

Regular Action Meeting
Tuesday, April 4, 2023 6:30 PM

Education Support Center
2218 FM 517
Dickinson, TX 77539

Agenda

1. Roll Call, Establish Quorum, Welcome Visitors
2. Pledge of Allegiance to the American and Texas Flags
Pledge Leaders: Lucas Samuelson, Marcus Samuelson, & Lilyanna Samuelson-Silbernagel Elementary
3. Recognitions
 - 3.A. Big Impact Award
 - 3.B. Girls Powerlifting
 - 3.C. Boys Powerlifting
 - 3.D. Girls Basketball
 - 3.E. Boys Basketball
 - 3.F. KJHS History Fair
 - 3.G. KJHS Rubies
4. COM Bond Presentation
Presenter: Dr. R.E. Davis
5. Public Comment: Agenda Items
6. Open Forum: Non agenda Items
7. Closed Executive Session
 - 7.A. Section 551.074 - Resignations, Retirements, New Hires
 - 7.B. Section 551.074 - Administrative Contract Recommendations
 - 7.C. Section 551.074 - Consider Appointment of Director of Leadership Development and Professional Learning
 - 7.D. Section 551.071 - Attorney
 - 7.E. Section 551.074 - Personnel
8. Action on Closed Executive Session Items
 - 8.A. Consider Approval of Resignations, Retirements, New Hires
 - 8.B. Consider Approval of Administrative Contract Recommendations
 - 8.C. Consider Appointment of Director of Leadership Development and Professional Learning
 - 8.D. Consider Termination of Probationary Contract Teacher at Silbernagel Elementary School
9. Written Reports
 - 9.A. Student Attendance Report for the 4th Six Weeks
 - 9.B. Tax Report for February 2023 and Year to Date
 - 9.C. Summer Programs 2023
 - 9.D. Safety Report
 - 9.E. March DIP Update
10. DJH Computer
11. DJH Instruments
12. Board Policy EIE(LOCAL)

13. Policy Update
FFAC(LOCAL)
WELLNESS AND HEALTH SERVICES
MEDICAL TREATMENT
14. Board Training Credits
15. Action Items
 - 15.A. Quarterly Investment Report
 - 15.B. Establish Board Meeting Dates 2023-2024
 - 15.C. Consent Agenda Items
 - Budget Amendments/Adjustments for March 9, 23, 30, 2023
 - March 7, 2023 Minutes
 - Out of State Travel-Jennifer Brewer and Susan Cook, Curriculum Specialists
 - MOU Between Shielding Hearts and DISD
 - Out of State Travel-Kim Rich, Exec. Dir. HR
16. Adjournment

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: April 4, 2023

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 the following attributes:

1. Provide outstanding service to others
2. Assist others beyond normal expectations
3. Create a positive impression of their department
4. Sacrifice their time and energy for the "Gator" good
5. Act with honesty and integrity at all times

Dustin Periera, LSSP, Special Education Department

- Dustin Pereira exemplifies what it means to be a Gator! This is Dustin's 2nd year in DISD as an employee (he was a student at DHS). He lives in the Galena Park area, yet he arrives on most days before anyone else. He comes in with an amazing positive attitude that brings a smile to everyone's face. Many weekends and evenings, he writes reports as well. He never complains.
- Dustin thinks outside of the box and tries to solve problems with innovative solutions. When trying to come up with a solution to being short-staffed, he suggested we consider assessing our students, who are not enrolled in school yet due to age, on the weekends. He is heading up a committee to determine the feasibility, cost, and potential impact of doing this. Dustin does not allow barriers to impede the district's ability to do what is best for students.
- When discussing next year's assignments, Dustin asked to be at MJH as his sole campus so that he could work with the campus staff to make a positive impact. He has attended the PBIS training and wants to assist the campus with developing a positive culture that rewards positive behaviors. He shared with campus administrators what he has seen on other campuses and in other districts, but then talked about ways to make it McAdams. He offered to help McAdams create positive rewards for students.

- Dustin not only does an amazing job, but he makes sure everyone has fun at the same time. For example, we have had ""naughty gnomes"" visit our department, we have received autism shirts, and we have had mysteries to solve- all things he has done after hours and with his own money- to assist in building a positive team culture. Dustin has helped with team building activities at our meetings, including fundraising for an important cause.
- As part of his job, Dustin often must talk to parents, sometimes delivering unwanted news of a disability condition. He is able to quickly develop a rapport with parents and make them feel supported throughout the journey. He communicates well with the campus administration to ensure they are aware of all aspects of any upcoming meetings with parents.
- Dustin also continues to expect more of himself- always growing and learning. Next year, he will begin a Ph.D. program in School Psychology. This program will take him several years to complete and requires extensive work. When asked why he wanted to pursue this, as it is not needed to do his job, he said so that he could do a better job to help students be successful. He wants to continue to learn and grow.

Dalia Quintanilla, Instructional Paraprofessional, Dickinson High School

- Dalia consistently goes above and beyond to help our Emergent Bilingual students feel welcome, valued, and heard at Dickinson High School. She is an indispensable member of the team at Dickinson High School. Dalia is our EB clerk at the high school, to anyone who has seen her working at the school it is obvious she does so much more than that. The most recent example of Dalia going above and beyond for students involved a potential drop-out student. The student came to Dalia and explained that she would have to drop out to stay home with her daughter. She was losing her daycare, which previously had been covered by another district, because she transferred to Dickinson. The student expressed that she really wanted to be able to stay in school, but she had been told there was nothing that could be done and even though she had filled out the paperwork no daycare support had come. Dalia took it upon herself to call mom and set an appointment with her so that they could call Texas Workforce together. They spoke to several people and were transferred many times; Dalia translated for mom and the student throughout the entire process. As a result, this student is currently still a student at Dickinson High School. She is excelling in her classes and making great progress in her language acquisition. Dalia has personally changed the trajectory of this student's life. This is just one of the many examples of how Dalia continues to go out of her way (both during her work hours and outside of them) to ensure the success and social emotional well-being of our EB students. It is a privilege to work with Dalia every day, she is the embodiment of the hard work, dedication, and love that we expect to see in our Gator Educators.

Brice Walker, Special Education Teacher, Lobit Middle School

- Mr. Walker has transformed the LMS TIDES program. He came in later in the school year and restructured the academic piece of the program as well as the motor lab. They now have scheduled times. He always has a positive attitude and goes above and beyond for the students. He is a team player- and will do whatever the student and staff need. Students have thrived in his class. They have gone from having significant behaviors to following the schedule and making growth. He is amazing with parents as well- he shares positive information about how the student is doing as well as areas of growth that are needed. A parent even requested that he go to the next school with their student! Mr. Walker exemplifies what it means to be a Gator!
- Mr. Walker took on the role of the TIDES teacher once the school year had started. In just a short amount of time, he has transformed the TIDES classroom into an amazing learning environment. The students adore him, and he genuinely loves the students. He always has a positive attitude, remains calm, and is always willing to go above and beyond for his students. Mr. Walker collaborates with other teachers and behavior staff on campus and welcomes ideas to help students. Recently, I attended a meeting in which the parent of a student asked if Mr. Walker would travel with her student to the next grade level because she has seen a positive change in her student. He is a true asset to the TIDES program and all our students and parents.

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: April 4, 2023

Item Title: DHS Girls Powerlifting

Agenda Item: Tammy Dowdy

Background Information:

The Dickinson High School Lady Gator Powerlifters competed recently at the State Powerlifting Championships in Frisco and did an outstanding job representing Dickinson High School. Overall, there were 64 teams from across Texas competing in the school's division and the Lady Gators placed 8th as a team finishing in the top 10 in Texas. Leading up to state meet, the Lady Gator Powerlifters had a successful season with 13 girls qualifying for the Regional Championships. At the Regional Championships, the team earned 2nd place overall, eight ladies brought home medals, and five qualified to advance to the State Meet.

Top accomplishments this season include:

Kaley Barajaz State 7th Place in the 105 weight class earning 7th place
Regional 2nd Place in the 105 weight class

Ayah Bnider State 2nd Place in the 181 weight class
Regional 1st Place in the 181 weight class

Deaisha Boone State 4th Place in the 259 plus weight class
Regional 2nd Place in the 259 plus weight class

Fabiola Cerros-Martinez State 15th Place in the 181 weight class
Regional 2nd Place in the 181 weight class

Seally Davis Regional 4th Place in the 132 weight class

Azelia Lara Regional 4th Place in the 114 weight class

Mireya Nunez Regional 4th Place in the 220 weight class

Christy Richardson Randell State 3rd Place in the 165 weight class
Regional 1st Place in the 165 weight class

The Girls Powerlifting Team is led by Coach **Earl Ricicar**.

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: April 4, 2023
Item Title: DHS Boys Powerlifting
Agenda Item: Tammy Dowdy

Background Information:

Six members of the Dickinson High School Boys Powerlifting Team qualified for the State Powerlifting Meet in Abilene at the end of March with several athletes scoring their personal best lifts. Leading up to the State Meet, 11 boys qualified for the Regional Championships held in Dickinson ISD at the beginning of March. At Regionals, the team earned 2nd Place overall and several boys earned individual honors, including the six boys qualifying for the State Meet.

Top accomplishments this season include:

Aaron Arratia	Regional 2 nd Place in the 148 weight class & state qualifier
Aden Arredondo	Regional 2 nd Place in the 165 weight class & state qualifier
Josyah Delekaita	Regional 3 rd Place in the 132 weight class
Cace Jones	Regional 2 nd Place in the 181 weight class & state qualifier
Emilio Martinez	Regional 4 th Place in the 242 weight class & state qualifier
Jonathan Sagastizato	Regional 4 th Place in the 181 weight class & state qualifier
Tyler Vu	Regional 5 th Place in the 114 weight class
Jay Reroma	Regional 6 th Place in the 220 weight class & state qualifier

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: April 4, 2023
Item Title: DHS Girls Basketball
Agenda Item: Tammy Dowdy

Background Information:

The Dickinson High School 2022-2023 Lady Gators Basketball Team finished the season in second place in UIL 24-6A district play. They entered the first round of playoffs against Alief Hastings but unfortunately did not advance further. They ended their season 10-2 in district play and 24-8 overall.

Ja’Ron’Ey Lymuel	UIL 24-6A Second Team All-District
Tiffany Nyugen	UIL 24-6A All-Academic
Tariyah Ford	UIL 24-6A Honorable Mention
Jazmine Hansley	UIL 24-6A First Team All-District
Kennedy Farrell	UIL 24-6A Honorable Mention
Mariah Jackson	UIL 24-6A Honorable Mention
Danielle Porter	UIL 24-6A First Team All-District Scored over 1,000 points for DHS
Devyn Turner	UIL 24-6A Honorable Mention
Ciara Williams	UIL 24-6A First Team All-District
Tresa Powell	UIL 24-6A All-Academic
Jewel Brandley	UIL 24-6A Second Team All-District

The Lady Gators Basketball Team is led by Head Coach **Toya Peterson** and Assistant Coaches **Steve Casteel, Chaquetta Edwards,** and **Renoldo Renvaulta**. Student Trainers are **Kinsey Dotson** and **Diane Johnson**. Student Manager is **Sinclair Coleman**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: April 4, 2023

Item Title: DHS Boys Basketball

Agenda Item: Tammy Dowdy

Background Information:

The Dickinson High School 2022-2023 Boys Basketball Team clinched the District Championship for the seventh time in the last eight years. They finished the season with a 10-2 district record and a 25-10 overall record for the season. They advanced to the second round of playoffs. Several members of the team earned individual UIL 24-6A postseason honors for their performances this season. We would like to recognize the team for their success this season. They include:

Diego Sanchez

Keithon Leach

Qasim Boyd UIL 24-6A Co-Offensive Player of the Year, Regional III-6A All Region Team

Vernon Glover UIL 24-6A First Team All-District

David Chong UIL 24-6A Newcomer of the Year

Zyon Little UIL 24-6A Co-Offensive Player of the Year

Emery Allen

Jeremiah Scoby

Mason Peterson UIL 24-6A Honorable Mention

Stewart Carse

Jermaine Tindle UIL 24-6A Honorable Mention

Keilan Green UIL 24-6A Honorable Mention

Jayden Cintron

Tyler Thomas

The Boys Basketball Team is led by Head Coach **Jason Wilson** and Assistant Coaches **Matthew Klingenberg, Justin Wilson, Jay Williams, Teron Guidry, Shannon Jones, and Xavier Brosseit-Aguirre**. Student Trainers are **Chanel Weeks** and **Tyann Brown**. Student Managers are **Gabriel Lynch** and **Elizabeth Fontenot**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: April 4, 2023
Item Title: Kranz Regional History Fair
Agenda Item: Tammy Dowdy

Background Information:

Kranz Junior High had 37 students qualify to compete in the Regional History Fair at Lee College in Baytown. Nine of the students earned distinctions for their projects at the regional level. They include:

Muhammad Abdallah	Third Place for a paper on “The Book of Life, Who Decides? – the Human Genome Project
Adison Avilez	Second Place for a group performance on the Dred Scott decision and Black Lives Matter
Brooklyn Burnett	Fourth Place for the documentary Black-Owned Businesses
Jaelyn Burnett	Fourth Place for the documentary Black-Owned Businesses
William Escobedo	Second Place for a group performance on the Dred Scott decision and Black Lives Matter
Oscar Leyva	Second Place for a group performance on the Dred Scott decision and Black Lives Matter
Iza Rincon	Fourth Place for a website on The Great Wall of China
Fiona Vo	Fourth Place for a website on The Great Wall of China
Jaelynn Vongsackda	Fourth Place for a website on The Great Wall of China

The students are led by Kranz history teachers, **Mary Dugie** and **Mariah Reyes** and campus History Fair coordinator **Jeri Joslin**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: April 4, 2023
Item Title: Kranz Rubies Dance Team
Agenda Item: Tammy Dowdy

Background Information:

The Kranz Junior High Rubies Dance Team competed against 13 other junior high dance teams at the Ascension Northeast Houston Competition in February and earned several team awards, including:

- Overall Grand Champion First Runner-Up
- Overall Grand Champion First Place in Hip Hop
- Overall Grand Champion First Runner-Up in Contemporary
- Grand Champion First Place in their division in Contemporary, Hip Hop, Jazz, and Kick
- First Runner-Up in Pom
- Team Challenge Elite Award and Judges Award
- Officers First Runner-Up and Superior Rating

Two dancers earned individual honors of First Runner-Up for their officer dance and a Judges Award. They include:

Rebekah Kelley

Tessa Treat

Also contributing to the team awards were:

Temiwumi Adelakin

Abigail Garcia

Angela Allen

Izabella Gusman

Alyssa Brown

Allyssa Hinojosa

Vallarie Carden

Briana Lopez

Katie Cmaidalka

Noemi Marquez

Elizabeth Cauthron

Chloe Moore

Laura Daza

Avery Roe

Jordan Emmitte

Brooklynn Romack

Nevaeh Flores

Andrea Solis

Daphnie Fuentes

Audree Woellhof

The team is led by Dance Team Director **Brittany Evans**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: April 4, 2023

Item Title: COM Bond Presentation

Agenda Item: Carla Voelkel

Background Information:

Information only.

Action Item: _____Yes ____X____No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Item Title: Public Comment: Agenda Items

Agenda Item: Carla Voelkel

Background Information:

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

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

Item Title: Open Forum

Agenda Item: Carla Voelkel

Background Information:

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

EXECUTIVE BOARD AGENDA DOCUMENT

Meeting Date: April 4, 2023

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 attorney** - 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** – To deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person; **Section 551.073 Prospective Gifts** – To deliberate a negotiated contract for a prospective gift to the district if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person; **Section 551.074 Personnel Matters** - 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 551.076 Security** – To deliberate the deployment, or specific occasions for implementation, of security personnel or devices or a security audit; **Section 551.082 Student discipline** - school children; school district employees; disciplinary matter or complaint, and **Section 551.0821 Student Information** - 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; **Section 551.087 Economic development.**

Time To Executive Session: _____

Time Out of Executive Session: _____

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: April 4, 2023

Item Title: Personnel Action

- Employment
- Resignations/Retirement

Agenda Item: Kimberly Rich

- We have two (2) new hires
- We have twelve (13) resignations: one (1) Teacher at Bay Colony Elementary, two (2) Teachers at Calder Road Elementary, four (4) Teachers at McAdams Junior High, one (1) Teacher at Kranz Junior High, four (4) Teachers at Dickinson High School, and one (1) Professional Employee at Dickinson High School.
- We have two (2) retirements: one (1) Teacher at Silbernagel Elementary, and one (1) Teacher at Barber Middle School.

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: April 4, 2023

Item Title: Personnel Action
• Administrative Contract Recommendations

Agenda Item: Kimberly Rich

Administrative contract recommendations are as presented in the executive session.

Recommendation:

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

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

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: April 4, 2023

Item Title: Appointment of Director of Leadership Development and Professional Learning

Agenda Item: Carla Voelkel

Administration discussed with the Board of Trustees the appointment of the Director of Leadership Development and Professional Learning.

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Lindsey Suarez as the Director of Leadership Development and Professional Learning.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: April 4, 2023

Item Title: Termination of Probationary Contract Teacher at J. Silbernagel Elementary

Agenda Item: Carla Voelkel

Consider, discuss and potentially take action on administration's proposal to terminate, in the best interest of the District, the probationary contract of a teacher at J. Silbernagel Elementary at the end of the contract year or last day of employment for the 2022-2023 teacher work schedule whichever comes sooner.

Recommendation:

The Superintendent, Assistant Superintendent for Administration, and Executive Director for Human Resources recommend non-renewal of probationary contract for teacher, Amanda Jue, at J. Silbernagel Elementary.

