

Agenda of Regular Action Meeting

The Board of Trustees Dickinson Independent School District

A Regular Action Meeting of the Board of Trustees of Dickinson Independent School District will be held June 4, 2024, beginning at 6:30 PM in the Education Support Center, 2218 FM 517, Dickinson, TX 77539.

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

During the course of this meeting the Board of Trustees may determine that a closed meeting of the Board of Trustees is required, to discuss the items set forth below. Such closed meeting is authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq. The closed meeting will be held by the School Board at the date, hour and place indicated in this Notice/Agenda or as soon after the commencement of the meeting covered by this Notice/ Agenda as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to, the sections and purposes covered by the following sections of the Texas Government Code: 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.083, 551.084. Should any final action, decision or vote be required with regard to any matter considered in closed session, the final action, decision or vote shall be in the open meeting, or at a subsequent public meeting, with notice.

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The notice for this meeting was posted in compliance with the Texas Open Meeting Act on

Friday, May 31, 2024 at or before 4:30 p.m.

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



Carla Voelkel
Superintendent of Schools

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: June 4, 2024

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

Laura Adams, Calder Road Elementary School, Special Education Teacher

- Laura has worked tirelessly to bring the Calder Coffee cart to our campus. This elite and professional operation gives Starbucks a run for its money. Students in our special education classes work the coffee cart and learn valuable life skills along the way. The students bake throughout the week and then walk around campus using communication skills to ask staff if they want to purchase from the cart. They prepare the drinks and handle the money. Laura has also allowed our non-verbal students to participate by using voice boxes and visual charts. She has worked to get supplies donated and even wrote a grant from GCFCU to buy supplies for the coffee cart. There is a whole "brand" for the Calder Coffee cart, and staff can purchase branded items. Students get to wear branded items, such as aprons when they serve on the cart.

Kathy Behrendsen, DISD Educational Services, Director of Federal Programs

- Since joining Dickinson ISD as the Director of Federal Programs in 2020, Kathy Behrendsen has shown exceptional dedication in providing assistance to campus principals, librarians, and parent engagement coordinators. Her passion for reading and lifelong learning has been instrumental in fostering a culture of literacy and continuous education within the district. Kathy has repeatedly

stepped up to support the district in critical times. On at least two occasions, she has been called upon to support a struggling principal, assess campus situations, or even take over as interim principal, all while continuing to fulfill her regular job responsibilities with excellence. Kathy's leadership style is marked by positivity and encouragement. She always smiles and leads with love, instilling a sense of motivation and high morale among her colleagues. Her "lead with a YES" attitude has inspired many and created a supportive and collaborative work environment. Kathy's commitment to the "Gator" good is evident in her willingness to go the extra mile. She often sacrifices her own time and energy to ensure the success of her colleagues and students. She acts with the highest levels of honesty and integrity, making her a role model within the district.

- Kathy Behrendsen's dedication, leadership, and unwavering commitment to excellence make her deserving of the Big Impact Award. Her contributions have made a significant and lasting impact on Dickinson ISD, exemplifying the true spirit of this recognition. Her achievements include providing essential support and resources to campus staff and enhancing their ability to implement effective educational programs. She has also been key in various district initiatives to improve literacy and parent engagement. Most recently, she stepped in as interim principal, showcasing her versatility and dedication to the district's success. Kathy maintains a consistently positive and encouraging presence, greatly impacting the district's morale and work environment.

Shelby Cruse, McAdams Junior High School, Counselor

- Shelby is the concierge of McAdams Junior High School. Every day, she goes above and beyond her job description to ensure that students and staff are comfortable and cared for. She greets everyone she passes, steps in to help no matter the task, and thoughtfully works through campus issues toward the best outcomes for all involved.
- Shelby makes a point daily to attend to the needs of teachers and support them in the classroom. She is a teacher advocate through and through. She never discounts the daily challenges teachers face and is eager to assist them however she can. She makes it a point to get to know every student she interacts with, regardless of grade level. She is a safe haven for students who are struggling with domestic issues and trauma, and she is great at building rapport with parents. Shelby is an invaluable asset to this campus and to Dickinson ISD, and she definitely makes a BIG IMPACT every day!

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: June 4, 2024
Item Title: DHS Softball All-District
Agenda Item: Tammy Dowdy

Background Information:

The Dickinson High School Softball Team had several players earn All-District honors for their performance during the 2023-2024 school year. They include:

Gavi Baecker	Academic All-District and THSCA First Team Academic All-State
Kaylee Barajaz	Academic All-District
Bailey Barber	Academic All-District
Kealey Buhl	Academic All-District
Alejandra Davila	First Team At-Large
Payton Gibbs	Academic All-District
Kirra Gonzales	Academic All-District and THSCA Second Team Academic All-State
Lilly McCafferty	All-District Honorable Mention
Sammie Paukert	Second Team All-District Catcher and Academic All-District
Elise Payne	Academic All-District
Bri Ramirez	First Team All-District Outfield and Academic All-District
Alana Smith	All-District Honorable Mention and Academic All-District THSCA Second Team Academic All-State
Kadence Williams	First Team All-District Pitcher and Academic All-District THSCA Academic All-State Honorable Mention

The Softball Team is led by Head Coach **Jaelyn Molenaar** and assistant coaches **Rob Blankenship** and **Hannah Whelton**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: June 4, 2024

Item Title: DHS Baseball All-District

Agenda Item: Tammy Dowdy

Background Information:

The Dickinson High School Baseball Team had several players earn All-District honors for their performance during the 2023-2024 school year. They include:

Anthony Fuentes First Team All-District Designated Hitter

Aggie Melendez Second Team All-District Pitcher

Sammy Skipper All-District Honorable Mention Catcher

John Solomon Second Team All-District Outfield

Mason Williams Second Team All-District Outfield

The Baseball Team is led by Head Coach **Mike Schwager** and assistant coaches **Kenneth Allison, Farley Owens, Brett Gaudet, and Cory Blair.**

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: June 4, 2024

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: _____ 10 _____

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2024

Item Title: Personnel Action
• Employment
• Resignations/Retirement

Agenda Item: Kimberly Rich

- We have thirty-four (34) new hires
• We have twenty-four (24) resignations: three (3) Teachers at K. E. Little Elementary, one (1) Teacher at Silbernagel Elementary, one (1) Administrator and one (1) Teacher at Hughes Road Elementary, one (1) Teacher at bay Colony Elementary, four (4) Teachers at San Leon Elementary, one (1) Teacher at Dunbar Middle School, three (3) Teachers at McAdams Junior High School, one (1) Teacher at Kranz Junior High School, five (5) Teachers at Dickinson High School, and three (3) in Special Programs.

Recommendation:

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

Action Item: [checked] Yes _____ No

Motion made by _____ seconded by _____ vote _____

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2024

Item Title: Appointment of the Assistant Principal at Bay Colony Elementary School.

Agenda Item: Carla Voelkel

Administration discussed with the Board of Trustees the appointment of the Assistant Principal at Bay Colony Elementary School.

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Christy Littleton as the Assistant Principal at Bay Colony Elementary School.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2024

Item Title: Appointment of the Assistant Principal at Dunbar Middle School.

Agenda Item: Carla Voelkel

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

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Amy Link as the Assistant Principal at Dunbar Middle School.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2024

Item Title: Appointment of the Director of Alternative Education / Principal of DCC/DALC

Agenda Item: Carla Voelkel

Administration discussed with the Board of Trustees the appointment of the Director of Alternative Education / Principal of DCC/DALC

Recommendation:

The Superintendent, Deputy Superintendent for Educational Services, and the Executive Director of Human Resources recommend the appointment of Rashad See as the Director of Alternative Education / Principal of DCC/DALC.

Action Item: Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 4, 2024

Item Title: 2024 Special Programs Report and Award Presentation

Agenda Item: Laurie Rodriguez

Background Information:
The 2023-2024 Special Programs report is attached.

VIDEO

Recommendation:
Information only

Action Item: Yes No



Board Report for the 2023-24 School Year

Program Overview: The DISD Special Programs Department is supervised by Laurie Rodriguez, assisted by coordinators Maggie Burk & Laura Batson. SP includes the following programs:

Evaluation / Related Services	Instruction	Compliance
<ul style="list-style-type: none"> ❖ School Psychologists ❖ Educational Diagnosticians ❖ Occupational Therapists ❖ Physical Therapists ❖ Speech-Language Pathologists ❖ Licensed Professional Counselors 	<ul style="list-style-type: none"> ❖ Special Education ❖ Dyslexia ❖ Specialized teachers ❖ Homebound ❖ Behavior Programs 	<ul style="list-style-type: none"> ❖ Campus Compliance Facilitators ❖ Special Education ❖ Section 504

For 2024-2025, these programs are moving to R.Cobb

- ❖ School Counseling Program
- ❖ Nursing/Health Services
- ❖ Social Emotional Learning
- ❖ Community Mental Health Partnerships
- ❖ Social Work Services

Year End Summary - “our story”

Our Motto: “Whatever the student needs IS our job description.” This has been our motto for the past 17 years and it sums up the way we wish to approach our profession, believing that what we do is a calling as we seek to make a difference in the lives of those we serve.

These are the top five values that we believe in and collectively commit to:

1. We are support services for students and staff.
2. We do not lower the bar, we raise the support.
3. We are here for kids’ needs, not adult convenience.
4. We embrace diversity and champion equity.
5. We will create a positive culture and supportive departmental climate.

This report contains program summaries, and each section is organized by:

- Team Specifics
- Highlights from the team
- Projects the team is working on
- Professional Development the team has attended
- Numbers: Pertinent Statistics
- Next year’s goals




