; and

**Whereas** through circumstances completely beyond their control, they were forced to miss work at the DISD; and

**Whereas** to financially penalize employees who are acting in the interests of public safety potentially will be harmful in the future if these people fail to act in a safe and prudent manner during a required or recommended evacuation for fear of financial loss; and

**Whereas** it will be detrimental to the best interests of the District for the District to act in a way that may lead to unsafe conduct by its employees in a future natural disaster; and

**Whereas** many employees, both contract and non-contract, assisted the DISD with its efforts to recover and restore regular school operations in the aftermath of Winter Storm Landon 2022, and the Board believes that a public purpose exists to recognize and encourage this assistance and work by its employees; and

**Whereas** there is a public purpose served and a benefit to the District to encourage prudent and safe behavior in a natural disaster so that employees have the best opportunity of protecting their safety and being able to resume their duties; and

**Whereas** there is a public purpose served and a benefit to the DISD to demonstrate support of its employees, enhance employee morale and support the retention of employees; and

**Whereas**, the DISD 2021-2022 school calendar and related work schedules have been affected by these events, as approved by the Board of Trustees; and

**Whereas**, the Board has determined that the one day missed due to this natural disaster will not be made up by DISD employees through either instruction of students or performance of job duties and responsibilities; and

**Whereas** the Board believes that a public purpose exists for forgiving or excusing the absences of these employees due to this natural disaster; and

**Whereas**, the Board believes that a public purpose exists for providing additional compensation, hourly rate, to its non-contract employees who assisted with its efforts to recover and restore regular school operations in the aftermath of Winter Storm Landon 2022; and

**Whereas** this resolution is not meant to excuse the failure to report to duty on these days by any employees who were instructed by the administration to do so or who were required by contract or job description to report for duty, once the District could provide safe working conditions;

**Now therefore, be it resolved** by the DISD Board of Trustees that:

1. All the above-referenced paragraphs are incorporated into and made a part of this Resolution; and

2. The Board has reviewed the 2021-2022 school calendar; and
3. The Board determines that one day missed due to this natural disaster will not be made up by DISD employees through either instruction of students or performance of other duties; and
4. The Board finds that a public purpose and a benefit to the DISD exists to excuse and/or forgive any absences by District employees created by the recent winter storm for a day of work not made up based on the revised school calendar, and that payments for such days are necessary in the conduct of the public schools as provided by Texas Education Code § 45.105(c); and
5. The Board hereby authorizes the Superintendent of Schools to excuse the related day of absence of District employees for school closure necessitated by the winter storm and not made up through a revised school calendar and pay all employees full compensation for the day missed due to this natural disaster and which are not made up on any revised school calendar.
6. The Board of Trustees hereby ratifies and approves, to the extent permitted by law, all actions taken by the Superintendent in the exercise of his discretion to protect and preserve the public property and assets of the DISD, and for the safety and welfare of the employees, students, parents, taxpayers and other citizens of the DISD, to the extent necessary as a result of Winter Storm Landon 2022 and its aftermath, through the effective date of this Resolution.

Approved this 7th day of February, 2022.

By: \_\_\_\_\_  
Board President

ATTEST:

\_\_\_\_\_  
Board Secretary

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** February 7, 2022

**Item Title:** January DIP Update

**Agenda Item:** Dr. Jeff Pack

**Background Information:**

An update of the progress of the strategies in the 21-22 District Improvement Plan will be provided.

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes      √   No

# **Dickinson Independent School District**

## **District Improvement Plan**

### **2021-2022 Formative Review with Notes**



# **Mission Statement**

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

## **Vision**

### **WHAT WE ASPIRE TO BE**

Inclusive of all, Dickinson ISD will cultivate excellence, producing confident, collaborative, goal-driven learners who become empowered citizens in a global society.

## **Value Statement**

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**CONFIDENT LEARNERS  
TODAY**

**CHANGE MAKERS  
TOMORROW**

**GATORS  
FOREVER!**


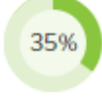


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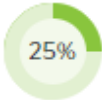





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# Goals

**Goal 1:** DISD will provide effective teaching and learning experiences for all students that will result in continuous success.

**Performance Objective 1:** Develop and implement effective Professional Learning Communities on all campuses in all grade levels.





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Utilize the Solution Tree PLC model district-wide (Includes the framework in which PLCs function)</p> <ol style="list-style-type: none"> <li>1. Campus leadership teams and teachers attend PLC At Work summer conference in DISD</li> <li>2. Teams who attend the summer training will structure PLCs and model the Solution Tree format</li> <li>3. Utilize Global PD for more information about how to structure PLCs</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Rigorous Teaching and Assessing in the Classroom ultimately resulting in improved test results.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services Curriculum Coordinator Campus instructional leadership</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - Results Driven Accountability</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  Campus leadership teams and teachers attended the PLC At Work summer conference and the first two of six days of the PLC Coaching Academy in DISD. <p><b>Jan</b> <b>January Evidence of Progress</b></p>  Campus visits have shown evidence of Collaborative Team Time exemplifying knowledge of the PLC process <p><b>Mar</b> <b>March Evidence of Progress</b> 80</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Use the Solution Tree PLC common language district-wide</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement based on assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services Curriculum Coordinator All instructional stakeholders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  Principals are collaborating to share how the PLC process is working on their campus and aligning it to District expectations. <p><b>Jan</b> <b>January Evidence of Progress</b></p>  Curriculum specialists are working to develop a DISD Instructional Playbook to include Solution Tree templates and glossary. <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

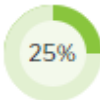





Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Incorporate the 4 Essential Questions to guide PLCs and decision-making</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teaching learning based on district and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services Curriculum Coordinator Campus instructional leadership</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b></p> <p> 25%                      Campus leadership teams are discussing the 4 Essential Questions during Collaborative Team Time as evidenced in agendas.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p> <p> 50%                      Campus visits have demonstrated an increase in the use of the 4 EQs.</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue      <span style="float: right;">81</span> </p>	

**Goal 1:** DISD will provide effective teaching and learning experiences for all students that will result in continuous success.

**Performance Objective 2:** Provide curriculum that is strategically aligned and focused on essential standards.






**Evaluation Data Sources:** Improved student achievement based on assessment data





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Identify essential standards PK-12 in all core subjects/classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement based on assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services Curriculum Coordinator Curriculum Specialists Instructional Coaches, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  Curriculum Specialists, with the help of Instructional Coaches and teachers, have identified essential standards and developed curriculum documents to support those standards. <p><b>Jan</b> <b>January Evidence of Progress</b></p>  Curriculum Specialists have continued working with ICs and teachers to develop or revise ES in all core content areas. <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b> 82</p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide training and resources for teachers on the unpacking of essential standards. Train instructional coaches to unpack the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher instruction and student achievement based on assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services Curriculum Coordinator Curriculum Specialists Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  K-8 teachers and EOC-tested subjects were trained on the unpacking the TEKS protocol at back-to-school PD. Curriculum Specialists are continuing to work with instructional coaches and teacher leaders to improve this process. <p><b>Jan</b> <b>January Evidence of Progress</b></p>  Curriculum Specialists are continuing to support IC and teachers through Poppin' PD <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

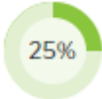





Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Provide resources and training for teachers on using essential standards (guidance documents for scope and sequence, lesson planning, best practices, strategies, etc)</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher instruction and student achievement based on assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services Curriculum Coordinator Curriculum Specialists Instructional Coaches Coordinator of Special Programs Instruction &amp; Compliance</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <span><b>Nov</b></span> <span><b>November Evidence of Progress</b></span> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Teachers have been provided foundational training on essential standards. Curriculum specialists and instructional coaches are continuing to provide resources and training on essential standards.</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <span><b>Jan</b></span> <span><b>January Evidence of Progress</b></span> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;">Curriculum Specialists have shifted to a full day of CLT to ensure resources and training are provided.</div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <span><b>Mar</b></span> <span><b>March Evidence of Progress</b></span> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> <span><b>June</b></span> <span><b>June Evidence of Progress</b></span> <span>83</span> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; align-items: center;">  <span>No Progress</span> </div> <div style="display: flex; align-items: center;">  <span>Accomplished</span> </div> <div style="display: flex; align-items: center;">  <span>Continue/Modify</span> </div> <div style="display: flex; align-items: center;">  <span>Discontinue</span> </div> </div>	

**Goal 1:** DISD will provide effective teaching and learning experiences for all students that will result in continuous success.

**Performance Objective 3:** Develop a comprehensive assessment plan.




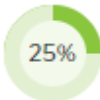
Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Develop a Calendar of Assessments including the implementation of digital assessments</p> <p><b>Staff Responsible for Monitoring:</b> Director of Assessment</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Online tests have been given on multiple campuses and will be on going.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Calendar has been published and posted to DISD website.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p></p> <p><b>June</b> <b>June Evidence of Progress</b> 84</p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Develop protocol for Data Review after each assessment including an intentional intervention plan</p> <p><b>Staff Responsible for Monitoring:</b> Director of Assessment, Curriculum Coordinator Curriculum Specialists Campus Instructional Leadership</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The Data Review Protocol needs to be reviewed and revised to incorporate the new Interim Assessment.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Director of Assessment has gone to the campuses and trained campuses on utilizing CRS to analyze data.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Transition state and local assessments to online administrations</p> <p><b>Staff Responsible for Monitoring:</b> Director of Assessment Curriculum Coordinator Curriculum Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> STAAR-tested subjects have transitioned to online testing for campus and district assessments. Teachers need additional training on the instruction implication for online testing.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Interim was taken online for grades 3 - 8. December EOs were taken online. All students are registered for online STAAR</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Train teams to verify campus assessments are aligned to state standards and DISD curriculum (to include writing assessments)</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Educational Services Curriculum Coordinator Curriculum Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Curriculum Specialists are collaborating with principals to determine next steps for writing common assessments. <span style="float: right;">85</span></p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> CS are working with IC to develop camps and district assessments. Curriculum Team is seeking assessment training from Region 4.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

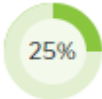



Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Provide training for assessment protocols (administration, procedures, requirements)</p> <p><b>Staff Responsible for Monitoring:</b> Director of Assessment Campus Testing Coordinators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Training is ongoing as needed</p> <p> 25%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Presented at A-Team, Campus PLCs and made training videos.</p> <p> 55%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	





**Goal 1:** DISD will provide effective teaching and learning experiences for all students that will result in continuous success.