Action Item: Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: April 4, 2023

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

- Student Attendance Report for the 4th Six Weeks – Dr. Jeff Pack
- Tax Report for February, 2023 and Year to Date – Kelly Logsdon
- Summer Programs 2023 – Dr. Jeff Pack
- Safety Report – Robert Cobb
- March DIP Update – Dr. Jeff Pack

Recommendation:

Information only

Action Item: _____ Yes _____ No

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: April 4, 2023

Item Title: Student Attendance Report for Fourth Six Weeks

Agenda Item: Dr. Jeff Pack

Background Information:

Attached is data from the fourth six-week reporting period for 2022-2023 and comparison data from the 2018-2019, 2019-2020, 2020-2021, and 2021-2022 school years.

Recommendation:

Information only

Action Item: _____ Yes _____ No

ADA Percentages by Campus

Campus	2018-19		2019-20		2020-21		2021-22		2022-23	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Little Elementary School										
First six weeks	625.50	96.30%	620.70	95.10%	474.76	91.83%	503.20	90.00%	553.03	93.40%
Second six weeks	624.70	96.20%	619.10	94.30%	515.66	92.82%	524.83	92.71%	542.76	89.71%
Third six weeks	625.60	95.80%	588.00	90.70%	520.70	92.30%	527.46	93.59%	561.30	92.18%
Fourth six weeks	628.10	95.10%	581.07	94.76%	519.30	91.70%	496.74	88.69%	560.39	93.75%
Fifth six weeks	632.40	94.20%	COVID-19	COVID-19	530.04	93.50%	527.22	93.20%		
Sixth six weeks	642.40	94.50%	COVID-19	COVID-19	522.00	91.30%	533.21	93.30%		
<i>Yearly Average</i>	629.78	95.35%	609.12	93.90%	513.74	92.24%	518.78	91.92%	554.37	92.26%
Lobit Elementary School										
First six weeks	522.10	96.90%	595.40	97.10%	593.36	97.55%	667.31	92.40%	777.56	94.78%
Second six weeks	533.80	96.50%	592.90	95.70%	585.68	95.49%	690.84	93.95%	749.23	90.64%
Third six weeks	532.10	95.50%	593.60	95.10%	583.40	94.50%	701.01	94.40%	775.30	92.65%
Fourth six weeks	539.50	96.10%	589.89	96.01%	596.10	94.80%	670.96	90.79%	807.93	94.69%
Fifth six weeks	544.20	95.80%	COVID-19	COVID-19	612.69	95.40%	705.00	94.72%		
Sixth six weeks	545.80	95.90%	COVID-19	COVID-19	618.00	95.20%	706.79	94.03%		
<i>Yearly Average</i>	536.25	96.12%	593.86	95.98%	598.21	95.49%	690.32	93.38%	777.51	93.19%
Silbernagel Elementary School										
First six weeks	612.90	96.10%	593.90	96.50%	533.74	94.13%	532.47	92.90%	569.11	95.33%
Second six weeks	615.20	96.30%	604.10	95.80%	551.45	94.29%	547.92	93.86%	548.63	91.40%
Third six weeks	611.00	96.00%	595.30	94.20%	556.50	94.90%	541.35	93.32%	561.06	93.13%
Fourth six weeks	604.90	95.90%	560.90	94.60%	557.40	94.30%	539.35	91.89%	575.54	94.19%
Fifth six weeks	601.20	95.10%	COVID-19	COVID-19	571.22	94.70%	559.73	94.54%		
Sixth six weeks	604.50	95.30%	COVID-19	COVID-19	571.06	94.10%	559.12	93.61%		
<i>Yearly Average</i>	608.28	95.78%	594.61	95.21%	556.90	94.40%	546.66	93.35%	563.59	93.51%
Hughes Road Elementary School										
First six weeks	588.30	94.90%	612.90	95.50%	599.80	94.42%	593.52	91.80%	640.11	94.75%
Second six weeks	601.00	95.80%	617.00	94.80%	601.40	93.44%	610.14	93.00%	629.59	92.54%
Third six weeks	595.90	95.00%	611.40	93.00%	609.60	94.90%	620.29	94.53%	629.90	92.94%
Fourth six weeks	603.00	95.30%	630.40	94.86%	606.40	94.60%	608.26	91.49%	645.06	94.16%
Fifth six weeks	599.60	94.50%	COVID-19	COVID-19	607.25	94.20%	631.25	93.48%		
Sixth six weeks	608.20	95.20%	COVID-19	COVID-19	609.22	93.60%	640.60	93.21%		
<i>Yearly Average</i>	599.33	95.12%	616.69	94.59%	605.61	94.19%	617.34	92.92%	636.17	93.60%

ADA Percentages by Campus

Campus	2018-19		2019-20		2020-21		2021-22		2022-23	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Bay Colony Elementary School										
First six weeks	649.80	96.60%	633.10	96.50%	599.05	95.61%	601.27	93.30%	581.18	94.68%
Second six weeks	639.80	95.90%	625.00	95.10%	605.87	94.63%	604.02	92.97%	574.71	92.03%
Third six weeks	637.40	94.70%	615.00	93.50%	609.00	94.70%	605.35	93.71%	581.36	93.35%
Fourth six weeks	649.20	95.80%	626.55	95.27%	607.30	94.00%	588.93	90.56%	590.65	94.94%
Fifth six weeks	650.70	95.50%	COVID-19	COVID-19	609.01	94.00%	610.31	93.80%		
Sixth six weeks	652.60	95.30%	COVID-19	COVID-19	603.47	93.60%	600.96	92.73%		
<i>Yearly Average</i>	646.58	95.63%	623.67	95.14%	605.62	94.42%	601.81	92.85%	581.98	93.75%
San Leon Elementary School										
First six weeks	637.00	96.00%	639.70	96.20%	591.73	93.16%	539.37	91.30%	580.10	94.50%
Second six weeks	629.90	94.70%	629.80	94.60%	616.07	93.67%	563.28	92.07%	561.59	90.36%
Third six weeks	622.90	95.10%	624.30	93.20%	617.40	94.30%	574.43	92.98%	579.88	92.92%
Fourth six weeks	616.80	95.20%	610.07	94.96%	601.80	92.70%	552.76	88.78%	580.91	92.49%
Fifth six weeks	618.60	94.30%	COVID-19	COVID-19	594.98	93.20%	575.36	92.92%		
Sixth six weeks	621.50	94.40%	COVID-19	COVID-19	593.11	93.70%	579.29	92.67%		
<i>Yearly Average</i>	624.45	94.95%	633.74	94.77%	602.52	93.46%	564.08	91.79%	575.62	92.57%
Calder Road Elementary										
First six weeks	515.30	96.20%	581.50	96.30%	558.97	95.42%	606.63	92.40%	642.85	95.00%
Second six weeks	517.80	95.90%	582.30	94.90%	589.30	95.21%	628.28	93.88%	632.91	92.36%
Third six weeks	508.00	94.60%	576.00	94.40%	599.70	95.40%	624.81	94.08%	620.46	91.45%
Fourth six weeks	522.10	96.20%	564.01	94.61%	607.70	94.70%	610.73	90.86%	618.63	93.84%
Fifth six weeks	521.40	95.40%	COVID-19	COVID-19	609.21	94.60%	644.00	94.59%		
Sixth six weeks	522.90	95.20%	COVID-19	COVID-19	611.05	94.20%	636.21	92.88%		
<i>Yearly Average</i>	517.92	95.58%	578.80	94.95%	595.99	94.92%	625.11	93.12%	628.71	93.16%
Dunbar Middle School										
First six weeks	618.40	96.00%	592.50	96.00%	608.58	95.96%	582.59	91.60%	619.10	95.03%
Second six weeks	620.50	95.70%	585.50	94.90%	599.80	94.53%	602.60	93.41%	604.00	92.40%
Third six weeks	618.30	94.90%	581.50	93.50%	603.20	94.70%	618.95	93.16%	614.68	93.96%
Fourth six weeks	601.10	94.30%	580.41	94.33%	588.00	93.10%	593.85	88.91%	611.44	94.25%
Fifth six weeks	601.30	94.40%	COVID-19	COVID-19	588.57	92.80%	619.38	93.42%		
Sixth six weeks	597.20	93.80%	COVID-19	COVID-19	591.94	92.90%	622.71	93.52%		
<i>Yearly Average</i>	609.47	94.85%	583.79	94.68%	596.68	94.00%	606.68	92.34%	612.31	93.91%

ADA Percentages by Campus

Campus	2018-19		2019-20		2020-21		2021-22		2022-23	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Barber Middle School										
First six weeks	683.20	97.40%	697.90	97.10%	685.08	98.52%	544.27	93.20%	535.87	95.83%
Second six weeks	684.60	96.80%	696.30	96.50%	685.00	96.88%	558.34	95.33%	527.38	92.83%
Third six weeks	677.70	96.20%	691.60	95.80%	683.40	96.70%	555.10	94.71%	533.40	93.66%
Fourth six weeks	679.40	96.40%	695.27	95.97%	665.40	95.60%	539.67	91.83%	537.30	94.15%
Fifth six weeks	679.40	95.80%	COVID-19	COVID-19	664.86	95.40%	564.15	94.96%		
Sixth six weeks	681.80	95.60%	COVID-19	COVID-19	657.94	94.80%	563.03	94.57%		
<i>Yearly Average</i>	681.02	96.37%	693.86	96.34%	673.61	96.32%	554.09	94.10%	533.49	94.12%
Lobit Middle School										
First six weeks	420.00	97.00%	436.80	96.50%	461.04	98.62%	472.62	91.70%	558.87	95.96%
Second six weeks	421.10	96.60%	440.70	96.20%	451.77	95.60%	494.79	94.70%	544.83	93.57%
Third six weeks	422.20	96.50%	435.90	94.90%	455.00	96.60%	496.75	93.85%	541.96	92.92%
Fourth six weeks	420.70	96.10%	442.12	95.55%	459.20	96.10%	476.96	90.63%	557.89	95.00%
Fifth six weeks	421.80	95.40%	COVID-19	COVID-19	454.75	95.30%	497.24	94.82%		
Sixth six weeks	426.80	96.10%	COVID-19	COVID-19	450.62	95.10%	492.64	94.00%		
<i>Yearly Average</i>	422.10	96.28%	437.31	95.78%	455.40	96.22%	488.50	93.28%	550.89	94.36%
McAdams Junior High School										
First six weeks	726.40	96.30%	843.60	96.50%	872.75	98.64%	825.62	92.20%	893.40	95.42%
Second six weeks	726.70	95.50%	844.10	95.40%	846.83	95.45%	850.04	93.52%	872.92	92.12%
Third six weeks	722.60	94.80%	827.40	93.80%	843.80	94.30%	835.45	91.67%	874.04	92.47%
Fourth six weeks	729.50	95.00%	829.29	94.48%	833.00	93.10%	808.78	88.73%	874.19	93.25%
Fifth six weeks	728.10	94.50%	COVID-19	COVID-19	828.96	93.10%	847.83	92.94%		
Sixth six weeks	731.40	94.20%	COVID-19	COVID-19	805.53	90.60%	843.22	92.14%		
<i>Yearly Average</i>	727.45	95.05%	834.43	95.03%	838.48	94.20%	835.16	91.87%	878.64	93.32%
Kranz Junior High School										
First six weeks	884.20	96.00%	964.90	96.40%	916.58	96.66%	873.11	92.10%	919.93	95.33%
Second six weeks	873.80	94.70%	964.60	95.70%	926.54	94.91%	905.56	94.04%	906.04	92.64%
Third six weeks	871.20	94.10%	949.20	94.20%	922.30	94.20%	895.55	92.58%	914.80	93.34%
Fourth six weeks	873.20	94.60%	950.41	95.15%	891.70	92.00%	864.89	89.51%	925.33	93.68%
Fifth six weeks	867.00	93.70%	COVID-19	COVID-19	883.72	92.00%	904.80	93.49%		
Sixth six weeks	864.80	94.20%	COVID-19	COVID-19	877.56	91.20%	898.30	93.18%		
<i>Yearly Average</i>	872.37	94.55%	954.71	95.42%	903.07	93.50%	890.37	92.48%	916.53	93.75%

ADA Percentages by Campus

Campus	2018-19		2019-20		2020-21		2021-22		2022-23	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Dickinson High School										
First six weeks	2849.80	95.10%	2997.60	95.70%	3190.34	96.05%	3158.21	91.70%	3403.82	93.78%
Second six weeks	2842.60	94.60%	2977.30	94.80%	3108.13	93.23%	3215.14	92.04%	3320.80	91.32%
Third six weeks	2824.80	94.70%	2950.20	94.10%	3017.80	90.90%	3202.00	92.19%	3328.97	93.25%
Fourth six weeks	2759.10	93.50%	2907.38	93.91%	2680.20	84.60%	3019.70	88.55%	3246.65	92.93%
Fifth six weeks	2752.70	94.10%	COVID-19	COVID-19	2736.94	87.80%	3118.68	92.49%		
Sixth six weeks	2748.60	94.40%	COVID-19	COVID-19	2781.00	89.70%	3051.13	91.41%		
<i>Yearly Average</i>	2796.27	94.40%	2951.39	94.57%	2919.07	90.38%	3127.48	91.40%	3325.06	92.82%
Dickinson Continuation Center										
First six weeks	59.20	88.20%	60.30	92.70%	65.08	95.13%	68.85	88.90%	78.10	94.32%
Second six weeks	57.90	87.40%	56.20	90.40%	61.97	86.59%	59.38	85.67%	72.88	92.30%
Third six weeks	52.70	86.00%	48.60	90.90%	54.60	84.40%	45.95	87.94%	58.00	93.79%
Fourth six weeks	55.10	88.40%	57.54	89.02%	137.00	87.00%	66.52	85.00%	71.48	90.95%
Fifth six weeks	47.70	87.00%	COVID-19	COVID-19	115.93	80.30%	59.39	87.86%		
Sixth six weeks	39.20	89.20%	COVID-19	COVID-19	92.44	80.30%	45.52	89.99%		
<i>Yearly Average</i>	51.97	87.70%	55.66	90.79%	87.84	85.62%	57.60	87.56%	70.12	92.84%
Transforming Lives Cooperative										
First six weeks	5.30	100.00%	8.80	97.60%	6.08	96.69%	8.00	100.00%	6.43	99.48%
Second six weeks	8.30	99.20%	8.90	100.00%	7.27	100.00%	8.66	99.60%	8.00	100.00%
Third six weeks	10.40	93.20%	9.70	98.80%	8.00	100.00%	8.30	100.00%	7.24	100.00%
Fourth six weeks	8.90	96.50%	8.46	90.13%	5.60	100.00%	6.92	99.45%	7.74	100.00%
Fifth six weeks	7.80	100.00%	COVID-19	COVID-19	5.93	100.00%	6.21	97.24%		
Sixth six weeks	7.00	99.10%	COVID-19	COVID-19	6.62	99.10%	6.73	100.00%		
<i>Yearly Average</i>	7.95	98.00%	8.86	95.01%	6.58	99.30%	7.47	99.38%	7.35	99.87%
Galveston County Detention Facility										
First six weeks	15.60	98.00%	23.10	99.40%	7.42	99.44%	13.81	98.20%	17.53	99.81%
Second six weeks	15.20	98.90%	21.40	96.20%	12.43	100.00%	17.13	99.81%	19.08	100.00%
Third six weeks	11.80	99.30%	21.00	92.10%	7.40	100.00%	15.96	100.00%	17.64	100.00%
Fourth six weeks	22.30	99.80%	23.85	93.05%	7.30	100.00%	19.22	100.00%	17.22	99.79%
Fifth six weeks	24.70	99.70%	COVID-19	COVID-19	9.11	100.00%	22.59	100.00%		
Sixth six weeks	20.10	98.00%	COVID-19	COVID-19	12.15	100.00%	16.52	100.00%		
<i>Yearly Average</i>	18.28	98.95%	21.90	92.65%	9.30	99.91%	17.54	99.67%	17.87	99.90%

ADA Percentages by Campus

Campus	2018-19		2019-20		2020-21		2021-22		2022-23	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Coastal Alternative Program										
First six weeks	5.30	78.50%	2.30	64.30%	0.00	0.00%	1.00	92.90%	1.40	95.45%
Second six weeks	5.50	75.60%	3.10	73.00%	0.00	0.00%	1.58	78.85%	2.52	66.25%
Third six weeks	5.10	83.70%	3.10	63.40%	0.50	72.20%	3.00	86.96%	11.08	72.48%
Fourth six weeks	4.10	72.40%	3.65	62.66%	0.50	52.00%	4.23	94.62%	11.12	66.90%
Fifth six weeks	3.70	76.30%	COVID-19	COVID-19	1.24	63.20%	5.53	83.19%		
Sixth six weeks	2.00	45.50%	COVID-19	COVID-19	2.36	84.80%	4.97	82.81%		
<i>Yearly Average</i>	4.28	72.00%	3.03	67.21%	1.15	68.05%	3.39	86.56%	6.53	75.27%
DISTRICT TOTAL										
First six weeks	10418.30	95.90%	10905.10	96.10%	10758.31	96.01%	10592.08	92.00%	11378.39	94.65%
Second six weeks	10418.40	95.40%	10868.20	95.20%	10766.57	94.27%	10882.53	93.11%	11111.87	91.72%
Third six weeks	10349.60	95.00%	10721.70	93.90%	10694.00	93.60%	10871.84	93.07%	11211.07	93.00%
Fourth six weeks	10316.90	94.90%	10783.56	94.58%	10357.50	91.10%	10468.47	89.66%	11239.45	93.64%
Fifth six weeks	10302.10	94.60%	COVID-19	COVID-19	10424.41	92.00%	10898.67	93.43%		
Sixth six weeks	10316.60	94.70%	COVID-19	COVID-19	10404.11	92.20%	10800.95	92.73%		
Actual ADA for School Year	10353.65	95.08%	10795.43	94.95%	10567.48	93.20%	10752.42	92.33%	11235.19	93.25%
Projected ADA for School Year	*10500		*10800		*11000		*11400		*11400	

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: April 4, 2023

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:

The Monthly Tax Collection Report for February 2023 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	\$6,404,004,952	\$1.294	\$82,867,824	\$76,381,283	92.17%										
2021	\$5,715,025,955	\$1.312	\$74,981,141	\$73,510,035	98.04%										
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%										
2022 Tax Year	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Totals:	% To Total	
Current Year Tax	Pending Billing	\$596,358	\$4,347,285	\$14,001,873	\$45,222,484	\$12,213,284							\$76,381,283		
YTD % Collected	0.00%	0.72%	5.97%	22.86%	77.43%	92.17%	92.17%	92.17%	92.17%	92.17%	92.17%	92.17%	92.17%	92.17%	
Prior Years Tax	\$153,260	\$29,557	\$47,929	\$75,934	\$99,395	\$100,283							\$506,359		
Subtotal Taxes	\$153,260	\$625,915	\$4,395,215	\$14,077,806	\$45,321,879	\$12,313,567	\$0	\$0	\$0	\$0	\$0	\$0	\$76,887,641	92.78%	
Penalty & Interest	\$38,472	\$32,224	\$19,037	\$19,655	\$25,336	\$145,626							\$280,352		
Total Taxes & P&I	\$191,732	\$658,140	\$4,414,252	\$14,097,461	\$45,347,215	\$12,459,193	\$0	\$0	\$0	\$0	\$0	\$0	\$77,167,993	93.12%	
Attorney Fees	\$30,498	\$24,692	\$13,336	\$14,523	\$20,326	\$16,952							\$120,326		
Total Collections	\$222,229	\$682,832	\$4,427,588	\$14,111,984	\$45,367,541	\$12,476,145	\$0	\$0	\$0	\$0	\$0	\$0	\$77,288,319	N/A	
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	\$22,328,154	\$10,529,093	\$939,131	\$675,619	\$544,593	\$936,072	\$399,801	\$341,977	\$73,510,035		
YTD % Collected	0.00%	1.45%	6.45%	49.10%	78.88%	92.92%	94.17%	95.07%	95.80%	97.05%	97.58%	98.04%	98.04%	98.04%	
Prior Years Tax	\$62,609	\$122,577	\$73,266	\$68,898	-\$73,715	\$36,019	-\$162,238	\$69,695	\$54,029	\$80,337	\$23,741	\$116,144	\$471,363		
Subtotal Taxes	\$62,609	\$1,210,917	\$3,820,410	\$32,049,008	\$22,254,439	\$10,565,113	\$776,893	\$745,315	\$598,622	\$1,016,409	\$423,542	\$458,121	\$73,981,398	98.67%	
Penalty & Interest	\$35,037	\$47,711	\$23,970	\$21,093	\$30,931	\$99,484	\$102,498	\$80,760	\$63,253	\$83,954	\$45,385	\$57,409	\$691,483		
Total Taxes & P&I	\$97,645	\$1,258,628	\$3,844,380	\$32,070,101	\$22,285,370	\$10,664,596	\$879,391	\$826,074	\$661,875	\$1,100,363	\$468,927	\$515,530	\$74,672,881	99.59%	
Attorney Fees	\$18,740	\$40,603	\$19,699	\$12,771	\$22,513	\$18,718	\$20,894	\$19,397	\$18,459	\$16,588	\$36,275	\$50,519	\$295,177		
Total Collections	\$116,385	\$1,299,231	\$3,864,080	\$32,082,872	\$22,307,883	\$10,683,314	\$900,285	\$845,471	\$680,334	\$1,116,952	\$505,202	\$566,049	\$74,968,058	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	\$13,414	\$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	

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: April 4, 2023

Item Title: 2023 Summer School Programs Report

Agenda Item: Dr. Jeff Pack

Background Information:

Attached is the 2023 Summer School Programs Schedule.

Recommendation:

Information only

Action Item: _____ Yes No

Summer 2023 Educational Services Programs													
Program	Custodial	Transportation	Admin	# of Participants	Start/End Date	Daily Hours	Funding Source	Rooms Needed	# of Personnel	Breakfast/Lunch	Payroll Contact	TCP Manager	TCP Job Code
Hughes Road Elementary Host Campus													
LEP PK-K	Y	Y	Lisa Herrera	220+	6/2 -Teacher Prep day 6/5- 6/29 M-Th	<u>Students:</u> 8:00am - 3:30pm <u>Teachers:</u> 7:30am - 3:30pm	199	14+ Computer labs	17	YES	C Corona	S. Gomez	169912- Professionals 869912-Paraprofessionals
Emergent Bilingual Newcomer Summer School	Y	Y	Lisa Herrera	10-15	6/2 -Teacher Prep day 6/5- 6/29 M-Th	<u>Students:</u> 8:00am - 3:30pm <u>Teachers:</u> 7:30am - 3:30pm	199	14+ Computer labs	1	YES	C Corona	S. Gomez	
Special Programs ESY F2F	Y	Y	Kimberly Davidson	30-60	2023 Week 1: 6/19-22 Week 2: 6/26-229 Week 3: 7/17-20 Week 4: 7/24-27 Teacher Work Day 6/12	Students: 8:30-11:30 Teachers: 8:00-12:00 Paras 8:15-11:45	224 / 199	11	15	YES	T Taylor	E. Brenner T. Taylor (back up)	169914-Professionals 869914-Paraprofessionals
Dickinson High School													
DHS Summer School F2F (Credit Recovery or Initial Credit)	Y	N	K.Berg	TBD	Registration June 1, 10:00 AM - 6:00 PM Teacher Preparation Day June 1, 8:00 - 12:00 PM, Program Dates June 5-15(M-Th), 8:00 AM - 3:00 PM	Students 8:00 AM - 3:00 PM Teachers 7:45 AM - 3:15 PM Breakfast: 8:00 - 8:30 AM Lunch: 11:30 - 12:00 PM	Student Pay: (\$100)	9th GC 2nd floor	TBD	YES	N. Torreros		169915- Professionals
ESL Academy: F2F	Y	Y	K.Berg	TBD	Registration May 16-25 in All ESL Classes Teacher Prepara. June 1, 8:00 AM - 12:00 PM, Program Dates June 5-15(M-Th), 8:00 AM - 3:00 PM	Students 8:00 AM - 3:00P M Teachers 7:45 AM - 3:15 PM Breakfast: 8:00 - 8:30 AM Lunch: 11:30 - 12:00 PM	199	9th GC 2nd floor	2	YES	N. Torreros		169916- Professionals
Gator Scholars Academy PSAT Camp: F2F	Y	Y	K.Berg	33	er Prepara. June 1, 8:00 - 12:00 PM 6/5 - 6/8 (Mon - Thursday) Delivered F2F	Teachers: 7:45 AM - 12:15 PM Students: 8:00 AM - Noon	199	9th GC 2nd floor	2	NO	N. Torreros		169919- Professionals
Bridge to HS EOC Success for Algebra Ramp Up F2F (incoming 9th graders)	Y	N	C Ramirez	120	June 6 - 29 (Mon - Thur) delivered F2F	8 AM - 12:30 PM	199	R144, R124, R132, R145, R215, R211, R131, R143, R214	8	YES		C Ramirez	169917- Professionals
Bridge to HS EOC Success for Reading & Writing F2F (incoming 9th graders)	Y	N	C Ramirez	120	June 6 - 29 (Mon - Thur) delivered F2F	8 AM - 12:30 PM	199	R144, R124, R132, R145, R215, R211, R131, R143, R214	8	YES		C Ramirez	169917- Professionals
EOC Retesting	Y	N	C. Snelson	TBD	June 21 - 23	7 AM - 3 PM	199	LGI, N105, N106, N118, N119, N120, N121, N122, N123, N124, N125, N126, N127, D102, D103	20	NO	N Torreros	C Ramirez	169918- Professionals

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: April 4, 2023

Item Title: Board Safety Report

Agenda Item: Robert Cobb

Background Information:

Attached is the Board Safety Report for January 2023 through March 10, 2023. The report updates safety training through the middle of March 2023 and discipline reporting for the time period stated.

Recommendation:

Information only

Action Item: _____ Yes _____ No

Safety Report Update

April 2023

District departments worked together for most of January and part of February to complete the grant School Safety Grant application. The grant required that we assess doors, glass, fencing, communications, and other safety measures the district has in place. Door glass and windows adjacent to doors will be required to have a ballistic resistant material applied, Fencing will need to be “security grade”, meaning it will need to be at least six feet tall with security access for entry. The district has already addressed many required updates including monitored security vestibules, controlled access for entry, and communication systems.

District personnel had the opportunity to attend several safety related trainings during this past quarter. We attended the Safe and Healthy Schools Leadership Meeting presented through Region IV zoom in January for Intruder Detection Audit Updates and to get advice regarding our School Safety and Security grant applications. A great presentation spotlighting the dangers of fentanyl through the “One Pill Can Kill” program was especially eye-opening. I was fortunate to participate in the Online Behavior Trends where we learned how drugs are sold/delivered via social media and how hate groups “groom” and recruit teenagers online via gaming and other personal interest sites. We addressed some legal questions and requirements by attending the Legal Issues Surrounding Safety and Security Plans and Especially Safe: An Inclusive Approach to Safety Preparedness in Educational Settings. All the emphasis on safety plans have created legal concerns and questions regarding liability which these two presentations attempt to address.

The Safety Audit Team is continuing to meet with campuses to address safety concerns and needs. We have currently met with all campuses and have only two intruder audits left to perform. I will have a complete safety audit for the board prior to the end of this summer. Everyone and every department is doing everything they can to make our campuses safe.

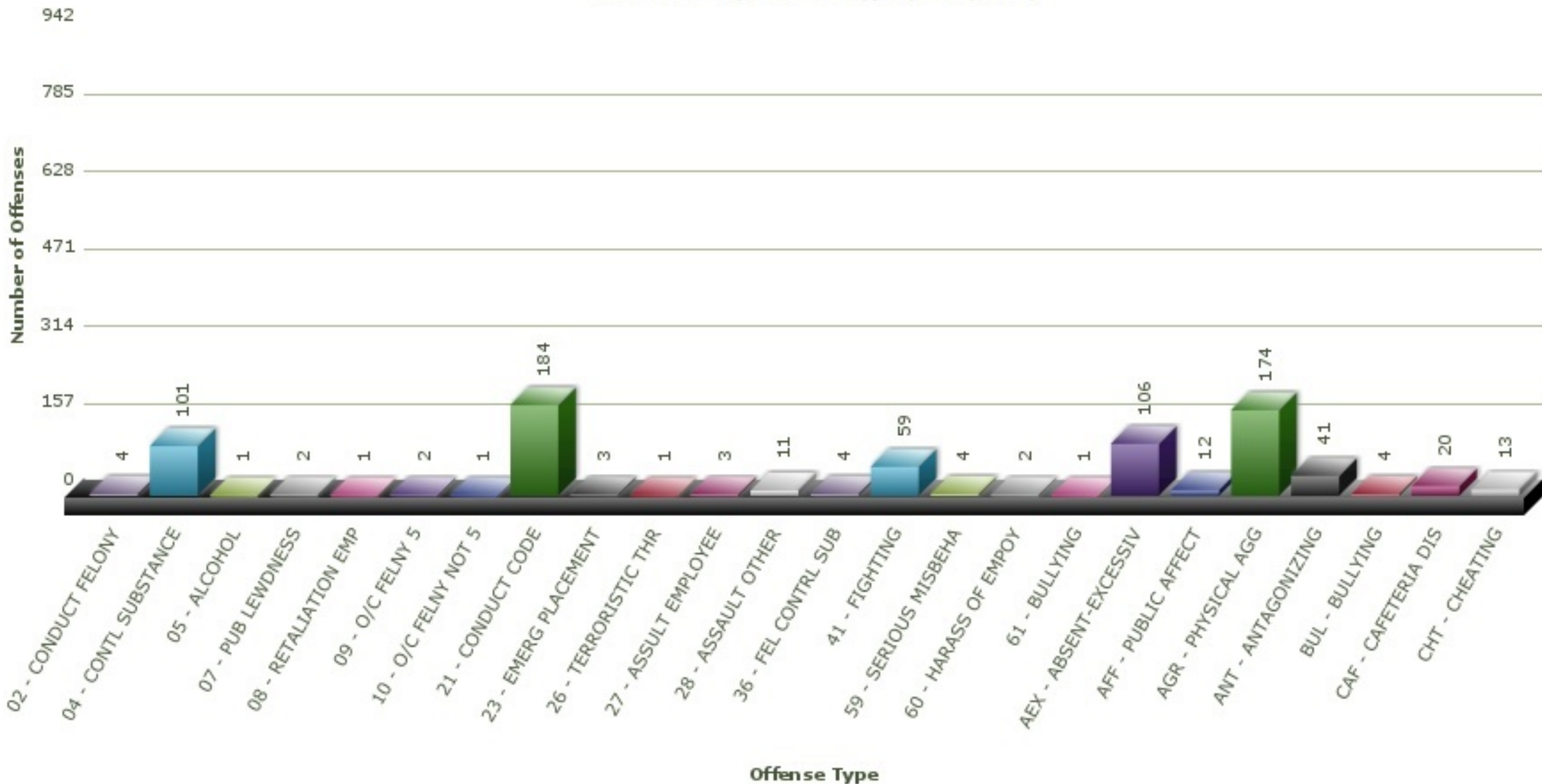
District administration had three security companies present various safety options to the district. Lenal S2, our door control company, Evolv, and Bluum. The companies presented information regarding automatic door locking controls and metal detecting options.

I would like to recognize the Texas City Fire Department and express our appreciation to them for visiting Kranz Junior high to walk the building and “pre-plan” incident preparation and response. District personnel met representatives from TCFD and EMS to walk the building, locate emergency panels and utility shut offs, and discuss possible scenarios regarding a response to Kranz Junior High. Thank you, Texas City!

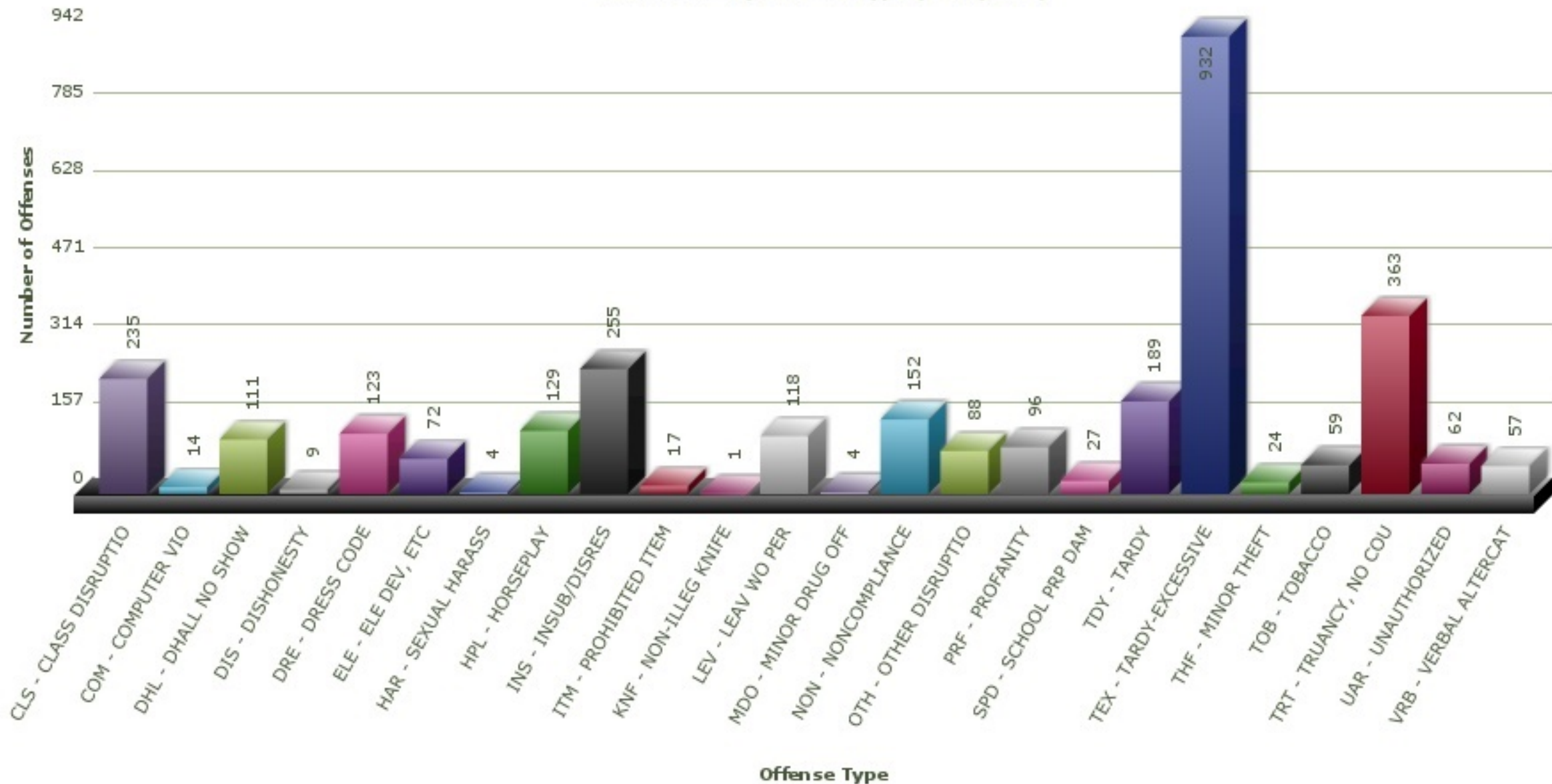
The district would also like to thank Galveston County for providing opportunities for us to participate in their Educational Emergency Management Meeting and Galveston County Emergency Management Partner Meetings. These meetings allow us to cooperate and communicate with other members of the Galveston County Emergency response organizations including other schools, cities, county, state, and federal entities.

We continue to see a concerning trend regarding the increase in controlled substance incidents. We are working with community partners to find a solution to this problem. TCH vaping is the primary concern, and it has been an issue at every campus level with major infractions at the secondary campuses.