Evaluation Coordinator: Maggie Burk	
Team Specifics:	School Psychologists conduct psychological evaluations and Educational Diagnosticians conduct psycho-educational evaluations. They write individual and comprehensive evaluation reports (called a Full Individual Evaluation - FIE). Each FIE can take up to 25 hours to complete as each evaluation requires multiple observations, individual testing sessions, consultations with teachers, analysis and report writing. Each report is between 30 and 50 pages long and is designed to provide an educational diagnosis that guides the development of a student's specially designed instruction. These professionals also consult with the behavior coach and special education teachers.
Highlights:	<ul style="list-style-type: none"> ● We assessed over 1292 students this school year, an increase in over 150 students from last year.(667 psychoeducational evaluations, 645 psychological evaluations, and 335 Review of Existing Data in which no testing was requested; this indicates that each assessment person would have over 85 evaluations per evaluator) ● We have revamped our procedures to be more efficient, including a complete revision of the Child Intake ("Child Find") process. ● We were in a TEA Corrective Action Plan due to missed timelines. We have completed all required actions. We missed 1 FIE Timeline ● We currently have 1 School Psychology position open with no viable applicants. ● We filled a monolingual Ed. Diag position with a bilingual Diagnostician which will help with the increase in bilingual evaluation requests.
Projects:	<ul style="list-style-type: none"> ● Continuing to review all procedures to ensure we are not asking staff to do things that are not effective or efficient. ● Revised the Child Find Intake process to be more efficient. ● Provided intense dyslexia evaluation training to meet new TEA requirements.
Professional Development:	<ul style="list-style-type: none"> ● Dr. Ginger Gates and Dr. Gail Cheramie provided training on MDRs at DISD. We conducted 7 days of training on Dyslexia and Dysgraphia evaluations, covering specific test instruments from Dr. Cheramie and Dr. Gomez, as well as bilingual dyslexia evaluations from Dr. Cheramie and Dr. Cole. Neighboring districts were invited, resulting in a large turnout, primarily funded by the Dyslexia Grant. Additionally, Dr. Whittenburg provided a full day of ADOS training for Autism evaluations at no cost to the district.
Numbers:	<ul style="list-style-type: none"> ● We have received 569 initial evaluations due by June 30, so far 353 qualified, 55 students did not qualify (DNQ), however we are still waiting on data on 165 students. However, it does appear that we will reduce our DNQ rate from last year. <ul style="list-style-type: none"> ○ One consideration requiring district and campus administrative attention is excessively high number of referrals. For example, a nearby district significantly larger than DISD (with 4 high schools and nearly 30,000 students) reported approximately 700 initial referrals. ● We have missed 1 initial FIE timelines (SPP 11). ● We have not missed any 3 is 3 timelines (SPP 12).
Next year's goals:	<ol style="list-style-type: none"> 1. Continue working on achieving the NASP Excellence in School Psychology award, One barrier to achieving this goal is the number of school psychologists to the student population is too low resulting in a lower workload balance score. 2. Develop a plan to retain and recruit School Psychologists. 3. We strive to meet initial timelines as missing even 1 evaluation timeline results in a TEA corrective action plan (CAP) as this is a 100% compliance indicator.

Related Services: Occupational and Physical Therapy Coordinator: Maggie Burk Team Leader: Tanya Jensen, PT	
Team Specifics:	A school-based <u>occupational</u> therapist (OT) assesses and provides therapy to improve students' fine motor skills, sensory processing, assistive technology and self-care abilities, ensuring they can participate effectively in school activities. They collaborate with teachers and parents, develop and implement IEPs, recommend classroom modifications, and offer training to support student success. A school-based <u>physical</u> therapist (PT) assesses and provides therapy to improve students' gross motor skills, mobility, and physical functioning, ensuring they can participate effectively in school activities. They collaborate with teachers and parents, develop and implement IEPs, recommend equipment and environmental modifications, and offer training to support student success.
Highlights:	<ul style="list-style-type: none"> The team continues to transition all student files to a paperless system, improving accessibility and efficiency. Occupational therapists (OTs) have also focused on mentoring and supervising OT assistants to replace those who have resigned, ensuring continuity and quality of services for students.
Projects:	<ul style="list-style-type: none"> Currently, the majority of student assistive technology (AT) devices are managed by a small team of OTs who serve multiple campuses, meaning that when a student has an AT issue, they may have a delay in accessing assistance. This year, the OTs have been transferring assistive technology from a separated service to being included within the student's accommodations. Thus, teachers and case managers will be able to immediately assist students with AT program or device needs, which in turn will enable OTs to focus on students with significant direct service needs.
Professional Development:	<ul style="list-style-type: none"> With Region 4 no longer offering content relevant for Related Services, staff have independently stepped up with involvement in on-line PD and attending DISD presented PD.
Numbers:	<ul style="list-style-type: none"> Occupational therapy serves approximately 450 children with 4.5 full-time equivalent (FTE) OTs and 2 FTE Certified OT assistants, plus an additional 0.5 FTE designated for Assistive Technology. Physical therapy, provided by 2 part-time PTs, serves 37 children, 13 of whom use wheelchairs for mobility and other physical position devices. Assistive Technology Devices: Approximately 200 students using high tech devices. This year, OTs and AT have fully managed special education chrome books as well as CoWriter access seats. Next year, there will be training for teachers and case managers so they can provide more immediately responsive services to students.
Next year's goals:	<ol style="list-style-type: none"> Provide assistive technology device and application training to teachers and case managers. Transition independent chrome book users from OT service to use of devices as an accommodation. To work on a system for improved support in tier 1 interventions for handwriting, fine motor and visual motor skill.
Student Highlights:	<ul style="list-style-type: none"> A new student from out of state arrived without any equipment, which limited the student's the ability to walk. Thanks to donated resources, we provided her with an assistive device, and she is now walking independently.