**Performance Objective 4:** Implement best practices to ensure quality instruction.




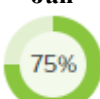
Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide professional development for teachers/staff on best practices for differentiating instruction (e.g. UDL) All instructional resources are vetted through an alignment process and included in the district curriculum. Classroom instruction, including instruction for special population groups, shall be aligned to the district curriculum, including scope and sequence, unit overviews and district-approved best practices (strategies, structures, student tasks.)</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Educational Services Curriculum Coordinator Principals Instructional Coaches Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Curriculum Specialists are providing on-going professional development for differentiating instruction.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   CS PD has been focused on differentiation based on formative assessment data and student feedback.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews <span style="float: right;">87</span>
<p><b>Strategy 2:</b> Create a comprehensive 3 year plan for implementing UDL.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Deputy Superintendent of Educational Services</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   DHS is currently piloting UDL.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   DHS is currently piloting UDL.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Provide training and implement teacher coaching cycle with instructional coaches.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher instruction and student achievement based on assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Educational Services Curriculum Coordinator Instructional Coaches Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Impact Cycle Training for coaches has been completed. Instructional coaching cycles have begun.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Follow up for Impact Cycle is complete. Better Conversations training will begin in February.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Develop and implement a plan for Schoology as an instructional platform</p> <p>Create plan for roll out  Implement phase 1 - moving from Google Classroom to Schoology and provide instructional expectations  Research Blended Learning Models with a Blended Learning Team of educators  Identify a district model for Blended Teaching  Summer-Provide professional development on the district blended teaching model  Investigate the feasibility of using Schoology for curriculum - move curriculum documents if feasible  Implement the district blended learning model</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher instruction and student achievement based on assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Educational Services Executive Director of Technology Curriculum Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   All staff members have transitioned from Google Classroom to Schoology. Curriculum Specialists have been trained on using Schoology as an instructional platform and are working with the Technology Department to determine the next steps. 88</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   A task force has been developed to address revision to the DISD platform. Some campuses are using it more regularly.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Establish a laser focus on teaching phonics in grades K-3.  Review curriculum documents and ensure there is a strong process of the instruction of phonics including specific resources to be used  Provide training to LAR instructional coaches  LAR instructional coaches will train campus teachers in accessing and utilizing the district phonics resources</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher instruction and student achievement based on assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Educational Services  Curriculum Coordinator  Curriculum Specialists  ELAR Specialists  Campus administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>  Every campus has begun using a phonics program.</p>  <p><b>Jan</b> <b>January Evidence of Progress</b>  Instructional coaches are continuing to support teachers on the campus phonics program.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Special Programs: Provide customized instruction for qualified general education homebound students and professional development opportunities for teachers and campus 504 coordinators on 504 regarding compliance on homebound services.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs  Coordinator of Special Programs Instruction &amp; Compliance</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>  Training for APs on 504 and Homebound; have multiple homebound teachers providing services to students. 89</p>  <p><b>Jan</b> <b>January Evidence of Progress</b>  Training for APs on 504 and Homebound; have multiple homebound teachers providing services to students.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

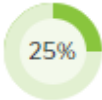





Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Special Programs: Ensure teachers are reviewing, uploading and analyzing progress monitoring data and using the information to drive teaching with the goal that teachers of special education students are providing rigorous instruction to all students to ensure they are making progress within their curriculum and IEPs, including utilizing all accommodations agreed upon by the ARD committee</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student learning</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Coordinator of Special Programs Instruction &amp; Compliance Campus principals / Assistant principals</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Case manager training, implementing job alikes for determining exemplars for types of data</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Continuing with job alikes, reviewing district procedures regarding frequency of monitoring, developing training</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> 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><b>Strategy's Expected Result/Impact:</b> increased knowledge and accurate identification of students</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Coordinator of Evaluation and Related Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Feedback and monitoring is ongoing</p> <p><b>Jan</b> <b>January Evidence of Progress</b> 90   Case Review is ongoing; training is provided as needed</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> Special Programs: Conduct FIEs and ARDs within timelines and in compliance with TEA utilizing a district students records management system (including maintaining educational records).</p> <p><b>Strategy's Expected Result/Impact:</b> Improve SPP 11 data</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Coordinator of Evaluation and Related Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   FIEs and ARDs are in compliance and ongoing throughout the year</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   We have missed 8 initial timelines due to lack of staff and COVID. Contract services are being utilized when available.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 10 Details	Reviews
<p><b>Strategy 10:</b> 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><b>Strategy's Expected Result/Impact:</b> Improve SSP 11 (LRE) data</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Coordinator of Special Programs Instruction &amp; Compliance Campus principals / Assistant principals</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Services are offered throughout the year to qualifying students</p> <p><b>Jan</b> <b>January Evidence of Progress</b> 91   Services are offered throughout the year to qualifying students</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 11 Details	Reviews
<p><b>Strategy 11:</b> Special Programs: Dickinson ISD is committed to decreasing the percent of special education removals (Action code (E105) 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, 60) as evidenced by PEIMS report comparisons and continued implementation of Restorative Practice Techniques.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved SSP 18 (Sped Total Disciplinary Removals Rate) data</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Campus Administrators Coordinator of Evaluation and Related Services Behavior Coaches</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   PEIMS documentation is monitored and checked regularly throughout the year</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   APs are monitoring discipline data and Behavior Coach Job Alikes include APs to discuss behavior and discipline.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 12 Details	Reviews
<p><b>Strategy 12:</b> Developing and implementing a well-rounded program of instruction to meet the academic needs of students through Robotics; GT programs, Investigators, Gator Scholars, STEM Academy, Gator Travelers; advanced courses; dual credit; dual language; CTE Programs and Fine Arts.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics Director of Fine Arts Director of CTE Director of Bilingual /ESL</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   New STEM programs began at Dunbar and Lobit and program development is ongoing. Currently working on a shift to STEAM. CTE updated courses and certifications offered at the JH and HS level. 92</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Moving forward, STEM Academy will officially be STEAM Academy. Planning stages for advancing UIL at elementary, MS, and JH. CTE Symposiums will take place in February at JHs to support course selection.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 13 Details	Reviews
<p><b>Strategy 13:</b> Assist schools in identifying and serving GT students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student achievement and participation in well-rounded programs</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> All second graders have been screened and in the process of screening and testing all referred students along with qualifying second graders. Kindergarten screening is ongoing.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Kindergarten experience evaluation completed in January to determine students who will take CogAT testing.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 14 Details	Reviews
<p><b>Strategy 14:</b> Assist schools in identifying students at risk for academic failure and providing opportunities for students to achieve academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Close the learning gaps for struggling students</p> <p><b>Staff Responsible for Monitoring:</b> Director of At Risk</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Schools have identified At-Risk students and interventions are ongoing. PEIMS submission is complete. 93</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> EOC Preparation tutorials and planning for at-risk STAAR testers.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

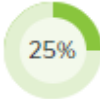

Strategy 15 Details	Reviews
<p><b>Strategy 15:</b> Increase certification options through our Career &amp; Technical Education (CTE) program by providing students with opportunities to prepare for certification exams using online platforms</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of certifications earned by students</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Certification process is ongoing</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> Instructors are preparing/scheduling students for upcoming certifications in April and May.</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 16 Details	Reviews
<p><b>Strategy 16:</b> Provide work-based learning opportunities through our Career &amp; Technical Education (CTE) program that provide students in-depth interaction with industry professionals</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in career readiness for students</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Process is ongoing</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> 94 Process is ongoing; DISD CTE Advisory Meeting with business and industry partners in slated for March</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>







Strategy 17 Details	Reviews
<p><b>Strategy 17:</b> Provide academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupation or industries</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in career readiness for students</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Process is ongoing</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Process is ongoing; PLC's are being used to refine data collection/disaggregation and rubrics used in project based learning activities</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress      Accomplished      Continue/Modify      Discontinue </p> <p style="text-align: right;">95</p>	

**Goal 1:** DISD will provide effective teaching and learning experiences for all students that will result in continuous success.