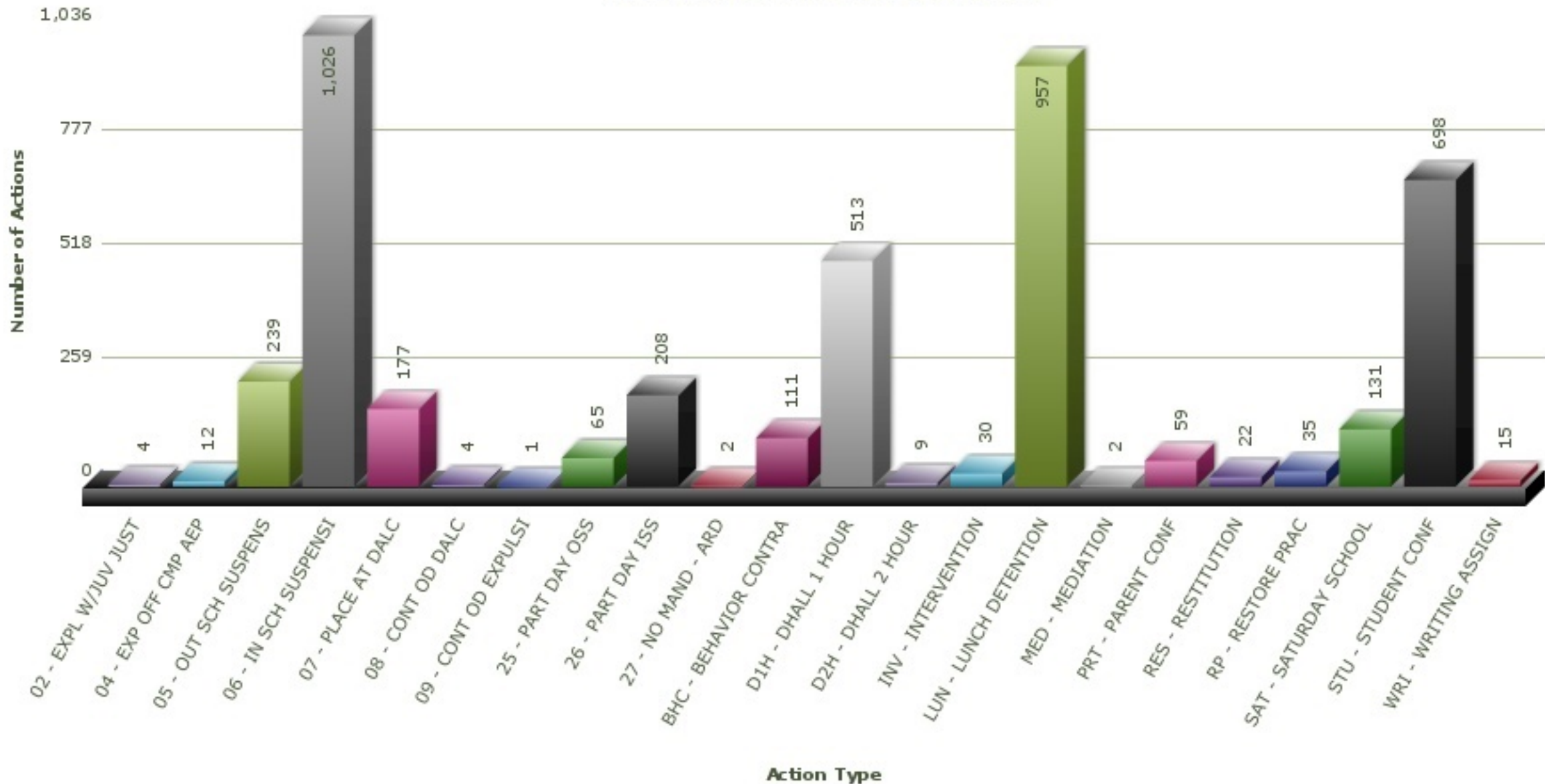
Discipline Offenses Breakdown by Offense Type (Entity 000)



Discipline Offenses Breakdown by Offense Type (Entity 000)



Discipline Actions Breakdown by Action Type (Entity 000)



**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: April 4, 2023

Item Title: March DIP Update

Agenda Item: Dr. Jeff Pack

Background Information:

The March formative review of the 22-23 District Improvement Plan is attached.

Recommendation:

Information only

Action Item: _____ Yes No

Dickinson Independent School District

District Improvement Plan

2022-2023 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

**CONFIDENT LEARNERS
TODAY**

**CHANGE MAKERS
TOMORROW**

**GATORS
FOREVER!**

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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: Maintain effective Professional Learning Communities on all campuses in all grade levels.




Evaluation Data Sources: Master Schedules, walk-throughs, agendas







Strategy 1 Details	Reviews
<p>Strategy 1: Use Solution Tree resources and attend professional development</p> <p>Strategy's Expected Result/Impact: Improved instruction and student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Deputy Superintendent of Ed. Services</p> <p>Results Driven Accountability</p>	<div data-bbox="1297 711 2032 901"> <p>Nov November Evidence of Progress</p>  <p>DISD staff attended Day 1 and 2 of RtI at Work. District continues to work on PLC work during A-Team and principal collaborative. Kranz JH and Lobit ES is working on their PLC at Work Model school application.</p> </div> <div data-bbox="1297 922 2032 987"> <p>Jan January Evidence of Progress</p>  <p>Teachers are continuing to use resources.</p> </div> <div data-bbox="1297 1073 2032 1230"> <p>Mar March Evidence of Progress</p>  <p>DISD staff attended Day 3 and 4 of RtI at Work training. District continues to develop and implement collaborative protocols and systems to ensure strong collaborative teams.</p> </div> <div data-bbox="1297 1252 2032 1284"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 1323 663 1367">  No Progress </div> <div data-bbox="766 1323 982 1367">  Accomplished </div> <div data-bbox="1081 1323 1333 1367">  Continue/Modify </div> <div data-bbox="1438 1323 1627 1367">  Discontinue </div> </div>	







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




Performance Objective 2: Provide resources for teachers/staff that address differentiated, targeted instruction to build a strong foundation in all core content areas







Evaluation Data Sources: Common assessments, benchmarks, interim testing, teacher assessments




Strategy 1 Details	Reviews
<p>Strategy 1: Provide targeted phonics instruction in grades K-3 in all classrooms: El Camino, El Proximo, Foundations, Heggerty, Fountas and Pinnell, etc.</p> <p>Strategy's Expected Result/Impact: Improve reading instruction and student achievement in reading</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services Director of Curriculum Curriculum Specialists Campus administrators</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> All phonics resources have arrived and teacher training is complete. Teachers have begun using materials and phonics pacing guides are embedded within district RLA curriculum.</p> <p>Jan January Evidence of Progress</p> <p> All bilingual teachers have been trained to use El Camino phonics kits and specialist is working to embed the El Camino scope and sequence within the district curriculum.</p> <p>Mar March Evidence of Progress</p> <p> When visiting campuses, foundations instruction is evident. District has developed specific learning targets for phonics instruction to show student mastery for grades K-1.</p> <p>June June Evidence of Progress</p>








Strategy 2 Details	Reviews
<p>Strategy 2: Math: Students are building foundational fluency skills through Building Fact Fluency Campuses will be provided additional support by Region 4 Consultants Training all Teachers in upcoming instruction through targeted Curriculum Previews.</p> <p>Strategy's Expected Result/Impact: Improved Tier I instruction, improved students achievement in math</p> <p>Staff Responsible for Monitoring: Director of Curriculum Math Curriculum Specialists</p>	<p>Nov November Evidence of Progress</p> <p> All BFF resources have arrived and teacher training is complete. Teachers have begun using materials and BFF pacing guides are embedded within district math curriculum. HRES and MJHS continue to receive Region 4 consulting support. Region 4 consultants are working with teacher teams to improve Tier 1 instruction.</p> <p>Jan January Evidence of Progress</p> <p> BFF kits are being implemented and used routinely and effectively. Curriculum previews have been completed for 3rd nine weeks. We have secured additional days of support for MJHS for this semester.</p> <p>Mar March Evidence of Progress</p> <p> District has secured an additional 5 days of Region 4 support for MJHS. Curriculum previews are being facilitated for the 4th nine weeks.</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: RLA/Social Studies: Differentiated texts/tasks in small group instruction.</p> <p>Strategy's Expected Result/Impact: Improved classroom Tier I instruction, improved student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum ELAR/Social Studies Curriculum Specialists</p>	<p>Nov November Evidence of Progress</p> <p> District determined and set work station expectations for math and literacy. Campuses continue to improve and monitor small group instruction/guided reading.</p> <p>Jan January Evidence of Progress</p> <p> Curriculum specialists (RLA & SS) are working together to complete integrated lessons and an integrated scope & sequence.</p> <p>Mar March Evidence of Progress</p> <p> Campus teams are developing common formative assessments using primary and secondary sources with various tasks to assess and respond to student learning.</p> <p>June June Evidence of Progress</p>

Strategy 4 Details	Reviews
<p>Strategy 4: Instructional Coaching consultant Alissa Crabtree will provide ongoing training for instructional coaches to enhance skills in facilitating collaboration among teacher teams in creation of high quality first time instruction, Tier 2 intervention, assessment and feedback for all students.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction, increase in student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists</p>	<p>Nov November Evidence of Progress</p> <p> Alissa has completed 2 out of 5 days of training with instructional coaches. She has trained on the topics of goal setting, teacher feedback, and clear/crucial communication/conversations.</p> <p>Jan January Evidence of Progress</p> <p> Alissa has completed 3 out of 5 training sessions. We are aiming to provide more campus-based learning opportunities in the second semester.</p> <p>Mar March Evidence of Progress</p> <p> Alissa will be hosting a coaching learning lab with coaches. Coaches will identify tier 1 strengths in the classroom, determine one area for growth that will make the most impact, plan for and rehearse a coaching conversation, and reflect on my coaching conversations.</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Science: A consultant, such as Region IV, will help build out teachers' understanding of the engineering design process in preparation for curricular changes due to the recently adopted science TEKS. Develop a deeper understanding of "Depth of Knowledge" in instruction, intervention, and assessment through a Region 4 training.</p> <p>Curriculum Previews: Providing opportunities for new and returning teachers to meet and collaborate quarterly to clarify learning targets, discuss high quality Tier 1 and Tier 2 instruction, and develop appropriately aligned common assessments and intended feedback.</p> <p>Strategy's Expected Result/Impact: Improved classroom Tier I instruction, improved student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Science Curriculum Specialists</p>	<p>Nov November Evidence of Progress</p> <p> Region IV trained teachers on DOK during September 26th district PD day. Curriculum previews for 2nd and 3rd nine weeks are complete.</p> <p>Jan January Evidence of Progress</p> <p> Curriculum previews are completed for 3rd nine weeks. Grade 5-8 science teachers and specialists have begun a collaborative learning project with TAMU for Science.</p> <p>Mar March Evidence of Progress</p> <p> Teacher teams and curriculum leadership teams have completed all curriculum preview trainings for the 2022-23 school year where the main focus has been discussing and analyzing the engineering design processes found with the upcoming science TEKS.</p> <p>June June Evidence of Progress</p>

Strategy 6 Details	Reviews
<p>Strategy 6: Special Programs: Campus Compliance Facilitators will 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>Strategy's Expected Result/Impact: Increased student learning</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Special Programs Instruction & Compliance Campus principals / Assistant principals</p> <p>Results Driven Accountability</p>	<div data-bbox="1297 120 1352 147">Nov</div> <div data-bbox="1276 155 1377 253">  </div> <div data-bbox="1528 120 1906 147">November Evidence of Progress</div> <div data-bbox="1415 155 2011 277"> <p>At the end of the 1st 9 weeks, all progress reports were uploaded and sent home to parents. We completed our 1st audit of the year. We also completed a compliance review at MJH.</p> </div> <div data-bbox="1297 302 1352 329">Jan</div> <div data-bbox="1276 337 1377 435">  </div> <div data-bbox="1545 302 1892 329">January Evidence of Progress</div> <div data-bbox="1415 337 1990 488"> <p>At the end of the 2nd 9wks, all progress reports were updated with progress and sent home to parents in accordance to guidelines with report cards. Our 2nd compliance audit was completed with MJH showing marked improvement in most areas.</p> </div> <div data-bbox="1297 513 1352 540">Mar</div> <div data-bbox="1276 548 1377 646">  </div> <div data-bbox="1556 513 1881 540">March Evidence of Progress</div> <div data-bbox="1415 548 2028 756"> <p>At the end of 3rd nine weeks, all progress reports were updated, uploaded and sent to parents. Our 3rd compliance audit was completed with MJH showing some regression from the 2nd nine weeks in the areas of work samples matching accommodations and logs of services, This information is being presented to teachers.</p> </div> <div data-bbox="1297 781 1352 808">June</div> <div data-bbox="1566 781 1871 808">June Evidence of Progress</div>




Strategy 7 Details	Reviews
<p>Strategy 7: 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>Strategy's Expected Result/Impact: Meet Initial FIE timelines</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Evaluation and Related Services</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> We have missed some timelines this year due to carry over from last school year. We missed 2 annual ARD dates, one due to a new CCF miscalculating the date and one due to a parent request to reschedule. All evaluations this school year have been conducted in timelines using a contract evaluator. We are currently 1.5 Assessment staff short.</p> <p>Jan January Evidence of Progress</p> <p> At this time all ARDs have been held within timelines.</p> <p>Mar March Evidence of Progress</p> <p> At this time all ARDs have been held within timelines. We have missed timelines on 6 FIEs, due to being short-staffed. We tested over spring break, on weekends, after hours and we are using contracted services.</p> <p>June June Evidence of Progress</p>
Strategy 8 Details	Reviews
<p>Strategy 8: Special Programs: Ensure evaluation staff have a thorough knowledge of all disabilities including monitoring the number of students identified as ID, LD, AU, and ED and conducting Case Review for all evaluations of ID students.</p> <p>Strategy's Expected Result/Impact: increased knowledge and accurate identification of students</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Evaluation and Related Services</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> We have case review weekly and each month we are reviewing the disability conditions in CLT. We have attended disability specific training (e.g. Autism in girls) at Region 4. We provide weekly Pop-In PD via Zoom for all teachers as well.</p> <p>Jan January Evidence of Progress</p> <p> This continues to be an on-going process</p> <p>Mar March Evidence of Progress</p> <p> Weekly case review, monthly training and pop-in PD are all continuing.</p> <p>June June Evidence of Progress</p>







Strategy 9 Details	Reviews
<p>Strategy 9: Special Programs: Ensure the district offers a continuum of services for students ages 3-21 to meet the needs of all students receiving special education services.</p> <p>Strategy's Expected Result/Impact: Improve SSP 9 and 11 (LRE) data</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Special Programs Instruction Coordinator of Special Programs Compliance Campus principals / Assistant principals</p> <p>Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 2, 3 - District Processes & Programs 5 - Perceptions 3</p>	<p>Nov November Evidence of Progress</p> <p> DISD provides a continuum of services. We are reviewing our continuum. We have created a decision making guide and are providing training to all CCFs, Admin, and Assessment staff. We have started communicating the plan to eliminate "acronym" named programs and focus on levels of support.</p> <p>Jan January Evidence of Progress</p> <p> We continue to provide ongoing training and support for campuses on the decision making guide and review of continuum services. As we move into the spring semester we will begin working on staffing documentation proposals and campus training for master planning.</p> <p>Mar March Evidence of Progress</p> <p> Each campus has been provided a staffing summary based on ARDed schedule of services (SOS staffing chart) and the special programs team has met with each campus to review. The team is working on providing recommendations for consolidation of programs such as TIDES and ABCD.</p> <p>June June Evidence of Progress</p>




Strategy 10 Details	Reviews
<p>Strategy 10: 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>Strategy's Expected Result/Impact: Improved SSP 18 (Sped Total Disciplinary Removals Rate) data</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Campus Administrators Coordinator of Evaluation and Related Services Behavior Coaches</p>	<div data-bbox="1297 321 1381 456"> <p>Nov</p>  <p>25%</p> </div> <p>November Evidence of Progress</p> <p>APs review data monthly and attend a monthly job alike with the behavior coaches. We are continuing to receive support from Restorative Practices. Several staff members went to PISD to see their Restorative Practices Implementation. All campuses sent representatives to PBIS training and are working on systemic implementation plans.</p> <div data-bbox="1297 597 1381 732"> <p>Jan</p>  <p>45%</p> </div> <p>January Evidence of Progress</p> <p>This continues to be on-going</p> <div data-bbox="1297 792 1381 927"> <p>Mar</p>  <p>75%</p> </div> <p>March Evidence of Progress</p> <p>Discipline data reveal a troubling trend regarding THC vapes. Monthly data monitoring continues.</p> <p>June</p> <p>June Evidence of Progress</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 976 663 1019">  No Progress </div> <div data-bbox="768 976 982 1019">  Accomplished </div> <div data-bbox="1083 976 1331 1019">  Continue/Modify </div> <div data-bbox="1436 976 1629 1019">  Discontinue </div> </div>	


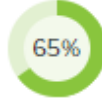

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success








Performance Objective 3: Develop and implement well-rounded programs of instruction to meet the unique needs of all students