Speech Therapy Coordinator: Maggie Burk Team Leader: Tonia Marion-Wilson, SLP-CCC	
Team Specifics:	A school-based speech-language pathologist (SLP) assesses and diagnoses communication disorders, provides direct therapy, and develops individualized education programs (IEPs) to improve students' speech and language skills. They collaborate with teachers and parents, offer training and resources, and support students' communication needs to enhance academic success and social interaction.
Highlights:	<ul style="list-style-type: none"> • This year and going into next year, we are experiencing significant difficulties in filling open positions for several reasons, including being unable to provide competitive compensation in comparison to private clinics, hospitals and nearby school districts. • In order to meet student's needs, we contracted with a teletherapy agency, noting that teletherapy programs require additional personnel. However, students have shown promising progress with this modern approach to therapy. They have made notable advancements and expressed their enjoyment of the teletherapy model, finding it an effective method for their needs.
Professional Development:	<ul style="list-style-type: none"> • This year, our primary focus has been on exploring the eligibility criteria for Speech Impairment and enhancing our understanding of the distinctions between private speech services and educational needs. • We have taken advantage of numerous complimentary webinar sessions provided by Educational Service Centers to support our professional development.
Numbers:	<ul style="list-style-type: none"> • As of May 6, the number of students enrolled in the speech program is 927. The department has maintained numbers (last year was 935) by dismissing students at higher grade levels. Those students are being replaced with younger students with more significant needs.
Next year's goals:	<ol style="list-style-type: none"> 1. We are currently seeking qualified professionals to join our team as Speech-Language Pathologists (SLPs) and an Assistive Technology Specialist. 2. We are collaborating with AbleNet to support parents in completing applications for students to obtain personal communication devices.
Staff Highlight:	<ul style="list-style-type: none"> • Megan Craft, SLP-CCC at Silbernagel, became a published author last year and has continued to add to the children's literature genre with a goal of providing books that feature students with different abilities and the goal of inclusion.




Counseling as a Related Special Education Educational Service Coordinator: Maggie Burk	
Team Specifics:	Licensed Professional Counselors (LPCs) provide counseling as a related special education service and includes both individual and group counseling, crisis intervention, and collaboration with school staff and external mental health services to support students' needs. Counseling as a related special education service is different than generalized school counseling and must have a counseling evaluation and counseling plan (IEP).
Highlights:	<ul style="list-style-type: none"> ● Counseling Services: 31 students completed their counseling goals and were dismissed from counseling services. Consistent direct counseling sessions were provided to 122 students. Counseling services focus on school-related issues to develop practical coping skills. ● Interdisciplinary Collaboration and Consultation: Enhanced collaboration between School Psychologists, LPCs, social workers, and school counselors for comprehensive student support plans, consulted regularly with school psychologists and teachers to develop behavioral intervention strategies, and piloted the Closegap program in schools (Scan the QR code to learn more about Closegap.) 
Projects:	<ul style="list-style-type: none"> ● Ongoing initiatives and improvements: collaboration with DHS staff to optimize behavior staff utilization, continuing education, and monitoring and revising Closegap practices in schools. We have improved our consultation systems with school personnel and outside agencies and strengthened district-wide counseling as a special education related service guidelines ● Data collection and analysis; We have begun developing new data collection methods, creating systems to analyze data for students receiving services.
Professional Development:	<ul style="list-style-type: none"> ● Conference Participation and Training: Attended the Texas Counseling Association Conference in Houston and participated in trainings on bullying, violence, hate crimes, safety planning, Youth Mental Health First Aid, PAX Good Behavior Game, Suicide Prevention, Sandy Hook Promise, Suicide Cognition Scale, trauma and grief strategies, and led trainings on social skills, documentation, and zones of regulation for various school staff.
Numbers:	<ul style="list-style-type: none"> ● The 2023-2024 school year began with 169 students (114 direct, 54 consult) and ended with 194 students (122 direct, 67 consult), including 5 referrals, 31 dismissals, and 12 graduates.
Next year's goals:	<ol style="list-style-type: none"> 1. Enhancing Counseling Services: Strengthen consultation services, integrate counseling in restrictive behavior levels, and streamline Closegap practices within schools. 2. Staff Training and Data Analysis: Train staff on best practices, emotional regulation, and coping skills, and conduct bi-annual comprehensive data analysis to adjust individualized student plans as needed.
Student Highlights:	<ul style="list-style-type: none"> ● Student Progress and Skill Development: Nine students graduated early by using coping skills taught in sessions, with several teachers reporting improvements in behavior and students actively teaching coping techniques to classmates. ● Mental Health Support and Resource Connection: Increased collaboration between students and teachers on mental health, connection of students and families to community resources, coordination with outside mental health providers.

Nursing Services Coordinator: Maggie Burk Team Leader: Erica Hollister	
Team Specifics:	<ul style="list-style-type: none"> ● Campus nurses provide direct medical services for students with various health conditions, such as organ transplants, diabetes, and epilepsy, and participate in developing IEPs, IHPs, 504 plans, and RTI plans. They also offer health education, support family needs, and collaborate on employee-related health issues. Campus nurses are overseen by Erica Hollister.
Highlights:	<ul style="list-style-type: none"> ● This year we consolidated our students who need specialized medical care with the goal of providing focused nursing assistance.
Projects:	<ul style="list-style-type: none"> ● School Health Initiatives <ul style="list-style-type: none"> ○ Training and Compliance: Provide "Stop the Bleed" training for new staff and students (grades 7-12), CPR training for secondary students before graduation, and on-the-job training for new school nurses. Ensure health policies and procedures meet federal, state, and Nursing Practice Act standards, and review and update all health program forms.
Professional Development:	<ul style="list-style-type: none"> ● All campus nurses participated in 13 monthly Texas Children’s School Nursing Professional Development on various topics, including: Self Injury, Drug Abuse, Diabetes, Human Trafficking, GI Issues, Concussions, Cardiac Complications, etc.
Numbers:	<p>From August 21, 2023 – May 21, 2024</p> <ul style="list-style-type: none"> ● Total DISD clinic visits: 36,243 (decrease of 840) ● Total DISD medications administered: 39,162 (an increase of 1,403) ● Total special procedures (G-tube feeding, urinary catheter, seizures, etc.): 1,999 ● Total DISD state-mandated vision, hearing, scoliosis, and ANTES screenings: 16,926
Next year’s goals:	<ol style="list-style-type: none"> 1. Providing a DISD Health & Safety Fair in partnership with the Human Resources Benefits Coordinator for the staff and community in November. 2. Continuing the school health programs with the following components: <ol style="list-style-type: none"> a. Blood Pressure, Lice, dental, hygiene, etc. b. Assessments in the school health clinic c. Health education d. Maintenance of a healthy school environment