**Performance Objective 5:** Reduce and eliminate random variation in the delivery of curriculum.





**Evaluation Data Sources:** Improved teaching learning based on district and state assessments





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Design and implement a Teaching and Learning Process Model and a Quality Control system for delivery of instruction.            Evaluate the current instructional model using the CMSi standards for curriculum            Adjust model as necessary (Use the CMSi Mastery Learning Instructional Model)            Identify a Teaching and Learning Process Model.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services            Curriculum Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   We have contracted services to support the evaluation of the curriculum so that we can continue working as a curriculum team to improve our instructional model.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Completed the critical review of 5-8 RLA curriculum and are using that information to revise/streamline the curriculum of all content areas.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>








Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Re-establish Tier 1 priorities and eliminate random variation of priorities Identify Tier 1 Priorities for each core content area and grade level</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services Curriculum Coordinator Curriculum Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   We have identified the accelerated learning strategy of just-in-time intervention focused on essential standards for Tier 1 instruction.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   We are beginning to establish instructional frameworks for all content areas.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

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

**Performance Objective 1:** Expand the safety program to incorporate best practices and move beyond compliance.






Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Update Safety Procedures using Texas School Safety Center (TSSC) Protocol  <b>Staff Responsible for Monitoring:</b> Assistant Supt. for Administration</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   The district will update our Standard Response Protocols for the 2022-2023 School Year. This consists of new posters that replace "Lockout" for "Secure". Avoid Deny Defend Posters will go up in classrooms alongside the the Standard Response Protocols.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Continuing to review and revise.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b> 98</p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Create Electronic Master Safety Procedures Manual  <b>Staff Responsible for Monitoring:</b> Assistant Supt. for Administration</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   In Progress</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   In Progress</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 3 Details	Reviews
<p><b>Strategy 3: Safety Training</b>  <b>Strategy's Expected Result/Impact:</b> Texas School Safety Center  <b>Staff Responsible for Monitoring:</b> Assistant Supt. for Administration</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Sexual Harassment and Title IX Protections for Students, Share911 Emergency Notification Training, Galveston County Hazard Mitigation Planning, Active Shooter Advance Concepts, School Safety Forum - From Surviving to Thriving, Safe and Healthy Schools Leadership Meeting, Homeland Security - Community Awareness Partnerships, Averting Targeted School Violence</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Ongoing</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4: Special Programs: Expand Standard Response Protocol Training for Professional School Counselors to include increased emphasis on response and reunification.</b>  <b>Staff Responsible for Monitoring:</b> Social Emotional Learning Specialist  Executive Director of Special Programs</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> 99   The standard reunification method book was ordered for counselors. Binders are currently being created with procedures that will correlate with counselors "On the Go" Gator CORE kits that they already have for when responding to crisis situations.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Binders are in the process of being created. The February counseling meeting will provide a review on response and reunification.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Special Programs: Develop specific reunification plan for high-needs, special education students</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Supt. for Administration Executive Director of Special Programs</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Planning in progress </p> <p><b>Jan</b> <b>January Evidence of Progress</b> Currently no separate plan is needed </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Routinely practice reunification tabletop exercises including a simulated drill</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Scheduled for March 10, 2022 100 </p> <p><b>Jan</b> <b>January Evidence of Progress</b> Scheduled for March 10, 2022 </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	



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





**Performance Objective 2:** Foster students' emotional safety through the development of positive relationships and school culture/climate (e.g Restorative Practices, Character Strong).

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Special Programs: Implement campus SEL SQUADS (Social Emotional Learning Staff Qualified Uniquely advocating for Dickinson) teams.</p> <p><b>Strategy's Expected Result/Impact:</b> Social/Emotional Learning Specialist</p> <p><b>Staff Responsible for Monitoring:</b> Professional School Counselors</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>All campuses have active SEL SQUADS. There is 54 members district wide. SEL SQUADS are currently working on an Equity Book PLC.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>SEL SQUADS continue to meet and implement requirements.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
101	
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Special Programs: Implement Gator BREAK in classrooms</p> <p><b>Staff Responsible for Monitoring:</b> Social/Emotional Learning Specialist SEL SQUADS</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>All campuses have received Gator BREAK kits. Majority of campuses have taught staff and students how to implement.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>All campuses have implemented Gator Break.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p>  <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Special Programs: Provide students that meet qualifications access to Communities in Schools Student Support Specialist on all campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Support at-risk students and reduce drop out.</p> <p><b>Staff Responsible for Monitoring:</b> Social/Emotional Learning Specialist</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   CIS has student support specialist on 13 campuses. We are currently working on a plan to assist DCC/DALC.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   CIS is on 13 campuses and a plan has been created for DCC/DALC to access CIS on home campuses.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Special Programs: Provide referrals to outside agencies to meet the needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased referrals</p> <p><b>Staff Responsible for Monitoring:</b> Social/Emotional Learning Specialist</p>	





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<b>Nov</b>	<b>November Evidence of Progress</b>
	<p>Referrals as of 11/30/21            Family Service Center: 155 (FSC is at capacity and there is a 3 month waitlist to see our students)            UTMB TCHAT: 86            Gulf Coast Center Care Coordination: 3            DePelchin Parenting Help: 4</p>
<b>Jan</b>	<b>January Evidence of Progress</b>
	<p>Referrals as of 1/25/22            Family Service Center: 184 (FSC is at capacity and there is a 3 month waitlist to see our students. Currently there are 28 students on the waitlist and an additional 18 students being contacted to be placed on the waitlist.)            UTMB TCHAT: 122            Gulf Coast Center Care Coordination: 3            DePelchin Parenting Help: 4</p>
<b>Mar</b>	<b>March Evidence of Progress</b>
<b>June</b>	<b>June Evidence of Progress</b>

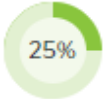





 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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**Goal 2:** DISD will provide a physically and emotionally safe, healthy, and equitable environment

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






Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Transform physical education into comprehensive wellness program.</p> <ul style="list-style-type: none"> <li>- Identify priority health TEKS and integrate them into PE classes</li> <li>- Provide professional development time for PE teachers</li> <li>- Create a wellness awareness campaign</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Planning, training and implementation ongoing throughout the school year</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Planning, training and implementation ongoing throughout the school year</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews <span style="float: right;">104</span>
<p><b>Strategy 2:</b> Promote Gator Hope Clinic access</p> <p><b>Staff Responsible for Monitoring:</b> Gator Hope Clinic Physician Assistant</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Gator Hope Clinic offers COVID testing and is operational.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Gator Hope Clinic offers COVID testing and is operational.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>







Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Special Programs: Provide Anti-victimization training.  <b>Staff Responsible for Monitoring:</b> Social/Emotional Learning Specialist</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Candy with the Advocacy Center for Children of Galveston County has completed anti-victimization lessons on 6 elementary campuses. She is implementing the Happy Bear and Play it Safe curriculum. Four family engagement opportunities were offered in September.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   All elementary campuses have received the program. Schedules are being created for Middle School implementation.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Special Programs: Expand Substance Abuse Prevention Program  <b>Staff Responsible for Monitoring:</b> Social/Emotional Learning Specialist</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   DISD houses 3 BACODA prevention specialists. Prevention Specialist have a rotation schedule to 105 provide programming to all campuses.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   DISD houses 3 BACODA prevention specialists. Prevention Specialist have a rotation schedule to provide programming to all campuses.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 5 Details	Reviews
<p><b>Strategy 5: Special Programs: Implement Human Trafficking Prevention Program</b></p> <ul style="list-style-type: none"> <li>- Training for staff</li> <li>- Curriculum for students</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Social/Emotional Learning Specialist</p>	<div data-bbox="1276 240 1381 370"> <p><b>Nov</b></p>  <p>25%</p> </div> <div data-bbox="1528 240 1906 272"> <p><b>November Evidence of Progress</b></p> </div> <div data-bbox="1411 279 1999 490"> <p>Staff from 7 campuses attended training in August. Staff that was not able to attend the August training were scheduled for a January training. This training may be rescheduled. Before curriculum can be taught to students staff must attend the mandatory training. Curriculum for students have been completed on 3 campuses.</p> </div> <div data-bbox="1276 506 1381 636"> <p><b>Jan</b></p>  <p>60%</p> </div> <div data-bbox="1537 506 1894 539"> <p><b>January Evidence of Progress</b></p> </div> <div data-bbox="1411 545 1978 636"> <p>A training was provided on January 3rd along with a training portal option. Implementation has been completed on 7 campuses.</p> </div> <div data-bbox="1297 662 1360 695"> <p><b>Mar</b></p> </div> <div data-bbox="1549 662 1885 695"> <p><b>March Evidence of Progress</b></p> </div> <div data-bbox="1297 734 1360 766"> <p><b>June</b></p> </div> <div data-bbox="1558 734 1873 766"> <p><b>June Evidence of Progress</b></p> </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="466 815 667 857">  No Progress         </div> <div data-bbox="760 815 982 857">  Accomplished         </div> <div data-bbox="1075 815 1339 857">  Continue/Modify         </div> <div data-bbox="1432 815 1633 857">  Discontinue         </div> </div>	

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





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





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Special Programs: Promote the streamlined Gator Wellness Center Referral Process  <b>Staff Responsible for Monitoring:</b> Social/Emotional Learning Specialist</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   One survey has been created for all referrals. The SEL specialist receives the referral and forwards it to the correct agency with all of the appropriate requirements needed by the service provider. There has been 230 referrals as of 11/30/21.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   One survey has been created for all referrals. The SEL specialist receives the referral and forwards it to the correct agency with all of the appropriate requirements needed by the service provider. There has been 290 referrals as of 1/25/22.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b> 107</p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Special Programs: Implement SEL SQUAD  <b>Staff Responsible for Monitoring:</b> Social/Emotional Learning Specialist</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   SEL SQUADS are being implemented on all campuses.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   SEL SQUADS are being implemented on all campuses.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>  </p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 3 Details	Reviews
<p><b>Strategy 3: Special Programs: Strengthen Staff Wellness Initiative</b>  <b>Staff Responsible for Monitoring:</b> Social/Emotional Learning Specialist</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b>   A staff wellness plan has been created. The plan will be on the School Health Advisory Council (SHAC) December 15th agenda.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b>   A staff wellness plan has been created. Staff receive a weekly email on Wednesdays.</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	