Strategy 1 Details	Reviews
<p>Strategy 1: Provide programs for academic enrichment such as: Robotics; GT programs, Investigators, Gator Scholars, STEAM Academy, Gator Travelers, dual credit, dual enrollment</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	<p>Nov November Evidence of Progress</p> <p> All listed programs are in place along with additional new programs for this school year. All fall InvestiGators have happened, the Gator Scholars class has grown this year as has the STEAM Academy, and academic competitions such as UIL A+ and Quiz Bowl.</p> <p>Jan January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Improving classroom instruction in the fine arts programs through collaborative curriculum review sessions and professional development.</p> <p>Staff Responsible for Monitoring: Director of Fine Arts</p>	<p>Nov November Evidence of Progress</p> <p> The professional development provided by fine art leaders in each field have greatly improved instruction in the classrooms. Students are being challenged and are proving to have more success. Teachers have been asked to create both short term and long term goals for their programs with progress measurements as well.</p> <p>Jan January Evidence of Progress</p> <p> The district collaborative teams have great improved instruction in the classroom. This has been proven by individual student success in various competitions as well as the overall program achievement. The ongoing PD provided has been a great investment in student achievement.</p> <p>Mar March Evidence of Progress</p> <p> The PD provided by the district has seen great improvements across all content areas. Teacher leaders have started to emerge and teachers are in the process of redesigning the curriculum to provide the best instruction for all students.</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Provide students access to Career & Technical Education (CTE) programs which provide opportunities for career ready certifications and work-based learning opportunities.</p> <p>Strategy's Expected Result/Impact: Increase in career readiness for students and an increase in the number of certifications earned by students</p> <p>Staff Responsible for Monitoring: Director of Career and Technology Education</p>	<p>Nov November Evidence of Progress</p> <p> Students are receiving instruction for certifications they will take in the spring. Some students are working in internships in health science and career prep.</p> <p>Jan January Evidence of Progress</p> <p> Recruitment for 8th and 9th grade and an Elective Fair will take place in February.</p> <p>Mar March Evidence of Progress</p> <p> Recruitment occurred, certification vouchers are being purchased for students to test. The WBL instructor is recruiting at the DHS.</p> <p>June June Evidence of Progress</p>




Strategy 4 Details	Reviews
<p>Strategy 4: Math Use programs such as ST Math and Desmos to build conceptual understanding of abstract mathematical concepts. Provide a consultant who will build the capacity of instructional coaches to improve instructional practices. Strategy's Expected Result/Impact: Improved classroom instruction and student achievement Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists</p>	<p>Nov November Evidence of Progress  ST Math is showing adequate usage across all campuses. An ST Math Winter challenge has taken place and is motivating students to complete puzzles and teachers to monitor student progress. Desmos curriculum is being used at MJHS. Desmos calculator is being used at junior high and high school.</p> <p>Jan January Evidence of Progress  ST Math winter challenge was a success. Students have completed over 1.8 million puzzles between October and December. We connected NWEA MAP student data to the ST Math platform in order to provide students individualized tutoring support via the platform. MJHS is continuing the use with Desmos and we all Gr 8-Algebra I have moved to the Desmos calculator.</p> <p>Mar March Evidence of Progress  ST Math Spring challenge has started for grades K-5. Grades 3-5 teachers were trained during 4th nine weeks curriculum preview on the alignment between ST Math puzzles and new STAAR item types. ST Math continues to provide differentiation for students. All three junior high campuses received a Desmos demo on the curriculum platform. All three campuses agreed to move forward with Desmos as their primary resource for grades 6-Algebra I mathematics.</p> <p>June June Evidence of Progress</p>







Strategy 5 Details	Reviews
<p>Strategy 5: Provide ongoing cross-curricular training through Texas A&M University's "We Write" program for the implementation of consistent and meaningful writing opportunities in the 5-8th science classroom.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction and student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists</p>	<div data-bbox="1297 120 1352 147">Nov</div> <div data-bbox="1276 155 1377 253">  </div> <div data-bbox="1528 120 1906 147">November Evidence of Progress</div> <div data-bbox="1415 159 2018 305"> <p>All 5-8 science teachers have been trained in We Write strategies and are using to support students with constructed response new item types. TAMU visited all campuses to provide ongoing support to science teachers.</p> </div> <div data-bbox="1304 331 1352 358">Jan</div> <div data-bbox="1276 367 1377 464">  </div> <div data-bbox="1545 331 1892 358">January Evidence of Progress</div> <div data-bbox="1415 370 1990 456"> <p>TAMU is visiting to support specialists and teachers with writing calibration. TAMU will analyze results and make suggestions for instructional improvement.</p> </div> <div data-bbox="1297 487 1352 514">Mar</div> <div data-bbox="1276 522 1377 620">  </div> <div data-bbox="1556 487 1881 514">March Evidence of Progress</div> <div data-bbox="1415 526 2018 704"> <p>Teachers and instructional coaches experienced a successful, targeted writing calibration/scoring session for grades 4-8. English I and II learned from this process and is mirroring this system to provide our high school students with very targeted goals to improve their writing with the help of TAMU.</p> </div> <div data-bbox="1297 727 1352 755">June</div> <div data-bbox="1566 727 1871 755">June Evidence of Progress</div>







Strategy 6 Details	Reviews
<p>Strategy 6: Make learning visible through self-regulated strategy development strategies such as KAT, WeWrite, DBQ.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction and student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists</p>	<p>Nov November Evidence of Progress</p> <p> All RLA, Social Studies, and Science teachers have been trained on SRSD by TAMU. Teachers are using SRSD when modeling writing instruction with students.</p> <p>Jan January Evidence of Progress</p> <p> We continue to see evidence of KAT, WeWrite, and DBQ when walking classrooms. There is evidence to support teachers extending this strategy into the other content areas such as science and social studies.</p> <p>Mar March Evidence of Progress</p> <p> We facilitated district-wide classroom visits specifically looking for WeWrite strategies. We witnessed teachers as well as students using SRSD throughout the writing process. We heard student self talk using phrases like "the more we practice, the better we get" and "we can do hard things".</p> <p>June June Evidence of Progress</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 programs providing opportunities to achieve academic growth for students at risk for academic failure and those with limited English

Strategy 1 Details	Reviews
<p>Strategy 1: Provide student resources for dual language classrooms: Imagine Learning, Rosetta Stone, Summit K-12</p> <p>Strategy's Expected Result/Impact: Improved</p> <p>Staff Responsible for Monitoring: Director of ESL/Bilingual and At-Risk</p>	<p>Nov November Evidence of Progress</p> <p> Imagine Learning, Rosetta Stone, and Summit K-12 licenses have been purchased, assigned to students, and being used on the campuses.</p> <p>Jan January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Implement programs that will address academic needs of At-Risk students such as the Summer Bridge Program, AVID classroom resources and strategies including in-class support, classes for students who need extra support.</p> <p>Strategy's Expected Result/Impact: Improved student achievement</p> <p>Staff Responsible for Monitoring: Director of ESL/Bilingual and At-Risk Director of Advanced Academics</p>	<p>Nov November Evidence of Progress</p> <p> Planning for Summer Bridge staffing, extra duty agreements, and resources has begun. AVID Excel classroom teachers have attended PD and are providing in class language support and instructional strategies for Emergent Bilinguals.</p> <p>Jan January Evidence of Progress</p> <p> Planning and trainings in progress</p> <p>Mar March Evidence of Progress</p> <p> Planning and trainings in progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Address the unique learning needs of all Emergent Bilingual (EB) students through various programs such as Summer New Comer classes, ESL classroom support, and AVID Excel strategies and support</p> <p>Staff Responsible for Monitoring: Director of ESL/Bilingual and At-Risk</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> Planning has begun for the "New Comer Middle School Academy" supplemental tutorial program. Tutorials will support Emergent Bilinguals.</p> <p>Jan January Evidence of Progress</p> <p> Planning in progress</p> <p>Mar March Evidence of Progress</p> <p> Planning in progress</p> <p>June June Evidence of Progress</p>




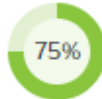


Strategy 4 Details	Reviews
<p>Strategy 4: Campus leadership and teachers will be trained to analyze data to measure and monitor student growth: our priority is to maintain students who scored Masters in 2022 and make sure they score Masters in 2023. Provide extra instructional support (ESSER tutors) need an intentional differentiated plan/ training. STEAM curricular support to maintain masters and raise on level students.</p> <p>Strategy's Expected Result/Impact: Increased student growth district-wide</p> <p>Staff Responsible for Monitoring: Director of Curriculum Director of Assessment Campus Principals</p>	<p>Nov November Evidence of Progress  Lead4Ward Accountability training provided to all principals and leadership team. Principals have access to Accountability Connect.</p> <p>Jan January Evidence of Progress  100%</p> <p>Mar March Evidence of Progress  100%</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Train stakeholders (principals, instructional coaches, teacher teams) on the implementation of Solution Tree "RTI at Work" to provide intentional and high quality Tier 2 interventions for students throughout the 22-23 school year.</p> <p>Strategy's Expected Result/Impact: Improved intentional interventions for students in the RtI process and improved student achievement.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services</p>	<p>Nov November Evidence of Progress  25% Solution Tree leadership team trainings began and will continue throughout the year</p> <p>Jan January Evidence of Progress  100% Trainings are planned.</p> <p>Mar March Evidence of Progress  100%</p> <p>June June Evidence of Progress</p>








Strategy 6 Details	Reviews
<p>Strategy 6: Provide targeted tier 2 intervention driven by data derived from formative and cumulative assessment such as ITSS/Amira/Imagine Learning/Pacific Learning/Rosetta Stone/Read 180/System 44</p> <p>Strategy's Expected Result/Impact: Improved student growth in reading</p> <p>Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists Campus Leaders Teachers</p>	<p>Nov November Evidence of Progress  Students using programs and schools are using data in PLC sessions.</p> <p>Jan January Evidence of Progress  Trainings continue</p> <p>Mar March Evidence of Progress  Trainings continue</p> <p>June June Evidence of Progress</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: Implement various safety measures throughout the district




Evaluation Data Sources: Surveys, safety and discipline documentation








Strategy 1 Details	Reviews
<p>Strategy 1: Hire security officers throughout the district Strategy's Expected Result/Impact: Safe school environment Staff Responsible for Monitoring: Assistant Superintendent for Administration</p>	<p>Nov  November Evidence of Progress Still need to hire two deputies and one security guard.</p> <p>Jan  January Evidence of Progress We have not been able to replace some of our deputies/monitors who have left</p> <p>Mar  March Evidence of Progress Hired a new deputy and 2 security monitors</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Provide a safe way for students to report unsafe situations Strategy's Expected Result/Impact: Safe school environment Staff Responsible for Monitoring: Assistant Superintendent for Administration</p>	<p>Nov  November Evidence of Progress P3 Anonymous Reporting is available on all campuses.</p> <p>Jan  January Evidence of Progress P3 Anonymous Reporting used across the district</p> <p>Mar  March Evidence of Progress P3 Anonymous Reporting used across the district</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Implement safety protocols from the Texas School Safety Center and TEA: weekly door sweeps, Avoid, Deny, Defend training, Stop the Bleed training, Safety and Security Committee meetings, staff and student required trainings, campus threat assessment teams, required drills, etc..</p> <p>Strategy's Expected Result/Impact: Improve school safety,</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration Campus Principals</p>	<div data-bbox="1276 282 1997 440"> <p>Nov November Evidence of Progress</p>  <p>Weekly exterior door sweeps are being completed on campuses. We have completed training as required. Looking a security grants to fund state safety requirements.</p> </div> <div data-bbox="1276 464 1997 591"> <p>Jan January Evidence of Progress</p>  <p>Safety trainings continue. Exterior door checks are being completed.</p> </div> <div data-bbox="1276 618 1997 745"> <p>Mar March Evidence of Progress</p>  <p>Pipeline emergency tabletop scheduled this month.</p> </div> <div data-bbox="1276 773 1997 802"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 841 663 886">  No Progress </div> <div data-bbox="768 841 982 886">  Accomplished </div> <div data-bbox="1083 841 1331 886">  Continue/Modify </div> <div data-bbox="1436 841 1629 886">  Discontinue </div> </div>	

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




Performance Objective 2: Ensure students' emotional safety through the development of positive relationships and school culture/climate




Strategy 1 Details	Reviews
<p>Strategy 1: Provide students the opportunity to outside agency supports (e.g., Communities in Schools, Family Service Center).</p> <p>Strategy's Expected Result/Impact: Decrease student drop out, increase emotional stability</p> <p>Staff Responsible for Monitoring: Social Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress</p>  <p>2022-2023 GWC Referrals as of 11/4/22: Bo's Place: 8 Family Service Center: 133 Gulf Coast Center Hotline: 8 UTMB TCHAT: 91</p> <p>Jan January Evidence of Progress</p>  <p>2022-2023 GWC Referrals as of 1/6/23: Bo's Place: 12 Family Service Center: 143 Gulf Coast Center Hotline: 18 UTMB TCHAT: 121</p> <p>Mar March Evidence of Progress</p>  <p>2022-2023 GWC Referrals as of 3/9/23: Bo's Place: 14 Family Service Center: 202 Gulf Coast Center Hotline: 31 UTMB TCHAT: 216</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Provide teacher training and student lessons through programs such as Restorative Practices, Second Steps, Character Strong</p> <p>Strategy's Expected Result/Impact: Increased teacher support for students struggling emotionally and increased student awareness and learning about emotional safety</p> <p>Staff Responsible for Monitoring: Social Emotional Learning Specialist</p>	<div data-bbox="1276 256 1997 391"> <p>Nov November Evidence of Progress</p>  25% All campuses are implementing Restorative Practices and Character Strong. Second Steps is K-8th grade. </div> <div data-bbox="1276 415 1997 550"> <p>Jan January Evidence of Progress</p>  40% All campuses are implementing Restorative Practices and Character Strong. Second Steps is K-8th grade. </div> <div data-bbox="1276 574 1997 709"> <p>Mar March Evidence of Progress</p>  80% All campuses are implementing Restorative Practices and Character Strong. Second Steps is K-8th grade. </div> <div data-bbox="1276 734 1997 789"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="468 797 663 846">  No Progress </div> <div data-bbox="764 797 982 846">  Accomplished </div> <div data-bbox="1079 797 1333 846">  Continue/Modify </div> <div data-bbox="1434 797 1629 846">  Discontinue </div> </div>	

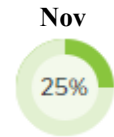
Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

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

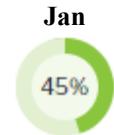
Strategy 1 Details	Reviews
<p>Strategy 1: Special Programs: Provide Anti-victimization/ Child Abuse Prevention training and curriculum. Staff Responsible for Monitoring: Social/Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress  All staff has received training through Eduhero. An MOU was signed on 11/2/22 with the Advocacy Center For Children of Galveston County to provide training for campuses that would like a refresher. On 12/13 SHAC will discuss prevention curriculum.</p> <p>Jan January Evidence of Progress  All staff has been trained. The Advocacy Center is no longer able to offer the curriculum. Recommendations for curriculum is in process.</p> <p>Mar March Evidence of Progress  All staff has been trained. SHAC requirements will now be addressed through DEIP. Curriculum will be recommended for the 23-24 school year.</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Special Programs: Provide Substance Abuse Prevention Program (BACODA) Staff Responsible for Monitoring: Social/Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress  DISD is housing 3 BACODA Prevention Specialists. They are currently rotating to campuses to provide prevention programming: YouthWorks and Positive Action</p> <p>Jan January Evidence of Progress  DISD is housing 3 BACODA Prevention Specialists. They are currently rotating to campuses to provide prevention programming: YouthWorks and Positive Action. Gulf Coast Center is offering free substance abuse screeners and can refer to support and/or treatment.</p> <p>Mar March Evidence of Progress  DHS is implementing the ASPIRE program along with BACODA.</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Special Programs: Implement Human/Sex Trafficking Prevention Program - Training for staff - Curriculum for students Staff Responsible for Monitoring: Social/Emotional Learning Specialist</p>	

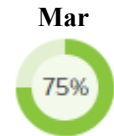
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November Evidence of Progress
All staff has received training through Eduhero. On 12/13 SHAC will discuss prevention curriculum.



January Evidence of Progress
All staff has received training through Eduhero. Curriculum is in the recommendation process.



March Evidence of Progress
Curriculum recommendations will be sent to DEIC. Training for staff to be facilitators will be scheduled in May.

June

June Evidence of Progress

No Progress








Accomplished

Continue/Modify

Discontinue

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>Strategy 1: Special Programs: Promote the streamlined Gator Wellness Center Referral Process through the use of a clerk.</p> <p>Staff Responsible for Monitoring: Social/Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress  The GWC clerk has implemented a streamlined referral process. As of 11/14/22 we have had 247 students referred.</p> <p>Jan January Evidence of Progress  The GWC clerk has implemented a streamlined referral process. As of 1/6/2023 we have had 296 students referred.</p> <p>Mar March Evidence of Progress  As of 3/9/23, 477 students have been referred.</p> <p>June June Evidence of Progress</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: Provide extra support for students identified as homeless








Evaluation Data Sources: Registration forms

Strategy 1 Details	Reviews
<p>Strategy 1: Provide needed school supplies, clothing and snacks</p> <p>Strategy's Expected Result/Impact: Improved social, emotional and academic performance</p> <p>Staff Responsible for Monitoring: Director of Federal and State Programs</p>	<p>Nov November Evidence of Progress</p> <p> We work with Communities in Schools to identify students that need school supplies and food. Together we work with agencies to provide these supports to our students. Our first phase of Operation School Bell for clothes is complete. We have delivered all supplies provided by MI Lewis. We have given out supplies given by the Education Foundation. Identified students receive the Backpack Program from the Galveston County Food Bank every Friday. Additional Snacks are provided by CIS as students need them.</p> <p>Jan January Evidence of Progress</p> <p> CIS and the Gator Wellness Center continues to provide school supplies if requested. We are in phase 2 of the Operation School Clothes program. CIS continues to provides snacks to students as needed. Additionally, campuses use Title I funds to provide necessities to students.</p> <p>Mar March Evidence of Progress</p> <p> Gator Wellness Center continues to provide needed supplies to homeless students. Additionally, campuses use Title I funds to provide necessities to students.</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 1: Improve communication between school and home




Evaluation Data Sources: Parent surveys








Strategy 1 Details	Reviews
<p>Strategy 1: Ensure parent communication is translated to Spanish Strategy's Expected Result/Impact: Improve parent communication Staff Responsible for Monitoring: Director of Federal Programs</p>	<p>Nov November Evidence of Progress  CIP/DIP translated and posted on the district website. Campuses continue to translate materials as needed. Our website offers translation for multiple languages.</p> <p>Jan January Evidence of Progress  The district and campuses continue to translate documents as needed.</p> <p>Mar March Evidence of Progress  The district and campuses continue to translate documents as needed.</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

Performance Objective 2: Expand partnerships with area colleges and universities

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




Strategy 1 Details	Reviews
<p>Strategy 1: Expand community college parent and student nights to help parents navigate FAFSA, admission process and other needs</p> <p>Strategy's Expected Result/Impact: Increase college and career readiness for students and families</p> <p>Staff Responsible for Monitoring: Director of At-Risk</p>	<p>Nov November Evidence of Progress October 27th DHS hosted a FAFSA/TAFSA night.</p> <p> 50%</p> <p>Jan January Evidence of Progress Continued planning for the spring college and career readiness events</p> <p> 70%</p> <p>Mar March Evidence of Progress 01/23/23 - Parent University 02/13/23 - Dr. Collier Parent Presentation 02/16/23 - 8th Grade Night 03/06/23 - Dr. Collier Parent Presentation</p> <p> 85%</p> <p>June June Evidence of Progress</p>


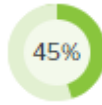

Strategy 2 Details	Reviews
<p>Strategy 2: Provide ESL classes for Dickinson ISD parents at College of the Mainland and investigate other local community colleges for additional programs</p> <p>Strategy's Expected Result/Impact: Improve parent and family communication</p> <p>Staff Responsible for Monitoring: Director of At-Risk, Bilingual/ ESL</p>	<div data-bbox="1281 235 2016 373"> <p>Nov November Evidence of Progress</p>  <p>ESL Adult classes started in October at McAdams Junior High School and Silbernagel Elementary.</p> </div> <div data-bbox="1281 389 2016 527"> <p>Jan January Evidence of Progress</p>  <p>Spring Session 1 ESL Adult classes began January 17th at McAdams Junior High School and Silbernagel Elementary.</p> </div> <div data-bbox="1281 544 2016 682"> <p>Mar March Evidence of Progress</p>  <p>Spring Session 2 ESL Adult classes begin March 20th at McAdams Junior High School and Silbernagel Elementary.</p> </div> <div data-bbox="1281 698 2016 747"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 771 661 820">  No Progress </div> <div data-bbox="756 771 976 820">  Accomplished </div> <div data-bbox="1071 771 1333 820">  Continue/Modify </div> <div data-bbox="1428 771 1627 820">  Discontinue </div> </div>	

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

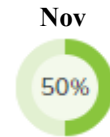
Performance Objective 3: Equip families with tools to enhance and extend learning at home.