Behavior Teaching Continuum (BTC) Coordinator: Maggie Burk	
Team Specifics:	Behavior coaches develop, implement and monitor individualized behavior plans, and provide direct support and training to students and staff to address behavioral concerns. Licensed Professional Counselors (LPCs), and School Psychologists also support students with emotional and behavioral disorders through evaluation and diagnosis, individual and group counseling and consultation with staff.
Highlights:	<ul style="list-style-type: none"> ● All students returned to their home campus. Students who were receiving self-contained support at a centralized class were often only self-contained for 2-3 weeks and then were in general education. Behavior coaches are going above and beyond to ensure students are successful on their home campus. ● We created several online tools for behavior coaches and administrators including Look For Document for BTC implementation, a Behavior Coach Verification of Tasks form that behavior coaches complete monthly, and a Social Skills log to document implementation of social skills . ● All students in BTC are receiving proactive Social Skills training. ● We sent one student to ABS but he was able to return this school year. We currently have 2 students placed at ABS-East.
Projects:	<ul style="list-style-type: none"> ● We revised the Behavior Teaching Continuum at the end of last school year to ensure that our students who need the most support receive the services. It is more student oriented. Students have stayed on their home campus and have been successful. ● We created Behavior Interventions that are online and available to all teachers. ● All students who receive BTC support received proactive social skills support from the behavior coach.
Professional Development:	<ul style="list-style-type: none"> ● Behavior Training: Provided Behavior Ninja training by Tony Davila, with plans for additional sessions to train 4-6 Trainer of Trainers in Behavior 101, and conducted a multi-day behavior camp including manual review and strategies, featuring LaDonna Pratt on classroom setup. ● Targeted Trainings and Resources: Conducted high school-specific training and a session on using free applications and resources to assist with required paperwork.
Numbers:	<ul style="list-style-type: none"> ● 8.46% of our students receiving special education services are identified as Emotionally Disturbed, compared to the Texas state average of 6.2%. ● As of May 21, 2024, our RDA Indicator 18 (Total Disciplinary Removals Rate) was 45.2%, up from 37.2% last year. Our goal was to be below 29%, placing us at Performance Level 2, which is still positive. We do not have a risk ratio above 2.5 for discipline. ● Secondary APs are reviewing their campus data monthly.
Next year's goals:	<ol style="list-style-type: none"> 1. Reduce special education disciplinary referrals (RDA Indicator 18) to below 29%. 2. Add more behavior resources to the SPED Support site. 3. Develop a plan to support high-needs behavior students currently in out-of-district placements (HCDE-ABS) within the district. 4. Closely monitor service implementation documentation to ensure data availability for parents and the TEA audit.

Specially Designed Instruction (SDI) Previous Coordinator: Kim Davidson (until March 2024)	
Team Specifics:	<ul style="list-style-type: none"> ● Dickinson ISD offers a full continuum of instructional services and settings for students who need Specially Designed Instruction (SDI). Those include: early childhood (ECSE), life skills, resource instruction (pull out and push in), dyslexia (direct, assistive technology & consult), inclusion and in-class support, homebound instruction, private school supports, and post high school (students age 18-22).
Highlights:	<ul style="list-style-type: none"> ● Kim Davidson and Deanna Williams created an excellent website resource (DISD Sped Support) for DISD teachers and administrators to access special education tools, available for all DISD staff via ClassLink. ● We are concluding a successful Dyslexia Grant implementation focused on reading and literacy. ● Under teacher Angela Faarup's leadership, several of our adult students (ages 18-22) started a job training program with Moody Gardens.
Projects:	<ul style="list-style-type: none"> ● Karen Hollen applied for and received a \$187,000 grant from TEA for training during the 2023-2024 school year, allowing us to conduct 65 training sessions and train 200 staff members. ● Kim Davidson supervised the SEID team in creating learning progressions and a comprehensive "Year at a Glance" for RLA instruction for special education teachers, with a focus on literacy and reading support. ● We began an external program evaluation of our life skills program at DHS in spring 2024, resulting in a 3-year implementation plan and a return to the traditional "Life Skills" name. Targeted training is scheduled for this summer, with ongoing professional development and support.
Professional Development:	<ul style="list-style-type: none"> ● On demand training was provided throughout the year based on campus needs and requests. We are also offering sessions this summer.
Numbers:	<ul style="list-style-type: none"> ● As of May 2024, we have 2,228 students receiving special education services, compared to 2,052 in May 2023 and 1,855 in May 2022. Our goal is to continue providing support to these students.
Next year's goals:	<ol style="list-style-type: none"> 1. Expand instructional and curriculum support for general education teachers by embedding resources and tools for math accommodations and modifications. 2. Extend the SEID team's development of SPED resources by creating a Year at a Glance (YAG) and learning progressions for math (work on this project has already started with teacher leaders Lupita Perez & Shellie Calhoun.) 3. Extend community-based learning opportunities for students in life skills programs, starting with adult students in the Independent Living Skills section. 4. Prepare for the TEA Cyclical Audit of Special Education programs in January 2025, using it as a "free" program evaluation to improve services.