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





**Performance Objective 5:** Establish an advisory council to advocate for an equitable environment for all.



















Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Assemble committee and begin discussions  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Initial planning is in progress</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Initial planning is in progress</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews <span style="float: right;">109</span>
<p><b>Strategy 2:</b> Ongoing leadership development and capacity building  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Leadership development and training is ongoing with Solution Tree, Lead4Ward as well as other professional development opportunities</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Continuing leadership development with training on Crucial Conversations and Brene Brown's, Dare to Lead as well as Solution Tree and Lead4ward.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Disaggregate data to identify underserved and marginalized groups  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Data is analyzed and used for planning instructional plans throughout the year.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   As part of the Resilient School Support Program grant, DISD is receiving support from NIET in order to address learning gaps for our at-risk and SPED populations.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Review research to identify equity strategies for P-12 Educational systems  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Process is ongoing</p> <p><b>Jan</b> <b>January Evidence of Progress</b> 110   Process is ongoing</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Solicit feedback from stakeholders to develop equity framework  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>  Initial planning is in progress  </p> <p><b>Jan</b> <b>January Evidence of Progress</b>  Initial planning is in progress  </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Present framework to staff and community groups for feedback  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>  Ongoing throughout the year  </p> <p><b>Jan</b> <b>January Evidence of Progress</b> 111  Ongoing throughout the year  </p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Facilitate community and district sessions to assess DISD practices and recommend tactics  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b>   Ongoing throughout the year</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b>   Ongoing throughout the year</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>
Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> Research viability of stakeholder recommended tactics  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b>   Development in process and will be ongoing throughout the year</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b>      112   Development in process and will be ongoing throughout the year</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>





Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> Review and identify tactics with administrators for inclusion in the equity action plan  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Ongoing</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Ongoing</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 10 Details	Reviews
<p><b>Strategy 10:</b> Finalize inaugural equity action plan  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   In progress and will be finalized at the end of the year</p> <p><b>Jan</b> <b>January Evidence of Progress</b> 113   Ongoing</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>







Strategy 11 Details	Reviews																		
<p><b>Strategy 11:</b> Integrate and align appropriate equity tactics into the district strategic plan and other action plans</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services</p>	<table border="1"> <tr> <td data-bbox="1260 211 1375 251"><b>Nov</b></td> <td data-bbox="1375 211 1522 251">Ongoing</td> <td data-bbox="1522 211 2016 251"><b>November Evidence of Progress</b></td> </tr> <tr> <td data-bbox="1260 251 1375 349"></td> <td></td> <td></td> </tr> <tr> <td data-bbox="1260 365 1375 406"><b>Jan</b></td> <td data-bbox="1375 365 1522 406">Ongoing</td> <td data-bbox="1522 365 2016 406"><b>January Evidence of Progress</b></td> </tr> <tr> <td data-bbox="1260 406 1375 503"></td> <td></td> <td></td> </tr> <tr> <td data-bbox="1260 519 1375 560"><b>Mar</b></td> <td></td> <td data-bbox="1522 519 2016 560"><b>March Evidence of Progress</b></td> </tr> <tr> <td data-bbox="1260 592 1375 633"><b>June</b></td> <td></td> <td data-bbox="1522 592 2016 633"><b>June Evidence of Progress</b></td> </tr> </table>	<b>Nov</b>	Ongoing	<b>November Evidence of Progress</b>				<b>Jan</b>	Ongoing	<b>January Evidence of Progress</b>				<b>Mar</b>		<b>March Evidence of Progress</b>	<b>June</b>		<b>June Evidence of Progress</b>
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<table border="0"> <tr> <td data-bbox="462 673 661 722"> No Progress</td> <td data-bbox="756 673 976 722"> Accomplished</td> <td data-bbox="1071 673 1333 722"> Continue/Modify</td> <td data-bbox="1428 673 1627 722"> Discontinue</td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue														
 No Progress	 Accomplished	 Continue/Modify	 Discontinue																

**Goal 3:** DISD will make family and community partnerships a priority.

**Performance Objective 1:** Provide parents access to various community resources.

**Evaluation Data Sources:** Parent and community surveys, participation data from schools

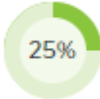

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Create and maintain a Community Online Resource</p> <p><b>Strategy's Expected Result/Impact:</b> Provide access to a variety of resources for parent and family needs</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Progress is ongoing for updates</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Different departments have different resources available--work started to put on one page</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b> 115</p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Set up needs assessment platform at registration for parents to indicate needed resources such as counseling services, food, and other community resources</p> <p><b>Strategy's Expected Result/Impact:</b> Identify specific needs of students and families</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs Executive Director of Special Programs District Social Worker &amp; Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Survey being created to use mid year to get good data for student and family needs</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   In progress Planning has begun on Back to School Bash that will address needs prior to school starting in August</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>







Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Ensure parent communication is translated to Spanish</p> <p><b>Strategy's Expected Result/Impact:</b> Improve parent communication</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> District documents translated to Spanish as appropriate</p> <p> 30%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> District documents continue to be translated to Spanish as appropriate</p> <p> 50%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 3:** DISD will make family and community partnerships a priority.

**Performance Objective 2:** Expand partnership with community organizations and churches to support students and schools with various campus needs.

**Evaluation Data Sources:** Parent surveys, evidence of website usage





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Use current partnerships to grow volunteering programs, that may include educational resources for families, tutoring and other needs as they arise</p> <p><b>Strategy's Expected Result/Impact:</b> Increased family and community connections and meeting needs of students and families</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Volunteer programs continuing</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Partnerships continue and plans to expand for growth are in place</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>









Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Research and develop a community-based student mentoring program to support students academically, socially and emotionally, including students with disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive impact on the social and emotional learning for students</p> <p><b>Staff Responsible for Monitoring:</b> Social Emotional Learning Specialist            Director of Federal Programs            Executive Director of Special Programs            District Social Worker &amp; Counselor            District Transition Specialist</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<div data-bbox="1297 386 2028 451"> <p><b>Nov</b> <b>November Evidence of Progress</b>            Planning meeting in progress</p>  </div> <div data-bbox="1297 540 2028 638"> <p><b>Jan</b> <b>January Evidence of Progress</b>            Planning a Community Back to School Bash to help connect families with school and community resources</p>  </div> <div data-bbox="1297 695 2028 727"> <p><b>Mar</b> <b>March Evidence of Progress</b></p> </div> <div data-bbox="1297 768 2028 808"> <p><b>June</b> <b>June Evidence of Progress</b> 118</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 849 659 889">  No Progress         </div> <div data-bbox="764 849 978 889">  Accomplished         </div> <div data-bbox="1079 849 1331 889">  Continue/Modify         </div> <div data-bbox="1436 849 1625 889">  Discontinue         </div> </div>	

**Goal 3:** DISD will make family and community partnerships a priority.

**Performance Objective 3:** Expand partnerships with area colleges and universities

**Evaluation Data Sources:** Evidence of student enrollment and participation in programs





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Actively partner with area colleges and universities</p> <p><b>Strategy's Expected Result/Impact:</b> Increase college and career readiness for students and educate families about college and career opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Director of At-Risk Director of Advanced Academics Director of CTE</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Offering Dual Credit opportunities, creating new partnership with COM for college bridge</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Continuing services, meeting with COM to address upcoming CTE dual credit needs</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> <p style="text-align: right;">119</p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Expand community college parent and student nights to help parents navigate FAFSA, admission process and other needs</p> <p><b>Strategy's Expected Result/Impact:</b> Increase college and career readiness for students and families</p> <p><b>Staff Responsible for Monitoring:</b> Director of At-Risk</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Process is ongoing. Virtual Parent University night with videos for parents to access was offered in September. Financial night was offered to parents and students at Dickinson High School in November.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Adult ESL classes are taking place at McAdams for DISD parents with a goal of completing certificate programs through College of the Mainland. 2nd Virtual Parent University night was offered in January.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Partner with CTE businesses at junior high, middle and elementary schools to foster college and career readiness</p> <p><b>Strategy's Expected Result/Impact:</b> Increase college and career readiness for students and families</p> <p><b>Staff Responsible for Monitoring:</b> Director of At-Risk Director of Advanced Academics Director of CTE</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   NASA engineering group has partnered with STEM Academy to provide guest speakers and offered volunteers for robotics mentoring as well</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   CTE will participate in the Elective Fair in February and the DISD Back to School Fair in August.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Provide ESL classes for Dickinson ISD parents at College of the Mainland and investigate other local community colleges for additional programs</p> <p><b>Strategy's Expected Result/Impact:</b> Improve parent and family communication</p> <p><b>Staff Responsible for Monitoring:</b> Director of At-Risk, Bilingual/ ESL</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   ESL adult classes offered for parents at McAdams Junior High</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Process is ongoing. #2 session of ESL adult classes offered for parents at McAdams Junior High.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	





**Goal 3:** DISD will make family and community partnerships a priority.

**Performance Objective 4:** Equip families with tools to enhance and extend learning at home.

**Evaluation Data Sources:** Director of Federal Programs  
Director of At-Risk





Strategy 1 Details	Reviews	
<p><b>Strategy 1:</b> Create a parent/family survey to identify the individual needs of each campus related to learning and utilizing district resources</p> <p><b>Strategy's Expected Result/Impact:</b> Identify the needs of families and students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p>Survey will be sent to families to access needs</p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p> <p>Survey will be sent to families to access needs</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b> 121</p>
Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> Provide training to parents in ways to support their children at home in reading, math homework</p> <p><b>Strategy's Expected Result/Impact:</b> Improve parent and family engagement to support learning</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p>Campuses provide ongoing support for parents</p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p> <p>Campuses provide ongoing support for parents</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>





Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Provide parents with classes/supports for accessing district resources to support learning</p> <p><b>Strategy's Expected Result/Impact:</b> Improve parent and family engagement to support learning</p> <p><b>Staff Responsible for Monitoring:</b> Technology Integration Coordinator            Director of Federal Programs            Director of At-Risk,            Director of Advanced Academics            Director of Professional Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>            Survey in development to assess parent needs</p>  <p><b>Jan</b> <b>January Evidence of Progress</b>            Survey will be sent to assess needs</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Set up needs assessment platform at registration for parents to identify training needs as related to use of district educational and student management resources</p> <p><b>Strategy's Expected Result/Impact:</b> Identify the specific needs of students and families</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs            Director of At-Risk</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>            Survey in development to assess parent needs</p>  <p><b>Jan</b> <b>January Evidence of Progress</b> 122            Community Back to School Bash will meet these needs</p>  <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Campuses will provide various activities to facilitate effective transitions into kindergarten, middle schools, junior highs, high school and to post-secondary through open houses, summer bridge, dual credit, Open Windows Lighted Doors... for students and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness for students and parents of various educational opportunities available for all students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs Director of At-Risk</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Transition activities ongoing at each campus</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Transition activities ongoing at each campus</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	







**Goal 4:** DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

**Performance Objective 1:** Refine a recruitment pipeline with multiple sources to provide the district with qualified candidates to meet the staffing needs of the district.