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

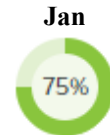
Strategy 1 Details	Reviews
<p>Strategy 1: Provide training to parents in ways to support their children at home in reading, math homework, understanding STAAR testing and results</p> <p>Strategy's Expected Result/Impact: Improve parent and family engagement to support learning</p> <p>Staff Responsible for Monitoring: Director of Federal Programs</p>	<p>Nov November Evidence of Progress Ongoing campus activities throughout the year</p> <p> 40%</p> <p>Jan January Evidence of Progress Campus activities are continuing.</p> <p> 75%</p> <p>Mar March Evidence of Progress Campus activities are continuing.</p> <p> 85%</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Increase awareness for students and parents of various educational opportunities available for all students</p> <p>Staff Responsible for Monitoring: Director of Federal Programs Director of At-Risk</p>	<p>Nov November Evidence of Progress</p> <p> Planning is beginning for these end of year activities. The district provided a transition day to the beginning of the school year for all students transitioning to a new school.</p> <p>Jan January Evidence of Progress</p> <p> Activities for next year are being planned and all other activities are continuing at the campus level.</p> <p>Mar March Evidence of Progress</p> <p> Activities for next year are being planned and all other activities are continuing at the campus level.</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Provide a Parent and Family Engagement Coordinator for each campus to provide support for meeting the needs of the families, planning engagement activities, and documenting engagement requirements.</p> <p>Strategy's Expected Result/Impact: Foster parent and school partnerships and improve parent and family engagement.</p> <p>Staff Responsible for Monitoring: Director of Federal and State Programs Principal Parent and Family Engagement Coordinator</p>	

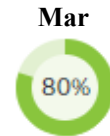
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November Evidence of Progress
Each campus has a coordinator who supports the campus.



January Evidence of Progress
Campus coordinators continue to provide support to the campuses.



March Evidence of Progress
Campus coordinators continue to provide support to the campuses.

June

June Evidence of Progress

No Progress




Accomplished








Continue/Modify

Discontinue

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>Strategy 1: Continue to promote a comprehensive recruitment plan with competitive benefits, salaries, and stipends based on qualifications required for assignment and market trend.</p> <p>Strategy's Expected Result/Impact: Increase overall district retention rate.</p> <p>Staff Responsible for Monitoring: Executive Director for Human Resources</p>	<div data-bbox="1297 358 2007 488"> <p>Nov November Evidence of Progress</p>  <p>HR continually monitors and makes recommendations to adjust pay scales (substitute, professional support, etc.) to increase retention rates.</p> </div> <div data-bbox="1297 513 2007 675"> <p>Jan January Evidence of Progress</p>  <p>HR continually monitors and makes recommendations to adjust pay scales (substitute, professional support, etc.) to increase retention rates. Preparing for 23-24 staffing and realignment.</p> </div> <div data-bbox="1297 691 2007 943"> <p>Mar March Evidence of Progress</p>  <p>HR continues to monitor and recommend adjusting pay scales (substitute, professional support, etc.) to increase retention rates. Staffing for 23-24 began with one-on-one meetings with principals, and Draft Day kickstarted the transition/realignment process. We must revisit after course selections and special education staffing is finalized.</p> </div> <div data-bbox="1297 959 2007 992"> <p>June June Evidence of Progress</p> </div>







Strategy 2 Details	Reviews
<p>Strategy 2: Research best-practices for a grow your own program for students in the Teaching & Learning CTE Program of Study (POS).</p> <p>Strategy's Expected Result/Impact: Facilitate a pipeline of highly qualified teachers who are familiar with the needs of DISD students</p> <p>Staff Responsible for Monitoring: Director of Career & Technical Education</p>	<div data-bbox="1297 256 2032 451"> <p>Nov November Evidence of Progress</p>  <p>Education and Training teachers are attending GYO training and participating in online meetings. We have 27 students competing at the state level who want to be teachers. We plan to hold a signing day with HR again in the spring.</p> </div> <div data-bbox="1297 467 2032 695"> <p>Jan January Evidence of Progress</p>  <p>Education and Training teachers continue GYO trainings and participating in online meetings. They went to a Teacher Conference in January. We have 24 students competing at the state level who want to be teachers. We plan to hold a signing day again this year with HR again in the spring.</p> </div> <div data-bbox="1297 711 2032 938"> <p>Mar March Evidence of Progress</p>  <p>Education and Training teachers continue GYO trainings and participating in online meetings. Teachers attended a r Conference in January. We had 21 students compete at the state level, 7 advanced to nationals who want to be teachers. We plan to hold a signing day again this year with HR again in the spring.</p> </div> <div data-bbox="1297 954 2032 987"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 1019 661 1068">  No Progress </div> <div data-bbox="766 1019 976 1068">  Accomplished </div> <div data-bbox="1081 1019 1333 1068">  Continue/Modify </div> <div data-bbox="1438 1019 1627 1068">  Discontinue </div> </div>	







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>Strategy 1: Continue to provide quality and relevant staff development aligned to district needs by offering expanded professional development opportunities, including travel to relevant conferences, across all departments and content areas utilizing various resources and consultants such as: Lead4Ward, Solution Tree, Noel Gray, Kelly Tumi, Region IV ESC, Restorative Practices, Seidlitz, AVID</p> <p>Strategy's Expected Result/Impact: Improved teacher instruction and retention resulting higher student academic achievement</p> <p>Staff Responsible for Monitoring: Director of Teacher Development & Professional Learning Director of ESL/Bilingual and At-Risk Director of Curriculum and Instruction</p>	<p>Nov November Evidence of Progress</p> <p> Staff attended relevant, content-specific PD on Sept. 26th. Sessions were hosted by TAMU, Region IV, Solution Tree, Dr. Nicki Newton, and Penny Kittle. Topics included but were not limited to DOK, Guided Math, Elevate and Empower (RLA), and Mathematics PLC at Work.</p> <p>Jan January Evidence of Progress</p> <p> All middle school teachers received a full day of Seidlitz training on the January 3 staff development day.</p> <p>Mar March Evidence of Progress</p> <p> Director of Curriculum and Kelly Tumi have made substantial gains in the development of a district instructional playbook, which focuses on best practices, instructional framework, high quality instruction, classroom management, and assessment and data analysis.</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Enhance the two-year teacher induction and mentoring program to all teachers new to the profession.</p> <p>Strategy's Expected Result/Impact: Increase teacher retention rate of beginning teachers (0-2 years).</p> <p>Staff Responsible for Monitoring: Director of Teacher Development & Professional Learning</p>	<p>Nov November Evidence of Progress  50% of the FYTA sessions (now full day) have been completed. Teacher survey responses were overwhelmingly positive. Teachers find this time valuable toward their development.</p> <p>Jan January Evidence of Progress  Support for 2nd year teachers continues.</p> <p>Mar March Evidence of Progress  Support for 2nd year teachers continues.</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: 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 through Leadership Partners, N2Learning Principal Academy, Lead4Ward</p> <p>Strategy's Expected Result/Impact: Increase the number of effective principals and other school leaders</p> <p>Staff Responsible for Monitoring: Director of Teacher Development & Professional Learning</p>	<p>Nov November Evidence of Progress  Administrators have attended 2 of 6 N2Learning sessions. 1 principal and 6 APs are participating in the Rice Leadership partners cohort.</p> <p>Jan January Evidence of Progress  Administrators have attended 4 of 6 N2Learning sessions. Administrators are continuing the training with Rice Leadership partners cohort.</p> <p>Mar March Evidence of Progress  Administrators have attended 5 of 6 N2Learning sessions. Administrators are continuing the training with Rice Leadership partners cohort.</p> <p>June June Evidence of Progress</p>




Strategy 4 Details	Reviews
<p>Strategy 4: 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, Decision Making Guide), 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>Strategy's Expected Result/Impact: Increased knowledge base for educators.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 3</p>	<p>Nov November Evidence of Progress</p> <p> We have provided 6 full days of repeated sessions of case manager training, weekly pop-in PD on various topics to all staff, gone to campuses to provide in person PD on various topics to all staff, and we have brought providers in to provide training to the administration team.</p> <p>Jan January Evidence of Progress</p> <p> We have continued to provide individual support and training for ARD and instructional needs for staff and teachers. We are continuing to provide campus PLCs on case manager update training based on areas of need determined through the audit process.</p> <p>Mar March Evidence of Progress</p> <p> Special programs continues to provide ongoing training and has developed a summer training schedule that addresses these areas. Additionally, specific teachers are being provided tailored PD plans.</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Special Programs: Provide professional development (e.g. Reading by Design, Learning Ally, etc.) focusing on services to students identified with dyslexia and other identified at-risk students through contracted service providers, in-district training, and various professional development activities.</p> <p>Strategy's Expected Result/Impact: Increased knowledge base for educators</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinator of Instruction/Curriculum Special Programs Coordinator of Evaluation and Related Services</p>	<p>Nov November Evidence of Progress</p> <p> All dyslexia staff have been trained in Reading by Design. We have job alikes to review updates the dyslexia handbook for the dyslexia specialists. We are working on decision making guides.</p> <p>Jan January Evidence of Progress</p> <p> R4 came and trained all dyslexia specialist on RbD Zero and RbD SDI.</p> <p>Mar March Evidence of Progress</p> <p> All dyslexia teachers are trained and several other teachers have attended training specific to dyslexia. We have applied for the TEA Dyslexia grant and we are waiting a decision to find out if we will be awarded funding to further expand our training opportunities.</p> <p>June June Evidence of Progress</p>








Strategy 6 Details	Reviews
<p>Strategy 6: 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>Strategy's Expected Result/Impact: Increase inclusive learning opportunities for students with disabilities</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> We have a partnership with R4 for ECSE. One of our campuses has a partnership with Lead4Ward to review inclusive practices. We have completed SDI walks on all campuses. Staff have been trained in SDI. Related services and speech have participated in the SDI walks.</p> <p>Jan January Evidence of Progress</p> <p> On-going support with R4 and with district staff based on campus needs (such as decision making guides, classroom management, and structuring effective stations).</p> <p>Mar March Evidence of Progress</p> <p> Ongoing.</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<p>Strategy 7: Special Programs: Provide professional development to special education teachers for teaching core curriculum using researched based best practices</p> <p>Strategy's Expected Result/Impact: Increased staff knowledge Student progress on STAAR / STAAR-Alt & EOC</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> We are working with the Curriculum Department to address essential standards. Special Education and Gen Ed teachers collaborate in planning lessons and professional development. Special Education teachers are part of the professional learning communities on campus. We have been providing "G" training on several campuses.</p> <p>Jan January Evidence of Progress</p> <p> On going G training and pop in pd to support campuses both gen ed and special education staff. Continued work with the curriculum department to embed supports.</p> <p>Mar March Evidence of Progress</p> <p> Ongoing and summer PD is planned. District sped leadership has also attended the PLC and RTI training offered by the district.</p> <p>June June Evidence of Progress</p>

Strategy 8 Details	Reviews
<p>Strategy 8: Special Programs: Provide CBVIs, explore employment opportunities, and organize visits to college campuses (COM and ACC Strive Program), and transition fair. (Follow county health guidelines addressing COVID.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for students in special education to generalize skills</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p>	<div data-bbox="1281 292 2016 519"> <p>Nov November Evidence of Progress</p>  25% <p>We have a class designated for transition opportunities at DHS that includes CBVIs and exploration of employment opportunities. Our 18+ program has visited the local community college and continues to explore employment opportunities. They are working to secure volunteer and paid job opportunities.</p> </div> <div data-bbox="1281 535 2016 673"> <p>Jan January Evidence of Progress</p>  45% <p>On going process</p> </div> <div data-bbox="1281 690 2016 828"> <p>Mar March Evidence of Progress</p>  75% <p>On going. The 18+ staff have completed vocational analysis for all impacted students.</p> </div> <div data-bbox="1281 844 2016 901"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="462 917 661 966">  No Progress </div> <div data-bbox="756 917 976 966">  Accomplished </div> <div data-bbox="1071 917 1333 966">  Continue/Modify </div> <div data-bbox="1428 917 1627 966">  Discontinue </div> </div>	

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>Strategy 1: Develop and make plans to implement Teacher Incentive Allotment .</p> <p>Strategy's Expected Result/Impact: Recruit, support, and retain highly effective teachers in all schools, with particular emphasis on high-needs and rural schools.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p>	<p>Nov November Evidence of Progress  TIA Leadership Team attending TEA webinars in preparation for data capture.</p> <p>Jan January Evidence of Progress  TIA Leadership Team attending TEA webinars in preparation for data capture. Developing DRAFT TIA Handbook.</p> <p>Mar March Evidence of Progress  Awaiting data submission feedback.</p> <p>June June Evidence of Progress</p>








Strategy 2 Details	Reviews
<p>Strategy 2: Collaborate with the SHAC committee and Social-Emotional Learning Specialist to develop a comprehensive wellness program.</p> <p>Strategy's Expected Result/Impact: Support overall well-being of all staff.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p>	<div data-bbox="1283 240 1997 370"> <p>Nov November Evidence of Progress</p>  <p>HR Department continues to look for opportunities to promote employee wellness.</p> </div> <div data-bbox="1283 396 1997 553"> <p>Jan January Evidence of Progress</p>  <p>HR and Gator Wellness are collaborating with Child Trends to pilot an employee wellness program. HR continues to promote employee wellness with onsite opportunities - The Rose, JetDental, etc.</p> </div> <div data-bbox="1283 579 1997 709"> <p>Mar March Evidence of Progress</p>  <p>HR Department continues to look for opportunities to promote employee wellness.</p> </div> <div data-bbox="1283 735 1997 764"> <p>June June Evidence of Progress</p> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 802 663 846">  No Progress </div> <div data-bbox="768 802 982 846">  Accomplished </div> <div data-bbox="1083 802 1331 846">  Continue/Modify </div> <div data-bbox="1436 802 1629 846">  Discontinue </div> </div>	

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: District and campus needs

Strategy 1 Details	Reviews
<p>Strategy 1: Increase network bandwidth as well as NOC to campus connectivity to provide for increased digital learning using ESSER funds</p> <p>Strategy's Expected Result/Impact: Faster connectivity, ability to do district wide online assessments</p> <p>Staff Responsible for Monitoring: Executive Director of Technology</p> <p>Equity Plan</p>	<p>Nov November Evidence of Progress</p> <p> 10% Waiting on last pieces of equipment for DHS but all other sites are up and running</p> <p>Jan January Evidence of Progress</p> <p> 10% Continue to wait on shipment of final DHS devices. All other campuses running well</p> <p>Mar March Evidence of Progress</p> <p>N/A Equipment set to be delivered in June 2023</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Provide district-wide software for single sign-on such as Class Link</p> <p>Strategy's Expected Result/Impact: Increased productivity for students</p> <p>Staff Responsible for Monitoring: Executive Director of Technology</p>	<p>Nov November Evidence of Progress  Used regularly via mobile devices and district devices. Software continually added as needed to the portal</p> <p>Jan January Evidence of Progress  Building more connection between applications and SSO. All functioning well.</p> <p>Mar March Evidence of Progress  Classlink continues to be a positive addition. District is testing MFA with our SSO now.</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: April 4, 2023
Item Title: Computer Purchase for Dickinson Junior High
Agenda Item: Ryan Boone

Background Information:

We need to order the computers for Dickinson Junior High this month so we can have them installed and ready for the start of school. We are ordering from Dell Computer and the cost is \$308,038.50. ESSER II funds will pay for the computers.

Recommendation:

The Superintendent and Deputy Superintendent for Business and Operations and Executive Director of Facility Construction recommend purchasing the computers for Dickinson Junior High from Dell Computers for \$308,038.50

Action Item: Yes No

Motion made by _____ seconded by _____ vote _____

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: April 4, 2023
Item Title: Fine Arts Purchase for Dickinson Junior High
Agenda Item: Ryan Boone

Background Information:

We need to order band instruments for Dickinson Junior High this month so we can have them ready for the start of school. We are ordering from Music and Arts which is a Buyboard member and the cost is \$279,531.15. The 2020 bond funds will pay for the instruments.