Specially Designed Instruction: Dyslexia Instructional Specialist: Karen Hollen	
Team Specifics:	<ul style="list-style-type: none"> • Dyslexia specialists provide specialized, individualized and small group instruction and interventions to support students with dyslexia, using evidence-based methods, collaborating with educators and parents, and advocating for students' needs. All DISD dyslexia specialists are trained in the Region 4 Reading by Design intervention method and several have advanced training in complementary phonics instructional methods. • Karen Hollen leads the dyslexia team ensuring they receive training, materials and other provisions to provide Dyslexia throughout the district. Ms. Hollen also assists with state reports and accountability as it pertains to reading. • DISD utilizes a research-based evaluation process for identification with all testing conducted by the assessment staff using peer-reviewed methods and test instruments. DISD uses Reading by Design (RbD) for the direct instruction of the dyslexia reading requirements. • DISD strives to meet all TEA Dyslexia requirements as outlined in the TEA Dyslexia manual.
Highlights:	<ul style="list-style-type: none"> • DISD has specially trained Dyslexia Specialists at each campus to meet the needs of the students with dyslexia both in English and in Spanish (Elementary). • The Dyslexia Specialists maintained required paperwork and accountability for PEIMS verifications. • Over 200 staff received training in over 60 professional development sessions on dyslexia and advanced topics in reading disabilities, provided through the Dyslexia Grant.
Projects:	<ul style="list-style-type: none"> • The Dyslexia team is refining the systems for data collection and transfer of information between campuses as students transition from one grade to the next level up. Portfolios are in place to capture the key information to assist with scheduling and planning for the upcoming students. • The Dyslexia team met the state requirement for accounting for the universal screening of 1st graders by the end of January and kindergarteners by the end of May.
Professional Development:	<ul style="list-style-type: none"> • All Dyslexia specialists are trained in Reading By Design (RbD) and additional training is provided throughout the year. • Summer training targeted to Dyslexia and reading support will be provided.
Numbers:	<ul style="list-style-type: none"> • We currently serve 620 students with dyslexia through special education (423 receiving direct services) and 165 students under Section 504 (71 receiving direct services).
Next year's goals:	<ul style="list-style-type: none"> • We are scheduled for a TEA audit of our Dyslexia program in January 2025. This audit is separate from the TEA Cyclical Audit that is also scheduled for January 2025. • Please note: At the April 12, 2024 SBOE meeting, changes to 19 TAC 74.28, including updates to the Dyslexia Handbook, were approved for final adoption. DISD is working towards full compliance within the requirements and timelines. Scan the QR code to view the TEA video. <div style="text-align: right;">  </div>

Compliance Systems: ARD process & Section 504 Coordinator: Laura Batson	
Team Specifics:	Campus Compliance Facilitators (CCFs) schedule and organize ARD and 504 meetings, prepare necessary documents and reports, and maintain accurate legal records. They assist campus administrators to ensure compliance with regulations, help teachers create measurable IEP goals, and act as liaisons to ensure clear communication among the school, parents, staff, and external agencies. Each elementary-junior high campus has one CCF; the high school has 4 (3 next year).
Highlights:	<ul style="list-style-type: none"> ● We have Increased emphasis on students attending their ARD meetings and advocating for their instructional needs. ● We conducted an internal file audit aligned with the expectations set by the Texas Education Agency (TEA) for their cyclical audits. This audit aimed to ensure that our special education records and procedures meet the required standards for compliance and quality. ● Our compliance with required timelines is at 99%, with only two ARDs missed: (2 ARDs missed - 1 date confusion, 1 miscommunication that student was spec ed as a transfer student) ● We are continuing to restructure our staffing processes to ensure the optimal use of our staff. This includes evaluating current roles and responsibilities, as well as determining how to best allocate resources to meet the needs of our students effectively. ● For the 2022-2023 school year, we achieved 100% compliance with State Performance Plan (SPP) Indicator 13, which focuses on the transition planning and services for students with disabilities. ● We have restructured our process for conducting 504 meetings to ensure clarity and efficiency. Additionally, we have thoroughly cleaned and organized all 504 files to maintain accurate and up-to-date records. This restructuring aims to streamline our processes and improve our compliance and service890 delivery for students under Section 504.
Projects:	<ul style="list-style-type: none"> ● We conducted an Internal File Audit in preparation for the 2025 TEA Cyclical audit. ● Laura Batson created a comprehensive electronic process for all campus student documentation and all ARD and 504 required documentation.
Professional Development:	<ul style="list-style-type: none"> ● Legal ARD and 504 Updates: Regular updates and training on legal processes for ARD and 504 meetings and managing complex cases. ● Case Management Training: Ongoing training for campus staff on effective case management, including training for documenting accommodations and collecting work samples. ● Transition Supports: Continuous training for secondary transition supports and life planning meetings at all levels.
Numbers:	<ul style="list-style-type: none"> ● CCFs held a total of 4,654 ARD/504 meetings in 2022-23 and 4,665 meetings in 2023-24.
Next year's goals:	<ul style="list-style-type: none"> ● Prepare for the Cyclical Review and ensure improved documentation of services across the district ● Re-establish Student needs analysis to help with determining student level of support need (Behavior, Life Skills, ECSE) ● Conduct comprehensive 504 documentation review.