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Continue to recruit in a variety of venues including in-district and out of district job fairs to attract a broad and diverse applicant pool.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of qualified applicants available for each new position.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>HR staff attends university-based job fairs. HR staff actively recruits candidates from substitute training.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>HR staff attends university-based job fairs. HR staff actively recruits candidates from substitute training.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> <p style="text-align: right;">124</p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Continue to promote a comprehensive recruitment plan with competitive benefits, salaries, and stipends based on qualifications required for assignment and market trend.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase overall district retention rate.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>HR continually monitors and makes recommendations to adjust pay scales (substitute, professional support, etc.) in order to increase retention rates. TIA stakeholder engagement meetings currently occurring November - January.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>HR continually monitors and makes recommendations to adjust pay scales (substitute, professional support, etc.) in order to increase retention rates. TIA stakeholder engagement meetings currently occurring November - January. Preparing for TASB training - Hiring Effective Teachers and Keeping Them.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Provide campus administrators with training on hiring practices and interviewing techniques.</p> <p><b>Strategy's Expected Result/Impact:</b> Develop equity-based practices for screening, interviewing, and retaining employees.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Training, Hiring Effective Teachers, and Keeping Them, scheduled for February 2022. Currently researching training options for TTESS calibration.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Training, Hiring Effective Teachers, and Keeping Them, scheduled for February 2022. Currently researching training options for TTESS calibration. HR staff reviewing unique recruiting efforts - stay surveys, housing partnerships, etc.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Increase partnerships with teacher preparation programs including state and local universities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase rate of acquisition of teachers from affiliated programs.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   HR staff attends fall university-based job fairs. Working with teacher preparation programs to reduce financial barriers to a "grow our own" program. 125</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   HR staff attends fall university-based job fairs. Working with teacher preparation programs to reduce financial barriers to a "grow our own" program.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Continue to advertise open positions in variety of virtual formats including social media, web pages, and professional associations/organizations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of qualified applicants available for each new position.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>HR staff attends fall university-based job fairs. HR staff actively recruits candidates from substitute training. Working with teacher preparation programs to reduce financial barriers to a "grow our own" program.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>HR staff attends fall university-based job fairs. HR staff actively recruits candidates from substitute training. Working with teacher preparation programs to reduce financial barriers to a "grow our own" program.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Research best-practices for a grow your own program for students in the Teaching &amp; Learning CTE Program of Study (POS).</p> <p><b>Strategy's Expected Result/Impact:</b> Facilitate a pipeline of highly qualified teachers who are familiar with the needs of DISD students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Career &amp; Technical Education</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Participating in TCLAS Grow Your Own program</p> <p style="text-align: right;">126</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Continued participation in TCLAS Grow Your Own program</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>





Strategy 7 Details	Reviews
<p><b>Strategy 7: Special Programs:</b> Implement a recruitment and supplemental training program for teachers who are interested in becoming an educational diagnostician or LSSP.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase staff knowledge.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Coordinator of Evaluation &amp; Related Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Training is ongoing</p> <p> 15%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Continuing EvaluGators, had a Small Group meeting for staff who are interested in pursuing their Ed. Diag Certification, working on a Dyslexia grant to support staff who are interested in getting their Ed. Diag certification</p> <p> 65%</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue      127 </p>	





**Goal 4:** DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.









**Performance Objective 2:** Provide high-quality, job embedded professional development for all staff, which results in increased productivity and employee satisfaction.

Strategy 1 Details	Reviews	
<p><b>Strategy 1:</b> Continue to provide quality and relevant staff development aligned to district needs by offering expanded professional development opportunities across all departments and content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services Department</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p>Professional development ongoing</p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p> <p>Professional development is ongoing for staff and administrators. Topics included, but are not limited to: Solution Tree's PLC process, Lead4ward's STAAR 2.0, Crucial Conversations, strategies for accelerated learning, UDL, and strategies for online assessment.</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b> 128</p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Enhance the two-year teacher induction and mentoring program to all teachers new to the profession.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher retention rate of beginning teachers (0-2 years).</p> <p><b>Staff Responsible for Monitoring:</b> Director of Teacher Development &amp; Professional Learning</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>The NEW to DISD Week which takes place in August is under review to be reformatted with a great focus on priority items such as mission &amp; vision, Restorative Practices, Solution Tree PLC best practices, and other sessions that are best completed in a face to face format. Other required content is being reviewed for alternative methods of training formats including virtual options.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>All mentors received training in August and Lead4ward Mentor e-PLC ongoing support each month via live and recorded webinars. Mentors submitted their fall semester documentation including classroom observations and weekly communication logs. Stipends will go out in January.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>




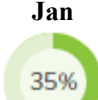
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Develop emerging teacher-leaders and mid-level administrators for future positions within the district through a leadership academies and opportunities to lead campus and district professional development sessions</p> <p><b>Staff Responsible for Monitoring:</b> Director of Teacher Development &amp; Professional Learning</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>I have joined a network called the Southeast Learning Forward Affiliate which meets quarterly to collaborate on topics related to Professional Development in Public Schools. The focus of the next meeting scheduled for 11/9 is Leadership Development Academies. I hope to connect with other districts to share ideas and learn best practices towards the development of DISD leadership academies.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>This summer DISD will offer a two day professional development conference with dozens of breakout sessions led by both formal and informal leaders including classroom teachers, coaches, support staff, campus and district administrators.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews 130
<p><b>Strategy 4:</b> 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 offerings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge base for educators.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Special Programs Coordinators</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Provided CSI Training to all returning teachers and evaluation staff.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Met to review progress monitoring measures and accommodation logs to develop a district wide plan.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>









Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased knowledge base for educators</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Special Programs Coordinators</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 21 staff were trained in reading by design; moving all training from Neuhaus to Reading by Design. Conducting Dyslexia Job Alikes</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Reviewing additional training opportunities.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Special Programs: Continue to provide professional development for ECSE, PK and K-12 support staff, teachers, administrators, and paraprofessionals supporting research-based instructional strategies for working with students with behavioral, occupational, physical, speech/ language, hearing, sight, functional and/or learning challenges with the goal of increasing inclusive opportunities for students with disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase inclusive learning opportunities for students with disabilities</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Special Programs Coordinators</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Working with Region 4 in collaborative cohorts of PK and ECSE teachers.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> 131</p> <p> Assessment staff have attended various trainings and district staff have provided Job Alikes to help support increasing inclusive opportunities. Continuing to work with Region 4 in collaborative cohorts of PK and ECSE teachers.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Special Programs: Provide professional development to special education teachers for teaching core curriculum using researched based best practices</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff knowledge Student progress on STAAR / STAAR-Alt &amp; EOC</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Special Programs Coordinators</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Utilizing PLC/ Job Alikes and district essential standards</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   continuing PLC/ Job Alikes</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased opportunities for students in special education to generalize skills</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Special Programs Coordinators</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> <span style="float: right;">132</span>   CBVIs are being conducted regularly at DHS and the 18+. Elementary CBVIs have started.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Had to cancel CBVI due to COVID</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress      Accomplished      Continue/Modify      Discontinue </p>	

**Goal 4:** DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

**Performance Objective 3:** Provide all staff with a package of benefits and services that addresses personal and professional needs.





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Develop a comprehensive retention plan that provides avenues for DISD employees to seek degrees, certifications, and CPEs in accordance with district needs and priorities.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted teachers will successfully complete certification requirements by designated timelines.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>HR staff continually monitors and communicates with employees and supervisors regarding certification needs, as well as provides resources to help prepare for exams. Working with teacher preparation programs to reduce financial barriers to a "grow our own" program.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>HR staff continually monitors and communicates with employees and supervisors regarding certification needs, as well as provides resources to help prepare for exams. Working with teacher preparation programs to reduce financial barriers to a "grow our own" program.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b> 133</p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Develop and make plans to implement Teacher Incentive Allotment .</p> <p><b>Strategy's Expected Result/Impact:</b> Recruit, support, and retain highly effective teachers in all schools, with particular emphasis on high-needs and rural schools.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>TIA stakeholder engagement meetings currently occurring November - January. HR staff attends fall university-based job fairs. HR staff actively recruits candidates from substitute training. Working with teacher preparation programs to reduce financial barriers to a "grow our own" program.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>In addition to TIA and active recruiting efforts, the HR leadership team is reviewing unique ways to recruit and retain - stay surveys, housing partnerships, etc.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>









Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Collaborate with the SHAC committee and Social-Emotional Learning Specialist to develop a comprehensive wellness program.</p> <p><b>Strategy's Expected Result/Impact:</b> Support overall well-being of all staff.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> HR monthly newsletter, Gator Pulse. Partner with Lead Nurse for COVID vaccine clinics. Collaborate with The Rose and provide mobile mammogram options.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Continue to offer a variety of services to employees. Exec Director attending SHAC meetings to determine how to increase SEL efforts. Benefits Leadership Team continues to search for ways to bring more services to the employee.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Continue to provide district maintained employee daycare, ages birth to 5 years, to attract and retain highly qualified candidates.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase retention rate for employees who benefited from employee day care facility.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p>	<p style="text-align: right;">134</p> <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Rosella Scott Gator Academy is a fully functional birth to PreK daycare for DISD employees.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Rosella Scott Gator Academy is a fully functional birth to PreK daycare for DISD employees.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 5:** DISD will provide operational services to support the success of student learning.