Recommendation:

The Superintendent and Deputy Superintendent for Business and Operations and Executive Director of Facility Construction recommend purchasing band instruments for Dickinson Junior High from Music and Arts for \$279,531.15.

Action Item: Yes No

Motion made by _____ seconded by _____ vote _____

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: April 4, 2023

Item Title: Board Policy EIE(LOCAL) Update

Agenda Item: Dr. Jeff Pack

Background Information:

Board Policy EIE(LOCAL) has been updated to reflect Standards-Based Grading will be used in grade 1 in addition to kindergarten.

Recommendation:

The Superintendent and Deputy Superintendent for Educational Services recommend approving the updated Board Policy EIE(LOCAL).

Action Item: Yes No

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

Curriculum Mastery

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

Students Receiving
Special Education
Services

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]

**Standards for
Mastery**

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Kindergarten and
Grade 1

In kindergarten and grade 1, students shall be evaluated on a list of standards based on the Texas Essential Knowledge and Skills (TEKS). Promotion shall be based on significant mastery of skills, as determined by the student's teacher. A campus committee composed of the principal, the assistant principal, the student's teacher, and the student's parent shall review relevant student information and shall make a decision regarding promotion for each student considered for retention.

Grades 2–4

In grades 2–4, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading language arts, mathematics, and either science or social studies.

Grades 5–8

In grades 5–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading language arts, mathematics, and either science or social studies.

Grades 9–12

Mastery of at least 70 percent of the course objectives shall be required. Grade-level advancement for students in grades 9–12 shall be earned by course credits. [See EI]

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: April 4, 2023

Item Title: Policy Update - FFAC (LOCAL)
WELLNESS AND HEALTH SERVICES
MEDICAL TREATMENT

Agenda Item: Robert Cobb

Background Information:

Dickinson ISD, in consultation with the Texas Association of School Boards, recommends a change to FFAC (LOCAL) which will allow a registered nurse or trained district employee to administer an opioid antagonist medication to assist someone experiencing an opioid-related overdose. The district will have administrative procedures and training in place before this program becomes available.

Recommendation:

The Superintendent and Assistant Superintendent for Administration recommend approval of FFAC (LOCAL) as presented.

Action Item: √ Yes No

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

PROPOSED REVISIONS

No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

Medication Provided by Parent

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication in accordance with legal requirements.
2. Nonprescription medication, upon a parent's written request, when properly labeled and in the original container.
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan for a student with disabilities.

~~No~~ Medication Provided by District

Except as provided by this policy, ~~the~~ District shall not purchase medication to administer to a student.

Administration of Opioid Antagonist Medication

The District shall purchase or acquire and store opioid antagonist medication, such as Naloxone, to assist a person who may be experiencing an opioid-related drug overdose. Only a registered nurse or other designated and trained District employee shall be authorized to administer this medication and may do so only in accordance with a standing order or procedures approved by a physician licensed to practice medicine in the state of Texas.

The Superintendent shall develop administrative procedures addressing acquisition, maintenance, expiration, disposal, and availability of opioid antagonist medication in the District, as well as employee training and emergency notification requirements.

Psychotropics

Except as permitted by law, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

WELLNESS AND HEALTH SERVICES
MEDICAL TREATMENT

FFAC
(LOCAL)

Medical Treatment

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

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: April 4, 2023

Item Title: Board Training Credits

Agenda Item: Carla Voelkel

Background Information:

Board President:

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

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

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

The requirements for training are measured as of the first anniversary of the date of the trustee's

There are eight training areas for board member continuing education:

1. Local District Orientation (new members)
2. Orientation to the Texas Education Code (new members)
3. Post-Legislative Update to the Texas Education Code (after regular legislative sessions and specials session on education)
4. Team Building (annually with entire board and superintendent)
5. Additional Continuing Education (10 hours first year, 5 hours subsequent years)
6. Evaluating Student Academic Performance and Setting Goals (Formerly HB 1566) (every two years)
7. Identifying and Reporting Abuse and Trafficking (every two years)
8. School Safety

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

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

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

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

No new board members were required to complete Orientation to the Texas Education Code training for the time period covered by this announcement.

Post-Legislative Update to the Texas Education Code N/A

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

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

The following members have completed the additional annual continuing education requirements: Mary Anthamatten and Veanna Veasey

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

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

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

The following board members are registered and will complete the biennial training on identifying and reporting abuse and trafficking by April 30: Mary Anthamatten and Veanna Veasey

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

The following board members have completed the biennial training on school safety: Mary Anthamatten, Mike Mackey, Corey Magliolo, and Veanna Veasey

The following board members are deficient in meeting the required biennial training on school safety: Jeff Pittman, Jessica Rodriguez, and Fritzie Samford

Exceeding Required Continuing Education

Board member Mary Anthamatten exceeded the required amount of required continuing education training by 11.5 additional hours.

Board member Veanna Veasey exceeded the required amount of required continuing education training by 1.5 additional hours.

Action Item: _____ Yes _____ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: April 4, 2023

Item Title: Approval of Agenda Items A-C

Agenda Item: Carla Voelkel

Background Information:

Agenda Items:

- A. Quarterly Investment Report
- B. Establish Board Meeting Dates 2023-2024
- C. Consent Agenda Items

Recommendation:

The Superintendent recommends approval of Agenda Items A-C.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: April 4, 2023
Item Title: Quarterly Investment Report
Agenda Item: Ryan Boone / Kelly Logsdon

Background Information:

Attached is the quarterly investment report for December 1, 2022 through February 28, 2023 and comparison data for prior years.

Recommendation:

The Superintendent, Deputy Superintendent for Business and Operations and the Executive Director of Business Operations recommend approval of the quarterly investment report for December 1, 2022 through February 28, 2023.

Action Item: Yes No

DICKINSON INDEPENDENT SCHOOL DISTRICT

Quarterly Investment Report

December 1, 2022 - February 28, 2023

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



Ryan Boone
Deputy Superintendent for Business & Operations



Kelly Logsdon
Executive Director of Business Services



Leslie Hudson
Executive Director of Payroll



Laura Lambert
Senior Accountant

Dickinson Independent School District
Investments by Government Pools
OPERATING FUND

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Logic	4,348,126	4,662,842	4,677,900	4,695,118	4,713,272	4,730,406						
Texas Class	1,648,550	1,653,076	1,658,321	6,162,510	22,504,554	30,605,818						
Gulf Coast CU	5,181,154	5,193,426	5,195,843	5,195,843	5,195,843	5,219,094						
TexStar	302,427	0	0	0	0	0						
Texas Range	18,670,429	15,669,594	13,776,029	13,766,237	13,824,374	13,825,163						
Texas FIT	5,644,906	2,054,931	2,061,551	2,069,212	2,077,308	2,084,922						
Total	35,795,592	29,233,869	27,369,644	31,888,920	48,315,351	56,465,403	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Logic	8,830	12,033	15,058	17,217	18,155	17,134							88,427
Texas Class	3,626	4,526	5,245	4,189	42,043	101,264							160,893
Gulf Coast CU	0	12,272	2,416	0	0	23,251							37,939
TexStar	569	257	0	0	0	0							826
Texas Range	16,241	4,567	6,435	208	48,137	790							76,378
Texas FIT	8,437	10,025	6,621	7,660	8,096	7,614							48,453
Total	37,703	43,680	35,775	29,274	116,431	150,053	0	0	0	0	0	0	412,916

Dickinson Independent School District
 Ten Year Balance History
 OPERATING FUND

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2013-14	29,563,276	32,565,669	31,668,204	32,170,838	38,173,758	43,676,761	40,680,125	36,683,125	33,685,944	32,688,517	32,191,099	31,839,871
2014-15	35,424,432	35,916,810	32,168,575	30,170,343	37,172,376	43,174,634	43,180,250	37,192,580	34,194,538	29,915,239	29,801,034	33,206,830
2015-16	37,207,179	40,219,426	38,237,442	44,247,411	47,234,787	51,247,183	47,256,444	44,266,883	41,282,996	38,295,541	38,312,411	39,347,700
2016-17	45,375,666	43,431,962	49,417,925	50,435,468	52,461,542	60,498,394	53,529,331	50,551,891	46,633,422	43,664,587	42,738,360	43,780,279
2017-18	48,798,756	48,844,463	49,870,305	54,895,049	60,931,901	61,045,981	61,097,442	58,211,038	52,278,091	47,337,052	47,699,614	47,798,402
2018-19	48,850,615	51,322,653	49,424,925	49,577,250	58,615,471	66,723,974	61,851,069	55,958,121	54,093,282	54,191,449	51,801,768	53,705,255
2019-20	60,888,636	60,012,550	53,703,105	59,432,691	69,487,534	75,855,044	69,727,150	63,806,409	56,704,668	53,727,163	49,747,402	47,867,920
2020-21	53,739,783	56,849,350	54,915,997	50,921,104	65,940,917	71,802,263	62,956,494	56,970,934	53,975,862	48,977,167	45,997,208	45,907,822
2021-22	45,798,755	41,818,996	44,825,184	41,826,337	56,340,645	62,345,147	57,357,687	46,374,414	46,392,180	43,410,477	37,431,833	34,657,889
2022-23	35,795,592	29,233,869	27,369,644	31,888,920	48,315,351	56,465,403	0	0	0	0	0	0

Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2013-14	2,064	2,393	2,536	2,634	2,920	3,004	3,658	3,001	2,819	3,405	3,541	3,723	35,698
2014-15	2,398	2,379	1,763	1,771	2,032	2,259	5,616	2,329	1,928	1,473	5,052	5,793	34,793
2015-16	2,576	15,223	19,877	9,967	8,922	10,937	12,261	10,438	16,112	8,314	7,959	8,649	131,235
2016-17	27,873	56,292	22,719	17,517	26,072	36,854	32,414	22,559	81,532	31,166	75,553	43,414	473,965
2017-18	18,701	45,705	25,842	24,744	36,852	114,080	51,464	113,593	67,056	58,960	36,309	98,546	691,852
2018-19	52,213	51,496	102,270	152,248	38,219	108,503	127,096	107,053	135,158	98,168	110,320	103,487	1,186,231
2019-20	183,412	123,914	190,554	229,582	64,449	148,273	81,744	79,261	48,258	22,394	20,339	120,719	1,312,899
2020-21	71,663	109,596	66,647	5,107	19,813	3,727	11,850	14,442	11,662	1,315	20,041	941	336,804
2021-22	607	20,241	6,089	1,253	14,307	4,501	12,541	16,727	17,764	18,298	21,354	63,328	197,010
2022-23	37,703	43,680	35,775	29,274	116,431	150,053	0	0	0	0	0	0	412,916

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

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Class	1,606,752	3,011,928	3,021,484	9,040,278	21,559,592	11,107,982						
TexPool	0	0	0	0	0	0						
Texas Range	10,567,874	10,583,495	10,583,497	10,583,499	10,583,502	10,694,208						
Total	12,174,626	13,595,423	13,604,981	19,623,777	32,143,094	21,802,190	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Class	3,534	5,177	9,556	18,794	54,240	38,833							130,134
TexPool	0	0	0	0	0	0							0
Texas Range	3,915	15,620	2	2	2	110,706							130,247
Total	7,449	20,797	9,558	18,796	54,242	149,539	0	0	0	0	0	0	260,381

Dickinson Independent School District
Investments by Pools
DEBT SERVICE FUND

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2013-14	5,546,578	5,546,999	5,547,417	8,231,648	14,721,878	8,945,248	8,945,946	8,946,623	8,947,311	8,947,994	4,161,747	6,012,893
2014-15	6,013,341	6,013,801	6,614,265	7,764,977	4,347,401	9,797,771	9,798,759	9,799,823	9,800,935	11,401,139	6,076,125	6,271,565
2015-16	6,271,747	6,272,836	6,274,064	6,275,586	13,585,808	10,494,059	13,499,830	13,506,038	13,512,728	13,118,516	7,791,542	451,144
2016-17	8,800,969	8,232,509	8,395,035	14,153,316	21,118,977	15,030,408	16,043,182	16,056,998	16,071,682	16,038,748	9,902,306	10,504,567
2017-18	10,515,229	10,526,471	11,037,856	15,195,447	21,122,320	17,410,151	17,428,591	17,448,473	17,476,685	18,905,724	18,052,557	12,031,994
2018-19	12,053,324	12,650,208	13,661,610	15,676,395	25,517,327	15,284,969	16,313,373	16,341,893	16,370,722	16,380,746	16,545,345	10,814,880
2019-20	10,815,814	10,816,728	10,645,783	11,662,217	23,598,646	14,291,236	15,297,072	19,059,354	16,605,453	17,008,551	10,793,267	10,820,839
2020-21	10,820,918	10,906,499	11,903,157	13,903,344	22,716,559	17,116,740	17,120,978	19,121,459	19,122,035	19,126,457	12,027,471	12,027,546
2021-22	12,027,608	12,027,671	14,027,782	17,028,024	10,865,597	18,869,307	18,871,329	18,894,116	18,899,891	18,907,854	18,530,783	12,167,176
2022-23	12,174,626	13,595,423	13,604,981	19,623,777	32,143,094	21,802,190	0	0	0	0	0	0

Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2013-14	398	421	417	614	944	774	698	677	696	675	598	427	7,339
2014-15	447	459	465	572	480	561	989	1,063	1,112	1,304	1,139	890	9,481
2015-16	961	1,094	1,193	1,522	3,007	5,585	5,771	6,208	6,691	6,887	5,953	143	45,015
2016-17	4,940	5,987	5,589	8,281	13,448	10,354	12,774	13,816	14,684	14,851	15,798	10,233	130,755
2017-18	10,662	11,242	11,385	10,907	16,568	10,071	18,440	19,881	28,212	29,039	30,156	22,075	218,638
2018-19	21,330	9,629	11,402	14,784	30,627	85,283	28,403	28,520	28,828	10,023	15,648	135,150	419,627
2019-20	933	914	69,262	16,433	26,124	5,396	5,836	7,803	3,920	3,097	1,754	27,574	169,046
2020-21	79	85,131	108	186	2,910	2,525	2,068	2,546	3,117	4,422	320	74	103,486
2021-22	62	63	112	241	2,387	3,709	2,023	2,891	5,774	7,964	11,404	38,285	74,915
2022-23	7,449	20,797	9,558	18,796	54,242	149,539	0	0	0	0	0	0	260,381

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

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Class	0	0	0	0	0	0						
TexPool	304,339	305,097	306,003	0	0	0						
Texas Range	2,065,269	2,065,271	2,065,275	2,372,386	2,373,582	2,374,713						
Total	2,369,608	2,370,368	2,371,278	2,372,386	2,373,582	2,374,713	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Class	0	0	0	0	0	0							0
TexPool	602	758	905	376	0	0							2,641
Texas Range	1,004	2	4	857	1,195	1,131							4,193
Total	1,606	760	909	1,233	1,195	1,131	0	0	0	0	0	0	6,834

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

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2013-14	200,437	200,445	200,453	200,459	200,464	200,468	200,473	200,479	200,483	200,487	200,493	200,499
2014-15	200,504	200,508	200,514	1,200,549	1,200,596	1,200,637	1,200,686	1,200,738	1,200,794	1,200,851	1,200,915	1,200,988
2015-16	1,200,991	1,201,078	1,201,280	1,201,470	1,201,743	1,202,030	1,202,364	1,952,614	1,952,817	1,953,027	1,953,247	1,953,470
2016-17	1,953,690	1,953,919	1,954,149	1,962,782	1,963,168	1,963,497	1,863,886	1,864,276	1,864,710	1,765,147	1,765,612	1,766,092
2017-18	1,705,608	1,706,052	1,606,422	1,606,830	1,557,269	1,557,640	1,558,099	1,558,589	1,559,114	1,572,723	1,573,193	1,573,672
2018-19	1,574,154	1,574,689	1,581,377	1,581,963	1,582,576	1,583,132	1,595,294	1,595,925	1,596,565	1,597,188	1,597,831	1,612,105
2019-20	2,312,870	2,316,310	2,316,726	2,330,027	2,330,434	2,339,937	2,341,045	2,341,158	2,341,227	2,347,204	2,347,257	2,347,303
2020-21	2,347,339	2,347,373	2,347,404	2,352,728	2,352,749	2,352,759	2,352,764	2,352,767	2,352,769	2,354,481	2,354,486	2,354,493
2021-22	2,354,501	2,354,510	2,354,521	2,354,531	2,354,541	2,354,562	2,355,624	2,355,700	2,355,860	2,360,743	2,363,737	2,368,002
2022-23	2,369,608	2,370,368	2,371,278	2,372,386	2,373,582	2,374,713	0	0	0	0	0	0

Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2013-14	6	8	7	6	5	4	5	6	4	5	5	6	67
2014-15	5	4	5	36	47	41	49	52	56	57	64	73	489
2015-16	84	99	109	190	273	287	334	250	203	210	220	223	2,481
2016-17	220	229	231	8,632	387	328	389	390	434	437	466	480	12,623
2017-18	9,516	444	370	408	439	371	460	490	525	13,610	470	479	27,582
2018-19	482	536	6,689	585	613	556	12,162	631	640	620	643	14,273	38,430
2019-20	765	3,439	415	13,301	408	9,502	1,108	114	69	5,977	53	45	35,196
2020-21	37	34	31	5,324	21	10	5	3	2	1,711	6	7	7,191
2021-22	8	10	11	11	10	21	1,062	76	160	4,883	2,994	4,265	13,511
2022-23	1,606	760	909	1,233	1,195	1,131	0	0	0	0	0	0	6,834

Dickinson Independent School District
Investments by Government Pools
ACTIVITY FUND