Comprehensive School Counseling Program Team Leader: Amy Cmaidalka, Professional School Counselor	
Team Specifics:	Professional school counselors manage comprehensive programs, collaborate with staff and community resources, and advocate for a safe, inclusive environment. They support students' academic, career, and personal development, emphasizing social and emotional support through course selection, counseling, and career guidance.
Highlights:	<ul style="list-style-type: none"> Supporting surrounding districts on implementing Suicide Prevention Procedures and a Comprehensive School Counseling Program.
Projects:	<ul style="list-style-type: none"> Program Improvements: Implementing a comprehensive school counseling program and a new time tracker for counselors. Updated Safety Procedures: Revising and training staff on procedures for bullying, non-suicidal self-injury, and safety planning. Staff Training: Training staff to support students during behavioral threat assessments with a focus on mental health.
Professional Development:	<ul style="list-style-type: none"> Law Enforcement and Safety Training: Galveston County Sheriff's Office Gang & Drug Training, Dickinson Police Department Child Crimes, CPS Procedures Training by Galveston County School Liaison Officer, Gaggle. Health and Wellness Programs: Family Service Center Programs & Supports, Community Health Network Programs & Supports, UTMB TCHAT Program & Support Update, The Gray Matters Collective Educational and Academic Programs: Skyward Training, Advanced Academics (Advanced Mathematics Program), DISD Career & Technical Education Tour and Training, Communities in Schools Program Update
Numbers:	Comprehensive School Counseling Program Data Analysis/ Time Tracker <ul style="list-style-type: none"> 11,445 Individual Planning Meetings 3,479 Responsive Services (156 Suicide Screeners) 651 Guidance Curriculum 78 System Support Analysis of the time-tracker indicated several counselors are unable to meet the counseling goal of 80 % time on counseling duties and 20% non counseling duties.
Next year's goals:	<ol style="list-style-type: none"> Program and Task Management: Implementing a quality time tracker for school counselors and conducting a comprehensive program audit and action plan to ensure 80% of time is spent on counseling tasks. The process we used this year had glitches and we have a plan for improvement next year. Prevention and Guidance: Implementing prevention programs and a guidance curriculum, along with updated bullying procedures. Safety and Mental Health Training: Training staff on updated procedures for behavioral threat assessments and safety planning interventions focused on mental health. Focusing and advocating for counselors to get their non-counseling tasks under 20%.
Student highlights:	<ul style="list-style-type: none"> The Fall Small Group on Friendship/Social Skills helped a 1st grader transition and make friends, while reinforcing Kelso's Choices empowered all students to solve small problems and seek adult help for big issues, and a grief group started in January has provided significant healing and support for students.

Gator Wellness Center Social & Emotional Learning & Social Workers Team Leader: Amy Cmaidalka, Certified Trauma Practitioner	
Team Specifics:	<p>A Social Emotional Learning (SEL) Specialist develops and implements programs that promote students' social and emotional skills, provides training and support to educators, and collaborates with the school community to foster a supportive environment. They also assess program effectiveness, offer student counseling, and assist in crisis intervention to enhance students' well-being and academic success. School social workers support students' academic and social success by addressing social, emotional, and behavioral issues, connecting families with resources, and collaborating with educators to create a positive school environment.</p> <p>Social Workers serve as liaisons between school, family, community and health care providers. We also coordinate Homebound services for the district, train district personnel in CPI, coordinate eligibility and services for McKinney Vento students, assist families in applying for governmental benefits, provide clothing assistance, referrals for eye glasses, assistance with acquiring doctor appointments coinciding with insurance and free lunch applications.</p>
Highlights:	<ul style="list-style-type: none"> ● Gator Wellness Center (located at McAdams Junior High) is a holistic approach supporting the mental and emotional wellness of students, families, and staff through basic needs, social services, mental health support, and crisis response. The Gator Wellness Center, involving SEL specialists, clerks, and social workers, collaborates with community partners and other districts, models suicide prevention procedures, implements Character Class at middle schools, hosts parent events, assists with enrollment, and trains counselors using the McKinney Vento Campus Case Manager Training Manual. The GWC staff works extensively on building relationships with community partners and families to support the whole child and family. Gator Wellness Center is a premier best practice model. ● Our Suicide Prevention & Awareness procedures are a model for other Texas districts through the Texas Advancing Suicide Safer Schools Roadmap through the Texas Suicide Prevention Collaborative.
Projects:	<ul style="list-style-type: none"> ● Each campus has an SEL SQUAD that teaches, supports, and coaches staff on Social Emotional Learning. Additionally, monthly Gator Wellness News is sent to staff, a McKinney Vento Campus Case Manager Training Manual was developed, and collaborations with Adria Women's Health and DePelchin support pregnant students, with a Fatherhood Program offered to teen dads on campus. ● Social work services included 124 home visits, 46 health-related appointments, 34 eye exam referrals, 500+ clothing assistance referrals, training 185 staff in CPI, designing 97 transportation routes for McKinney Vento students, identifying 338 homeless students, supporting 13 pregnancy-related services students & 14 homebound students, contacting parents of 500+ SPED students for resources, and providing FAFSA documentation for 15 McKinney Vento students.
Professional Development:	<ul style="list-style-type: none"> ● Professional development included specialized training in Purple Star, Second Step, Highly Mobile At Risk, and UTMB Mental Health Education. Staff also attended the Annual Social Workers Conference, networking events with Galveston County Health District, and monthly sessions at Gator Wellness Center.
Numbers:	<p>Gator Wellness Center Referrals:</p> <ul style="list-style-type: none"> ● 219 UTMB TCHAT (free school-based telemedicine service for behavioral health) ● 316 Family Service Center (community mental health provider) ● 8 Bo's Place (grief support center for children and families)