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

**Evaluation Data Sources:** 2021-2022 District Budget

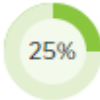



Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Increase network bandwidth as well as NOC to campus connectivity to provide for increased digital learning</p> <p><b>Strategy's Expected Result/Impact:</b> Faster connectivity, ability to do district wide online assessments</p> <p><b>Staff Responsible for Monitoring:</b> DISD Technology Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - Equity Plan</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Bandwidth increased and redundant ISP connection installed and functional</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Equipment has been ordered and shipped but has been delayed. Phase 1 installs are planned for late January 2022</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> <p style="text-align: right;">135</p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> All staff will be annually trained on data privacy and security. Any company housing DISD data will be required to comply with all FERPA and COPPA Laws</p> <p><b>Strategy's Expected Result/Impact:</b> Data privacy and security, no breaches</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Technology</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 95% of eligible staff have completed required training course. Continued quarterly assessments and monthly video reviews are provided</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Staff who have not completed required training are blocked from receiving outside emails. Monthly training videos continue to be distributed.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>









Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> All DISD software will be updated as necessary</p> <p><b>Strategy's Expected Result/Impact:</b> Increased network security. Increased productivity through efficient work flow</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Business Operations, Executive Director of Technology</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Software upgrades occurring currently are the district finance system and food and nutrition software</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Finance system is implemented and at the punch list phase.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Refresh network hardware</p> <p><b>Strategy's Expected Result/Impact:</b> Efficient network functioning</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Technology</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Equipment has been ordered. Partner awaiting shipment <sup>136</sup></p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Equipment has been shipped but delayed.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 5:** DISD will provide operational services to support the success of student learning.

**Performance Objective 2:** Utilize district funds and resources in a fiscally responsible manner

**Evaluation Data Sources:** District inventory, Annual Audit Reports






Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Enhance internal controls to protect district assets via inventory runs, bar coding and attendance accountability via TCP</p> <p><b>Strategy's Expected Result/Impact:</b> Financial transparency</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Technology Executive Director of Business Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Discussions regarding purchasing are ongoing in terms of increasing district technology</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Training for biannual district wide inventory was held in mid-janaury.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> <p style="text-align: right;">137</p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Increase resources through alternate funding sources such as grants</p> <p><b>Strategy's Expected Result/Impact:</b> Fund technology and intervention for student learning</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> ESSER funds are being used as needed</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> ESSER funds are being used needed</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>







Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Maintain an efficient procurement system</p> <p><b>Strategy's Expected Result/Impact:</b> Manage district resources</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Business Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Process is ongoing</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Process is ongoing</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Software that promotes student academic growth</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Educational Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Intervention technology purchases are ongoing a\$38 needed to support student learning</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   District is moving forward with the purchase of Amira. This program allows for 1:1 reading fluency tutoring for students and has been added to TEA's Vetted Texas Tutor Corps (VTTC) provider list.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 5:** DISD will provide operational services to support the success of student learning.

**Performance Objective 3:** Provide a safe, clean and comfortable environment through climate control management, working door closures and locks/access systems and providing PPE

**Evaluation Data Sources:** Inspections and checks





Strategy 1 Details	Reviews	
<p><b>Strategy 1:</b> Maintain efficient operation of climate control to maintain facilities as well as instructional continuity</p> <p>*Investigate controls to help monitor district utility demand</p> <p>*Upgrade energy management controls</p> <p><b>Strategy's Expected Result/Impact:</b> Lower utility bills</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Business and Operations Director of Maintenance Director of Energy Management</p>	<p><b>Nov</b></p>  <p><b>Jan</b></p>  <p><b>Mar</b></p>  <p><b>June</b></p>	<p><b>November Evidence of Progress</b></p> <p>Complete</p> <p><b>January Evidence of Progress</b></p> <p><b>March Evidence of Progress</b></p> <p>139</p> <p><b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> Ensure that all doors and locks are functioning properly on all campuses and district buildings</p> <p><b>Strategy's Expected Result/Impact:</b> Safe and secure schools</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Business and Operations Director of Maintenance</p>	<p><b>Nov</b></p>  <p><b>Jan</b></p>  <p><b>Mar</b></p> <p><b>June</b></p>	<p><b>November Evidence of Progress</b></p> <p>Annual preventative maintenance</p> <p><b>January Evidence of Progress</b></p> <p>Annual preventative maintenance</p> <p><b>March Evidence of Progress</b></p> <p><b>June Evidence of Progress</b></p>









Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Maintain a cleaning/maintenance schedule that allows all buildings and areas inside and outside of the buildings to be properly cleaned and maintained            *Supply PPE for all sites</p> <p><b>Strategy's Expected Result/Impact:</b> Clean and well-maintained buildings</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Business and Operations            Director of Custodial Services</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b>   Ongoing throughout the year</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b>   Ongoing throughout the year</p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	

**Goal 5:** DISD will provide operational services to support the success of student learning.

**Performance Objective 4:** Provide a foundation for the instructional day through food and nutrition as well as transportation services. Fully staffed teams, purchasing additional busses, improving menu items and providing free breakfast to all

**Evaluation Data Sources:** Times of routes, staffing reports, USDA reports





Strategy 1 Details	Reviews	
<p><b>Strategy 1:</b> Transportation- purchase additional buses; hire additional staff  <b>Strategy's Expected Result/Impact:</b> Additional routes so the rides are shorter  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Business and Operations                      Director of Transportation</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b> Ongoing as needed</p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b> Ongoing as needed</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b> 141</p>
Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> Maintain a full Transportation Staff                      *Recruit                      *Retain                      *Incentivise  <b>Strategy's Expected Result/Impact:</b> Maintain and add routes  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Business and Operations                      Director of Transportation</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b> Ongoing</p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b> Ongoing</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>











Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> FNS- improve menu options and promote healthy eating habits  <b>Strategy's Expected Result/Impact:</b> Healthier students  <b>Staff Responsible for Monitoring:</b> Director of Food and Nutrition Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Ongoing</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Ongoing</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> FNS- continue providing breakfast and lunch free to all students  <b>Strategy's Expected Result/Impact:</b> Students who are ready to learn without worrying about food.  <b>Staff Responsible for Monitoring:</b> Director of Food and Nutrition Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Students continue to receive free breakfast and lunch <del>142</del></p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Students continue to receive free breakfast and lunch</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 5:** DISD will provide operational services to support the success of student learning.

**Performance Objective 5:** Create safe educational spaces that promote effective teaching and learning through electronic alerts in buildings for egress points, vestibule upgrades and controlled access to buildings.

**Evaluation Data Sources:** Construction reports, access control data

Strategy 1 Details	Reviews	
<p><b>Strategy 1:</b> Implement electronic alerts in all areas of district buildings</p> <p>*Train on use of alert button app</p> <p>*Develop, implement, and practice reunification</p> <p><b>Strategy's Expected Result/Impact:</b> Safe and secure schools</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Business and Operations Executive Director of Technology</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p>Annual training ongoing</p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p> <p>Training in notification continues. Shipment delays have affected completion of electronic access controls in some areas.</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b> 143</p>
Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> Implement a master plan for visitor entry</p> <p>*Vestibule Security Upgrades</p> <p><b>Strategy's Expected Result/Impact:</b> Safe and secure schools</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Facilities Planning and Construction</p>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b></p> <p>Planned for spring 2022</p>
	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b></p> <p>Planned for spring 2022</p>
	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>
	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews								
<p><b>Strategy 3:</b> Develop master plan utilizing controlled access with district IDs</p> <p><b>Strategy's Expected Result/Impact:</b> Safe and secure schools</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Facilities Planning and Construction</p>	<table border="0"> <tr> <td data-bbox="1276 224 1373 354"> <p><b>Nov</b></p>  </td> <td data-bbox="1409 224 1902 289"> <p><b>November Evidence of Progress</b> Planned for spring 2022</p> </td> </tr> <tr> <td data-bbox="1276 378 1373 508"> <p><b>Jan</b></p>  </td> <td data-bbox="1409 378 1902 443"> <p><b>January Evidence of Progress</b> Planned for spring 2022</p> </td> </tr> <tr> <td data-bbox="1297 532 1352 565"> <p><b>Mar</b></p> </td> <td data-bbox="1549 532 1881 565"> <p><b>March Evidence of Progress</b></p> </td> </tr> <tr> <td data-bbox="1297 605 1352 638"> <p><b>June</b></p> </td> <td data-bbox="1560 605 1871 638"> <p><b>June Evidence of Progress</b></p> </td> </tr> </table>	<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b> Planned for spring 2022</p>	<p><b>Jan</b></p> 	<p><b>January Evidence of Progress</b> Planned for spring 2022</p>	<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>	<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>
<p><b>Nov</b></p> 	<p><b>November Evidence of Progress</b> Planned for spring 2022</p>								
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<p><b>Mar</b></p>	<p><b>March Evidence of Progress</b></p>								
<p><b>June</b></p>	<p><b>June Evidence of Progress</b></p>								
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>									

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** February 7, 2022

**Item Title:** District of Innovation Plan Renewal

**Agenda Item:** Dr. Jeff Pack

**Background Information:**

Dickinson ISD administration recommended the renewal of the District of Innovation Plan for an additional five (5) year term to allow Dickinson ISD the continued flexibility and local control to make decisions in the best interest of the Dickinson ISD community. The proposed renewal includes the original DOI Plan with updates to incorporate changes in law since the original adoption in 2017. The proposed DOI renewal and updated plan was presented to the Dickinson ISD Education Improvement Committee for consideration on October 19, 2021, and it was approved by a majority of the committee.

**Recommendation:**

The Superintendent and Deputy Superintendent for Educational Services recommends approval/renewal of the District of Innovation Plan as presented for an additional five-year term.

**Action Item:**  Yes     No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_



## District of Innovation Plan

### Introduction

House Bill 1842, created and passed during the 84<sup>th</sup> Texas Legislative Session in Spring 2015, provides a unique opportunity for Texas public school districts to exempt themselves from some parts of the Texas Education Code. In order to do this, a public school district must adopt an innovation plan, as set forth in Texas Education Code Chapter 12 A.