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Range	0	0	0	152,468	152,469	152,470						
TexPool	91,609	91,837	92,110	0	0	0						
Total	91,609	91,837	92,110	152,468	152,469	152,470	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Range	0	0	0	235	1	1							237
TexPool	181	228	273	0	0	0							682
Total	181	228	273	235	1	1	0	0	0	0	0	0	919

Dickinson Independent School District
Investments by Pools
ACTIVITY FUND

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2013-14	85,783	85,786	85,790	65,792	85,794	85,796	85,798	85,801	85,803	85,804	85,807	85,809
2014-15	85,812	85,814	85,816	85,819	85,822	85,825	85,828	85,832	85,836	85,840	85,845	85,845
2015-16	85,850	85,857	85,871	85,884	85,904	85,925	85,948	85,972	85,997	86,023	86,050	86,077
2016-17	86,104	86,132	86,160	86,194	86,233	86,270	86,316	86,366	86,423	86,485	86,556	86,630
2017-18	86,702	86,778	86,853	86,940	87,036	87,125	87,238	87,357	87,485	87,615	87,756	87,899
2018-19	88,043	88,203	88,363	88,535	88,714	88,877	89,060	89,238	89,418	89,595	89,777	89,942
2019-20	90,102	90,248	90,373	90,497	90,620	90,734	90,812	90,846	90,866	90,882	90,899	90,912
2020-21	90,923	90,933	90,942	90,950	90,956	90,959	90,960	90,961	90,962	90,963	90,965	90,967
2021-22	90,969	90,971	90,974	90,977	90,980	90,984	90,996	91,019	91,067	91,142	91,260	91,428
2022-23	91,609	91,837	92,110	152,468	152,469	152,470	0	0	0	0	0	0

Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2013-14	3	4	3	3	2	2	2	3	2	2	2	3	31
2014-15	2	2	2	3	3	3	4	4	4	4	5	5	41
2015-16	6	7	8	14	20	21	24	24	25	26	27	27	229
2016-17	27	28	28	33	39	37	46	50	56	63	71	73	551
2017-18	72	76	75	87	96	90	112	119	127	130	141	143	1,268
2018-19	144	160	160	172	180	163	182	178	180	175	182	166	2,042
2019-20	160	146	124	125	122	115	77	34	21	16	16	14	970
2020-21	11	10	9	8	6	3	1	1	1	1	2	2	55
2021-22	2	3	3	3	3	4	12	23	48	75	118	168	462
2022-23	181	228	273	235	1	1	0	0	0	0	0	0	919

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

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Class	3,633,991	3,643,968	3,655,530	3,668,956	4,034,117	4,048,865						
TexPool	0	0	0	0	0	0						
Total	3,633,991	3,643,968	3,655,530	3,668,956	4,034,117	4,048,865	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Class	7,992	4,526	11,562	13,426	15,161	14,748							67,415
TexPool	0	0	0	0	0	0							0
Total	7,992	4,526	11,562	13,426	15,161	14,748	0	0	0	0	0	0	67,415

Dickinson Independent School District
Investments by Pools
FOOD NUTRITION SERVICES FUND

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2013-14	2,083,626	1,973,767	1,973,903	2,124,052	2,124,197	2,124,338	2,673,503	2,602,685	2,392,863	2,547,028	2,693,246	1,328,435
2014-15	746,337	771,382	551,429	551,474	951,551	951,628	1,251,753	1,386,905	1,187,050	1,187,191	1,187,349	1,137,323
2015-16	1,137,705	1,142,884	1,043,098	3,843,851	3,845,221	845,547	1,346,003	1,196,575	1,197,176	325,776	325,952	326,145
2016-17	276,331	401,525	51,631	51,669	451,840	227,086	330,426	527,854	528,340	928,970	929,901	805,797
2017-18	496,433	396,891	747,489	748,379	749,366	750,297	751,412	1,278,277	1,080,225	1,082,143	1,084,194	1,036,252
2018-19	963,099	965,016	966,941	969,000	971,162	973,126	975,286	1,577,952	1,381,060	1,383,906	1,386,745	1,389,434
2019-20	1,041,607	1,043,455	1,045,118	1,247,057	1,249,021	1,250,775	1,252,330	1,253,459	1,254,263	1,254,590	1,055,276	855,525
2020-21	555,661	205,712	105,732	105,744	105,756	605,794	605,848	605,890	605,930	605,960	605,992	606,018
2021-22	606,040	606,063	606,089	606,125	2,106,256	2,106,454	2,106,966	3,607,992	3,610,484	3,612,151	3,618,956	3,625,998
2022-23	3,633,991	3,643,968	3,655,530	3,668,956	4,034,117	4,048,865	0	0	0	0	0	0

Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2013-14	143	141	136	149	145	141	165	183	177	173	210	133	1,896
2014-15	66	45	47	45	78	77	125	152	145	141	158	175	1,254
2015-16	182	180	213	753	1,370	325	457	571	601	483	177	193	5,504
2016-17	186	193	106	39	171	246	281	487	487	629	931	896	4,652
2017-18	635	458	598	891	987	930	1,115	1,865	1,948	1,917	2,051	2,058	15,453
2018-19	1,847	1,918	1,925	10,885	2,162	1,964	2,161	8,952	3,108	2,846	2,839	2,689	43,296
2019-20	2,172	1,848	1,663	1,939	1,964	1,754	5,273	1,129	804	607	406	248	19,807
2020-21	137	51	20	13	12	38	103	145	186	216	32	26	979
2021-22	22	22	27	36	131	199	511	1,027	2,492	3,437	5,035	8,576	21,515
2022-23	7,992	4,526	11,562	13,426	15,161	14,748	0	0	0	0	0	0	67,415

Dickinson Independent School District
Investments by Government Pools
BOND FUND – 2020

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Fit	57,664,452	57,451,005	53,820,283	50,251,221	43,956,967	42,317,513						
Texas Range	0	0	0	0	0	0						
Total	57,664,452	57,451,005	53,820,283	50,251,221	43,956,967	42,317,513	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Fit	130,800	164,128	199,288	195,654	188,773	158,094							1,036,737
Texas Range	0	0	0	0	0	0							0
Total	130,800	164,128	199,288	195,654	188,773	158,094	0	0	0	0	0	0	1,036,737

Dickinson Independent School District
Investments by Pools
BOND FUND – 2020

Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2020-21	0	0	0	0	0	0	93,693,004	93,326,786	93,127,831	92,727,567	91,768,236	90,888,288
2021-22	90,102,507	89,956,233	89,538,966	89,021,958	88,953,225	81,107,922	79,506,746	77,285,578	74,527,123	70,347,134	70,166,299	63,340,222
2022-23	57,664,452	57,451,005	53,820,283	50,251,221	43,956,967	42,317,513	0	0	0	0	0	0

Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2020-21	0	0	0	0	0	0	7,604	10,182	9,245	7,936	7,069	6,933	48,969
2021-22	5,619	5,286	5,438	8,118	11,367	10,001	15,340	21,744	39,625	53,794	86,731	122,588	385,651
2022-23	130,800	164,128	199,288	195,654	188,773	158,094	0	0	0	0	0	0	1,036,737

* March 11, 2021 received \$94,200,000 from bond sale

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

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

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

Dickinson Independent School District
Investments by Pools
BOND FUND – 2016

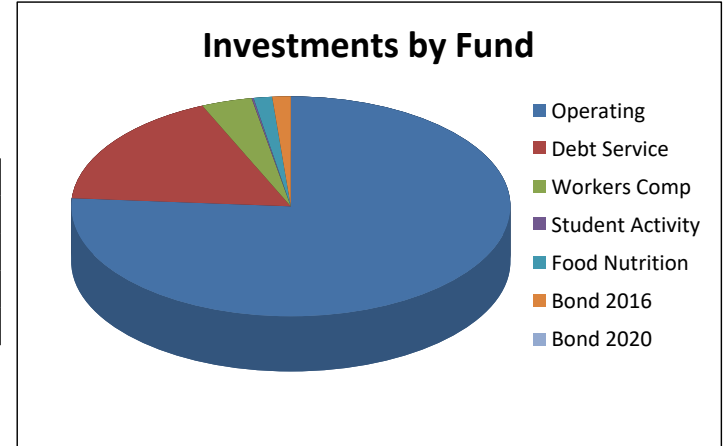
Cash Balance												
Years	September	October	November	December	January	February	March	April	May	June	July	August
2016-17	0	0	67,522,578	67,522,587	67,512,595	67,509,245	67,484,525	67,434,818	67,493,088	65,051,672	65,313,933	62,504,160
2017-18	58,917,863	54,550,766	54,437,999	48,013,391	44,261,894	41,238,430	41,248,139	35,082,261	29,429,471	26,309,518	25,287,776	22,465,123
2018-19	20,129,546	19,249,604	18,168,049	16,809,290	16,833,815	14,357,862	13,293,024	12,161,835	10,190,311	6,457,747	5,556,842	4,494,856
2019-20	4,494,856	4,145,211	4,133,433	4,078,568	3,363,119	3,359,014	3,019,438	2,684,254	2,693,009	1,450,129	1,042,072	851,451
2020-21	826,547	801,627	726,689	676,192	603,278	603,301	561,786	561,809	561,829	559,726	426,628	210,948
2021-22	66,950	66,951	66,952	0	0	0	0	0	0	0	0	0
2022-23	0	0	0	0	0	0	0	0	0	0	0	0

Interest Earned													
Years	September	October	November	December	January	February	March	April	May	June	July	August	Total
2016-17	0	0	0	9	8	6,650	280	293	63,749	1,122	387,260	8,602	467,973
2017-18	4,938	21,660	2,234	71,006	45,568	33,026	38,104	288,040	29,982	21,194	38,941	34,892	629,585
2018-19	37,800	43,049	71,335	58,322	58,990	30,539	31,859	26,476	58,421	14,675	29,095	8,400	468,961
2019-20	4,137	11,881	3,223	134	14,646	5,894	1,316	641	8,754	288	190	119	51,223
2020-21	96	80	62	53	39	24	24	23	20	14	8	6	449
2021-22	2	1	1	0	0	0	0	0	0	0	0	0	4
2022-23	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Fiscal Year Investments By Fund for 5 Years							
Year	Operating	Debt Service	Workers Comp	Student Activity	Food Nutrition	Bond 2016	Bond 2020
2017-2018	\$47,798,402	\$12,031,994	\$1,573,672	\$87,899	\$1,036,252	\$22,465,123	\$0
2018-2019	\$53,705,255	\$10,814,880	\$1,612,105	\$89,942	\$1,389,434	\$4,494,856	\$0
2019-2020	\$47,867,920	\$10,820,839	\$2,347,303	\$90,912	\$855,525	\$851,451	\$0
2020-2021	\$45,907,822	\$12,027,546	\$2,354,493	\$90,967	\$606,018	\$210,948	\$90,888,288
2021-2022	\$34,657,889	\$12,167,176	\$2,368,002	\$91,428	\$3,625,998	\$0	\$63,340,222

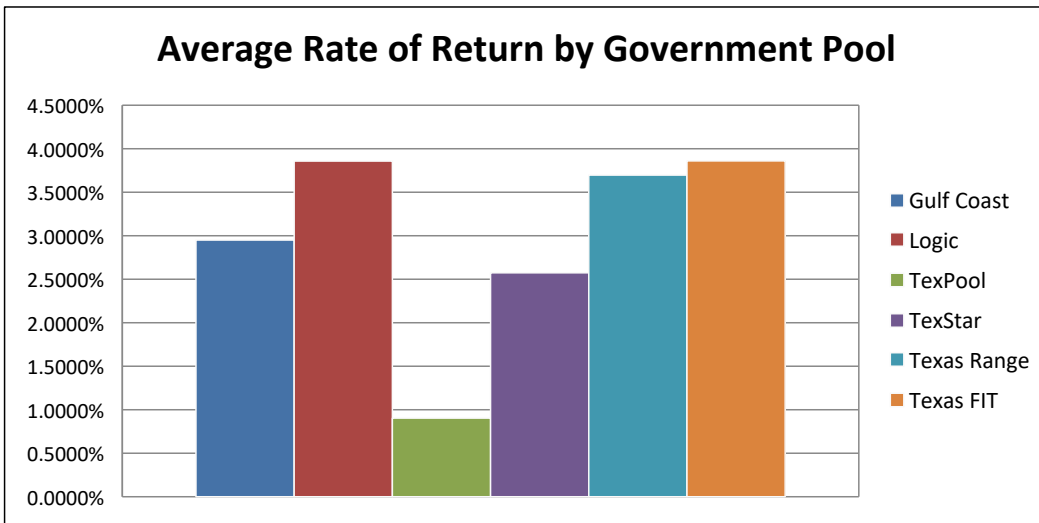


Monthly Cash Balance by Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Logic	4,348,126	4,662,842	4,677,900	4,695,118	4,713,272	4,730,406	0	0	0	0	0	0
Texas Class	6,889,293	8,308,972	8,335,335	19,024,212	48,250,732	45,762,665	0	0	0	0	0	0
Texas Range	16,144,976	16,173,855	16,177,453	15,779,342	15,779,345	27,046,554	0	0	0	0	0	0
TexStar	302,427	0	0	0	0	0	0	0	0	0	0	0
GCEFCU	5,181,154	5,193,426	5,195,843	5,195,843	5,195,843	5,219,094	0	0	0	0	0	0
Texas FIT	63,309,358	59,505,936	55,881,834	52,320,433	46,034,275	44,402,435	0	0	0	0	0	0
Total	96,175,334	93,845,031	90,268,365	97,014,948	119,973,467	127,161,154	0	0	0	0	0	0

Dickinson Independent School District
Interest Earned (Unaudited)/Investment Rate of Return
Fiscal Year 2022-2023

Earned Fiscal Year Interest - Government Pools		
Fund	Amount	Yield Rate
Operating Fund	\$412,916	Variable
Debt Service	\$260,381	Variable
Workers Compensation	\$6,834	Variable
Student Activity	\$919	Variable
Food & Nutrition Services	\$67,415	Variable
2016 Bonds	\$0	Variable
2020 Bonds	\$1,036,737	Variable
Total	\$1,785,202	Average 3.1062%

Average Monthly Rate of Return - Government Pools							
Month	Gulf Coast	Logic	TexPool	TexStar	Texas Class	Texas Range	Texas FIT
September	2.9500%	2.4756%	0.7200%	2.2941%	2.6788%	2.4300%	2.3700%
October	2.9500%	3.1167%	0.9100%	2.8531%	3.2287%	3.0400%	2.8600%
November	2.9500%	3.9291%	1.0800%	0.0000%	3.8546%	3.6500%	4.1700%
December	2.9500%	4.3336%	0.0000%	0.0000%	4.3170%	4.1300%	4.3800%
January	2.9500%	4.5538%	0.0000%	0.0000%	4.5742%	4.3600%	4.6100%
February	2.9500%	4.7387%	0.0000%	0.0000%	4.7575%	4.5700%	4.7700%
March							
April							
May							
June							
July							
August							
Average	2.9500%	3.8579%	0.9033%	2.5736%	3.9018%	3.6967%	3.8600%



DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: April 4, 2023

Item Title: Board of Trustees Meeting Calendar for 2023-2024

Agenda Item: Carla Voelkel

Background Information:

The proposed Board of Trustees meeting calendar is attached for the review, revision, and approval of the Board.

Recommendation:

The Superintendent recommends approval of the list of meeting dates for 2023-2024.

Action Item: Yes No

2023-2024 DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES MEETING DATES

BOARD MEETINGS BEGIN AT 6:30 P.M.

JULY 2023	AUGUST 2023	SEPTEMBER 2023
<p style="text-align: center;">Monday, July 10 Action/Workshop Meeting</p>	<p style="text-align: center;">Tuesday, August 1 Action Meeting</p> <p style="text-align: center;">Thursday, August 31 Special Called Meeting to Approve Final Budget Amendments and Year End Business & Public Hearing for Budget Approval and Setting the Tax Rate</p>	<p style="text-align: center;">Tuesday, September 12 Action Meeting</p> <p style="text-align: center;">Thursday, September 28 Workshop Meeting (if needed)</p>
OCTOBER 2023	NOVEMBER 2023	DECEMBER 2023
<p style="text-align: center;">Thursday, October 12 Action Meeting</p> <p style="text-align: center;">Thursday, October 26 Workshop Meeting (if needed)</p>	<p style="text-align: center;">Tuesday, November 7 Action Meeting</p> <p style="text-align: center;">Tuesday, November 14 Workshop Meeting (if needed)</p>	<p style="text-align: center;">Tuesday, December 5 Action Meeting</p>
JANUARY 2024	FEBRUARY 2024	MARCH 2024
<p style="text-align: center;">Tuesday, January 9 Action Meeting</p> <p style="text-align: center;">Tuesday, January 16 Workshop Meeting (if needed)</p>	<p style="text-align: center;">Tuesday, February 6 Action Meeting</p> <p style="text-align: center;">Tuesday, February 20 Workshop Meeting (if needed)</p>	<p style="text-align: center;">Tuesday, March 5 Action Meeting</p> <p style="text-align: center;">Tuesday, March 26 Workshop Meeting (if needed)</p>
APRIL 2024	MAY 2024	JUNE 2024
<p style="text-align: center;">Tuesday, April 2 Action Meeting</p> <p style="text-align: center;">Tuesday, April 16 Workshop Meeting (if needed)</p>	<p style="text-align: center;">Tuesday, May 7 Action Meeting Canvass Election Returns/ Election of Officers</p>	<p style="text-align: center;">Tuesday, June 4 Action Meeting</p> <p style="text-align: center;">Tuesday, June 18 Workshop Meeting (if needed)</p>

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: April 4, 2023

Item Title: Consent Agenda Items

Agenda Item: Carla Voelkel, Superintendent

Background Information:

The following items have been approved by review of the Board:

- Budget Amendments/Adjustments for March 9, 23, 30, 2023
- March 7, 2023 Minutes
- Out of State Travel-Jennifer Brewer and Susan Cook, Curriculum Specialists
- MOU Between Shielding Hearts and DISD
- Out of State Travel-Kim Rich, Exec. Dir. HR

Recommendation:

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

Action Item: Yes No