As a District of Innovation, Dickinson ISD may be exempted from a number of state statutes and will have:

- greater local control as the decision makers over the educational and instructional model for students;
- increased freedom and flexibility, with accountability, relative to state mandates that govern educational programming; and
- power to innovate and think differently.

HB 1842 does not allow exemptions from statutes including curriculum and graduation requirements or academic and financial accountability.

### District of Innovation Process and Timeline

- March 31, 2016 – Special presentation for Dickinson ISD district and campus administrators by David Anthony, Raise Your Hand Texas
- April 27, 2016 – District of Innovation presentation with David Anderson at Region IV for district administrators
- Fall 2016 – Review of district plans submitted for District of Innovation
- November 15, 2016 – CAPE meeting to review and discuss District of Innovation Plans developed by districts in the Gulf Coast area of Region IV
- December 12, 2016 – District of Innovation Resolution passed by Dickinson ISD Board of Trustees and the District Educational Improvement Committee designated as the local innovation committee
- December 12, 2016 – Public Hearing to discuss purpose for District of Innovation
- December 13, 2016 – Letter from Superintendent to all district employees and teacher professional organizations informing of the district’s intent to pursue District of Innovation
- December 13, 2016 – DOI process and timeline shared with DEIC members and posted on district website

- December 15, 2016 – DOI process and timeline shared with campus and district administrators
- January 3-6, 2017 – Draft plan developed by DOI subcommittee
- January 9, 2017 – District of Innovation update provided to Board of Trustees
- January 10, 2017 – DISD District of Innovation Public Meeting
- January 10, 2017 – Draft District of Innovation Plan reviewed by DISD District Educational Improvement Committee
- January 12, 2017 – February 12, 2017 – Dickinson ISD’s District of Innovation Plan posted on the DISD website; concurrently, the plan will be submitted to Texas Education Agency Commissioner, Mike Morath
- February 21, 2017 – DISD District of Innovation Plan submitted to DISD Board of Trustees for approval
- March-April 2017 – Updates of all DOI related local and legal policies will be reviewed, revised and submitted to the Dickinson ISD Board of Trustees for approval.

The current plan will expire on February 21, 2022. Dickinson ISD administration recommended the renewal of the district’s plan for an additional five (5) year term to allow Dickinson ISD the continued flexibility and local control to make decisions in the best interest of the Dickinson ISD community. The proposed renewal includes the original DOI Plan with updates to incorporate changes in law since the original adoption in 2017. The proposed DOI renewal and updated plan was presented to the Dickinson ISD Education Improvement Committee for consideration on October 19, 2021, and it was approved by a majority of the committee. The DISD Board of Trustees reviewed and approved the renewal of the DOI Plan for an additional five (5) year term at the action meeting held on February 7, 2022.

## Term

Dickinson ISD will be recognized as a District of Innovation for a term of five years, renewable within six months of the plan’s expiration date of February 2027. If, within the term of the plan, other areas of operations are to be considered for flexibility as part of HB 1842, the Board of Trustees will appoint a committee to consider and propose additional exemptions in the form of an amendment. The plan is amendable by a majority vote of the District Educational Improvement Committee and Board of Trustees. Any amendment adopted by the Board will adhere to the same term as the original plan. Dickinson ISD will not implement two separate plans at any one time.

## Innovation Plan

Dickinson ISD proposes flexibility and seeks an exemption in the following areas:

<b>Teacher Certification</b>	
Texas Education Code §21.003, §21.044, §21.053 19 Texas Administrative Code: 231	DBA(LLEGAL), DBA(LOCAL), DK(LLEGAL), DK(LOCAL), DK(EXHIBIT)
<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• In the event a certified teacher cannot be hired for a position or a teacher is assigned to a subject outside his/her certification, the district must submit an emergency certification/exception/waiver to TEA.</li> <li>• Many of the career pathways set forth by HB 5 require very specialized certification.</li> <li>• Statutes and regulations inhibit the development of post high school plans and improvement of workforce skills to the extent these laws limit the District’s ability to hire teachers to teach hard-to-fill, high-demand career and technical courses when quality certified teachers are not available.</li> </ul>	
<p><b>Innovation:</b></p> <p>Dickinson ISD Human Resources Department will submit a written request for approval to fill a teaching position to the Superintendent or designee for a degreed, non-certified professional with career/industry experience to teach a CTE subject within his/her area of expertise</p> <p>The written request will outline the reason for the request, and it will document the credentials the recommended teacher possesses which qualify him/her to teach the subject. In addition, the written request must be submitted to the Superintendent or designee for approval prior to recommending to the Board of Trustees.</p> <p>In order to enable more students to obtain the educational benefit of career and technical course offerings, the District seeks to establish its own local qualification requirements for such courses in lieu of the requirements set forth in law. This exemption will afford the District the flexibility to hire professionals in certain trades and vocations to teach the crafts of those trades and vocations, such as welding, health sciences, architecture and construction, in career and technical courses.</p>	

<b>First Day of Instruction</b>	
Texas Education Code §25.0811	EB(LLEGAL)
<p><b>Rationale:</b></p> <p>Texas Education Code states that a school district may not begin student instruction before the 4<sup>th</sup> Monday in August. This forces the district into a calendar that has minimal opportunity for teacher professional development, causes shortened grading periods when the first semester ends in December, and provides negligible time for summer school before state mandated assessment re-takes in the summer.</p>	
<p><b>Innovation:</b></p> <p>To best serve the students in Dickinson ISD, we will move the school start date for students to no earlier than the third week of August. Starting earlier will allow for creative scheduling that allows for more intentional teacher professional development throughout the school year and also allows students to have a schedule that is more conducive to their learning.</p>	

<b>Teacher Contracts (Probationary)</b>	
Texas Education Code §21.102	DCA(LLEGAL)
<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• Currently, a person who is employed as a teacher by a school district for the first time, or who has not been employed by the district for two consecutive school years, shall be employed under a probationary contract.</li> <li>• DISD is a fast-growing district and at times our staffing model is not able to accurately project class size enrollment.</li> <li>• Non-certified teachers and/or teachers that are hired after the first instructional day are not always the most qualified for the position.</li> </ul>	
<p><b>Innovation:</b></p> <p>In an effort to provide quality educational opportunities for all students throughout the district, DISD would like the option of offering non-certified teachers and/or late hires (after the first day of instruction) an agreement rather than a contract. This will allow for flexibility in taking timely employment actions that, in turn, would provide students with a quality teacher.</p>	

<b>Student/Teacher Ratios; Class Size</b>	
Texas Education Code §25.111-13, §25.112(A-G), §25.113(A-B)	EEB(LLEGAL)
<p><b>Rationale:</b></p> <p>A 22 to 1 student/teacher ratio is required by State law for Prekindergarten to 4<sup>th</sup> grade classes. When a class exceeds this limit, the district must complete and file a waiver with the Texas Education Agency, and the district must notify parents of waivers to class size limits.</p>	
<p><b>Innovation:</b></p> <p>Dickinson ISD is a fast-growth district, and for the past several years, a class size waiver to TEA has been required. Based on our observations, we believe it is not the number of students but the relationship of the teacher to students and make-up of the classroom which most directly influence the learning environment. Dickinson ISD will continuously monitor enrollment at the elementary campuses. When elementary classes exceed 22 students, district and campus administrators will collaborate to develop a plan to support those classes. A TEA waiver will not be submitted; however, the Superintendent will report enrollment to the Board of Trustees.</p>	

Professional Development	
Texas Education Code §21.451, §21.458	DMA(LLEGAL)
<p><b>Rationale:</b></p> <ul style="list-style-type: none"> <li>• With a diverse student population, Dickinson ISD’s educators must be well equipped to meet the unique needs of each student. Currently, the district is required to implement state-mandated professional development that may not be beneficial to our staff needs.</li> <li>• The state currently lays out specific requirements for teacher mentors. An exemption from these requirements would allow DISD to determine qualified mentors based on classroom performance rather than on seniority.</li> </ul>	
<p><b>Innovation:</b></p> <ul style="list-style-type: none"> <li>• Dickinson ISD believes that the district level committee (DEIC) is better equipped to determine professional development that will best meet the needs of local staff so that staff development can remain flexible and responsive to newly emerging data.</li> <li>• As a fast-growth district, Dickinson ISD employs many new teachers each year. It is very important that mentors be effective classroom teachers who can support new teachers in their first years in the profession. Being exempt from this requirement would increase the pool of teachers from which the district could draw for our mentoring program.</li> </ul>	

Designation of Campus Behavior Coordinator	
Texas Education Code §37.0012	FO(LLEGAL)
<p><b>Rationale:</b></p> <p>Senate Bill 107 requires the designation of a Campus Behavior Coordinator on each campus. This person is responsible for maintaining student discipline and the implementation of Chapter 37, Subchapter A.</p>	
<p><b>Innovation:</b></p> <p>Dickinson ISD believes in a collaborative approach to discipline, with multiple people providing emotional social support to students, rather than just one person. All campus principals and assistant principals handle student discipline. Each campus administrator will serve as a Campus Behavior Coordinator in regard to student discipline, as outlined in the Dickinson ISD Student Code of Conduct.</p>	

School District Depositories	
Texas Education Code §45.205-45.209	BDAE(LLEGAL)
<p><b>Rationale:</b></p> <p>Districts are required to bid depository banking services at minimum every 6 years.</p>	
<p><b>Innovation:</b></p> <p>There are a limited number of banking entities with the interest in serving the district’s financial needs. In addition, changing banks requires a burdensome administrative effort. DISD already monitors the availability of services and the pricing. Newer banking regulations are making local-government-entity business unattractive to banks, so the options are expected to remain limited in the near future.</p>	

**Summary**

Through HB 1842, Dickinson ISD will have increased flexibility and local control to make decisions. The Dickinson ISD Innovation Plan identifies current State laws from which the district seeks relief in order to best meet the needs of all stakeholders. Adjustments to Board policy will be reviewed, updated, and presented to the DISD Board of Trustees.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** February 7, 2022

**Item Title:** 22-23 Academic Calendar

**Agenda Item:** Dr. Jeff Pack

**Background Information:**

The proposed 22-23 Academic Calendar is attached. The calendar was developed in a DEIC subcommittee. The full DEIC recommended the calendar to the Board of Trustees on January 25, 2022, by a majority vote.

**Recommendation:**

The Superintendent and Deputy Superintendent for Educational Services recommend approval of the 22-23 Academic Calendar.

**Action Item:**  Yes  No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

# 2022–2023 Academic Calendar



## Dickinson Independent School District

**First Semester**  
August 18 – December 16, 2022

**Second Semester**  
January 4 – May 25, 2023

**Student/Teacher Holidays**  
September 5, 2022  
October 10, 2022  
November 21-25, 2022

*(Nov. 21-23, 25 are Teacher Exchange Days/Student Holidays)*

December 19, 2022 - January 2, 2023  
January 16, 2023  
March 13-17, 2023  
April 7 & 10, 2023  
May 29, 2023 *(Teacher/Staff Holiday)*

**Transition Day**  
August 17, 2022

*\* New for 2022-2023 - all Pre-Kindergarten, Kindergarten, 5th, 7th and 9th grade students will start school a day earlier than other grades for special activities to prepare for a new school level.*

**New Teacher In-Service**  
August 2-5, 2022

**Teacher In-Service/Student Holiday**  
August 9-12, 2022  
August 15-16, 2022  
September 26, 2022  
January 3, 2023  
February 20, 2023

**Early Release All Campuses**  
*(2 hours early)*  
December 16, 2022    May 25, 2023

**Dickinson High School Graduation**  
May 25, 2023 - Sam Vianza Stadium

### Nine Weeks Grading Cycle

1st 9-weeks (08/18-10/14)	39 days	17,550 minutes
2nd 9-weeks (10/18-12/16)	40 days	17,880 minutes
<b>First Semester</b>	<b>79 days</b>	<b>35,430 minutes</b>
3rd 9-weeks (1/9-3/10)	46 days	20,700 minutes
4th 9-weeks (3/20-5/24)	47 days	21,030 minutes
<b>Second Semester</b>	<b>93 days</b>	<b>41,730 minutes</b>
<b>Total Instructional</b>	<b>172 days</b>	<b>77,160 minutes</b>
SD Waiver Days	3 days	1,260 minutes
<b>Grand Total</b>	<b>175 days</b>	<b>78,420 minutes</b>

August 2022						
S	M	T	W	T	F	S
	1	NT	NT	NT	NT	6
7	8	TP	SD	SD	SD	13
14	SD	SD				20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	SD <sup>W</sup>	27	28	29	30	

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	H	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	E	E	E	H	E	26
27	28	29	30			

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	*6	7	8	9	10
11	12	13	14	15	16 <sup>A</sup>	17
18	H	H	H	H	H	24
25	H	H	H	H	H	31

January 2023						
S	M	T	W	T	F	S
1	H	SD <sup>W</sup>	4	5	6	7
8	9	10	11	12	13	14
15	H	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	SD <sup>W</sup>	21	22	23	24	25
26	27	28				

March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	H	H	H	H	H	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
S	M	T	W	T	F	S
						1
2	3	*4	5	6	H*	8
9	H	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
S	M	T	W	T	F	S
	1	*2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19*	20
21	22	23	24	25 <sup>A</sup>	TP	27
28	H	30	31			

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	*20	21	22	23	24
25	26	27	28	29	30*	

July 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- | Grading Period Begins
- | Grading Period Ends
- \*\* Begin/End STAAR Testing Window
- ^ Early Release
- H Student/Teacher Holiday
- Transition Day (school day for grades Pre-K, K, 5, 7 & 9)
- NT New Teacher Training
- SD Staff Development (no school for students)
- TP Teacher Preparation (no school for students)
- E Teacher Exchange Day/Student Holiday
- Dickinson High School Graduation
- w TEA-Approved Staff Development Waiver Days

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PENDING BOARD APPROVAL

### School Hours for the 2022-2023 school year

#### Elementary (grades K-4)

8:30 a.m. - 4:00 p.m.  
*(AM Pre-K)*  
8:30 - 11:45 a.m.  
*(PM Pre-K)*  
12:45 p.m. - 4:00 p.m.

#### Middle School/Junior High (grades 5-8)

7:45 a.m. - 3:15 p.m.

#### High School (grades 9-12)

7:05 a.m. - 2:35 p.m.

# DICKINSON INDEPENDENT SCHOOL DISTRICT AGENDA DOCUMENT

**Meeting Date:** February 7, 2022

**Item Title:** Full-day Prekindergarten Waiver Renewal

**Agenda Item:** Dr. Jeff Pack

## **Background Information:**

House Bill 3 (2019, 86th Leg., R.S.) added the requirement that full-day prekindergarten be provided for all eligible four-year old students. A three-year waiver from this requirement was submitted and approved by TEA for the 2019-2020, 2020-2021, and 2021-2022 school years. This waiver may be renewed one time for an additional three-year period. The conditions for the exemption are below:

1. The local education agency (LEA) (a school district or open-enrollment charter school) would be required to construct classroom facilities in order to provide prekindergarten classes; or
2. Implementation would result in fewer eligible children being enrolled in prekindergarten.

When applying for a renewal, we must show that additional four-year-old children were served in full-day prekindergarten each year of the waiver. The number of students in prekindergarten for the three years of the waiver is summarized below:

2019-2020	0
2020-2021	17
2021-2022	99

## **Recommendation:**

The Superintendent and Deputy Superintendent for Educational Services recommend authorizing the submission of a renewal of the full-day prekindergarten waiver for an additional three-year period.

Action Item:  Yes  No

Motion made by \_\_\_\_\_ seconded by \_\_\_\_\_ vote \_\_\_\_\_

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** February 7, 2022

**Item Title:** Order of Election for the May 7, 2022 School Board Trustee Election

**Agenda Item:** Robert Cobb

**Background Information:**

Board approval is requested for the attached Order of Election for the May 7, 2022 School Board Election for Single Member Trustee District #5 (incumbent-Corey Magliolo), Single Member Trustee District #6 (incumbent-Jessica Rodriguez), and Single Member Trustee District #7 (Incumbent – Mary Anthamatten).

Candidates running for School Board Trustee must file an application for a place on the ballot beginning January 19, 2022 and the deadline to file an application for a place on the ballot is 5:00 p.m. on Friday, February 18, 2022.

**Recommendation:**

The Superintendent and the Assistant Superintendent for Administration recommend approval of the Order of Election for the May 7, 2022 School Board Trustees Election for Single Member Districts #5, #6, and #7.

**Action Item:**  Yes  No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

# DICKINSON INDEPENDENT SCHOOL DISTRICT

## ORDER OF GENERAL ELECTION FOR OTHER POLITICAL SUBDIVISIONS

### *(ORDEN DE ELECCIÓN GENERAL PARA OTRAS SUBDIVISIONES POLÍTICAS)*

An election is hereby ordered to be held on May 7, 2022 for the purpose of voting on:  
*(Por la presente se ordena celebrar una elección el May 7, 2022 con el propósito de votar sobre.)*  
Dickinson Independent School District Board of Trustees for Single Member Districts #5  
Dickinson Independent School District Board of Trustees for Single Member Districts #6  
Dickinson Independent School District Board of Trustees for Single Member Districts #7

Early voting by personal appearance will be conducted each weekday at:  
*(La votación adelantada en persona se llevará a cabo de lunes a viernes en:*

The Main Early Voting Location *(sitio principal de votación adelantada)*

Location (sitio)	Hours (horas)
Dickinson Community Center 2714 Highway 3 Dickinson, TX 77539	April 25-29, 2022 8:00 am – 5:00 pm May 2-3, 2022 7:00 am – 7:00 pm
Election Day Voting (votación el día de las elecciones)	

Location (sitio)	Hours (horas)
City of Dickinson City Hall 4403 Highway 3 Dickinson, TX 77539	May 7 2022 7:00 am – 7:00 pm

Applications for ballot by mail shall be mailed to:

*(Las solicitudes para boletas que se votarán adelantada por correo deberán enviarse a:)*

Attn: Ballots by Mail

C/O Dwight Sullivan  
Galveston County Clerk  
P.O. Box 17253  
Galveston, TX 77552-7253

Applications for Ballots by Mail (ABBM)s must be received no later than the close of business on: *(Las solicitudes para boletas que se votarán adelantada por correo deberán recibirse no más tardar de las horas de negocio el:)*  
April 26, 2022.

Issued this 7th day of February 2022

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Signature of Presiding Officer  
Corey Magliolo  
President, Board of Trustees  
Dickinson Independent School District

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** February 7, 2022

**Item Title:** Approval of Agenda Items A

**Agenda Item:** Carla Voelkel

**Background Information:**

Agenda Items:

A. Consent Agenda Items

**Recommendation:**

The Superintendent recommends approval of Agenda Items A.

**Action Item:**     Yes                       No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** February 7, 2022

**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 January 20, 27 and February 3, 2022
- January 11, 2022 Minutes
- Campus Fundraising Request-DHS
- Donation to HRES-Michael Olmedo
- Approval of Proposals Received 21-09-1145
- Donation to DHS FFA-AAA Precision Industries, PHD Raches LLC, Amoco FCU, Brian Ussery, Richard Seume, John Scales, Betty Gillespie
- Campus Fundraising Request-DHS Diamonds
- Campus Fundraising Request-BMS Theatre
- Approval of Proposals Received RFP#22-01-1149

**Recommendation:**

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

**Action Item:**     Yes         No