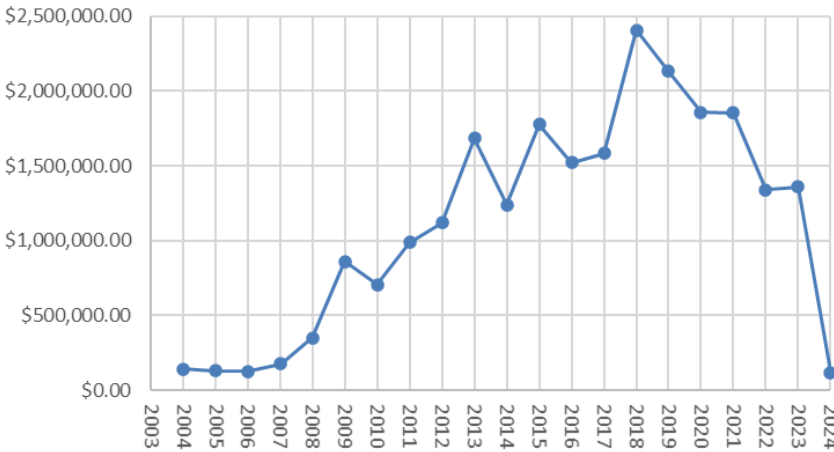
	<ul style="list-style-type: none"> ● 39 Gulf Coast Center Substance Abuse Support & Treatment ● 44 Gulf Coast Center Crisis Response Team ● All 15 Campuses have a Community in Schools Student Support Specialist ● All 15 Campuses have a SEL SQUAD
Next year's goals:	<ol style="list-style-type: none"> 1. Continue Implementing SEL SQUADS. 2. Support campuses that will no longer have Communities in Schools. 3. Implement case managers for McKinney Vento and Operation School Bell. 4. Create a new plan for Operation School Bell to include streamlined procedures due to losing CIS support at some campuses. 5. Implement enrollment conferences for McKinney Vento Students.
Student Highlights:	<ul style="list-style-type: none"> ● The DISD Education Foundation awarded a grant which was used to create the "Career Cafe" lab. Students transferred social emotional skills to career exploration, practicing empathy and kindness in customer service, cooperation in theme park design, and connecting interests in art to careers in fashion design and photography. ● Other student highlights: A recently relocated student from Honduras received vision, hearing, medical, and dental care through an agency providing services in the family's language. A McKinney Vento family found stable housing with campus and program support after moving frequently, and another family living in their car received temporary shelter and eventually established housing. Additionally, a pregnant, uninsured student new to the country was transported to UTMB for care and enrolled in Medicaid.
Staff Highlight:	<p>Amy Cmaidalka was nominated for the 2024 Galveston County Citizen of the Year. Amy expressed that being nominated is an honor, as she strives every day to make a difference.</p>

PEIMS Data: The data below are the enrollment numbers by campus as reported from Skyward. These data indicate a total DISD enrollment of 12,463 - with 2,228 students receiving special education/related services (+ 176) as of May 20, 2024 .

	May 19, 2022			May 10, 2023			May 20, 2024		
Campus:	Enroll	SE #	SE %	Enroll	SE #	SE %	Enroll	SE #	SE %
DHS	3332	450	13.51	3461	477	13.78	3595	501	13.9
DCC	56	4	7.14	51	6	11.76	49	3	6.1
JJAEP	1	0	0	7	0	0	2	0	0
TLC	7	1	14.29	6	1	16.67	6	2	33.3
Det.	14	4	28.57	27	9	33.33	24	8	33.3
CAP	6	1	16.67	11	1	9.09	9	3	33.3
MJH	916	146	15.94	955	150	15.71	861	156	18.1
KJHS	962	120	12.47	988	143	14.47	992	152	15.3
DJHS							999	153	15.3
DMS	669	130	19.43	653	105	16.08	575	116	20.2
BMS	595	94	15.80	577	99	17.16	621	104	16.7
LMS	525	91	17.33	578	98	16.96	622	142	22.8
BCES	673	115	17.1	664	127	19.13	541	101	18.7
HRES	719	100	13.91	737	122	16.55	604	131	21.7
JSES	628	90	14.33	665	121	18.2	537	117	21.8
KELE	620	93	15	640	108	16.88	516	98	19
SLES	663	116	17.5	670	137	20.45	539	127	23.6
CRES	725	135	18.62	683	136	19.91	598	128	21.4
LES	790	165	20.89	908	212	23.35	773	186	24.1
Total:	11901	1855	15.59	12281	2052	16.71	12463	2228	17.9

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

Medicaid SHARS Reimbursements	
Team Specifics	<p>“SHARS” stands for School Health and Related Services. It is a reimbursement program for schools. Districts are paid back by the federal government for health and related services such as nursing services, occupational therapy, or personal care services they provide to students who are eligible for Medicaid. Schools are only reimbursed for some related services that are medically necessary and reasonable.</p> <p>Special programs staff continues to complete required paperwork that allows the district to seek Medicaid reimbursement funds for School Health and Related Services (SHARS) and Medicaid Administrative Claiming (MAC). These are federal funds that can be deposited into the local fund account; the caveat being that staff members who are paid with federal funds cannot also seek Medicaid reimbursement.</p> <p>Approximately 2/3 of our special education students meet requirements for economically disadvantaged, which means many also qualify for Medicaid. Due to restrictions in filing for reimbursement during Covid, we expected a decrease in funds. Professionals who can bill for SHARS Medicaid include licensed SLPs, OTs, PTs, audiologists, social workers, psychologists, special education teachers, LPCs, RNs, LVNs, and certified school health aides and paraprofessionals (under supervision).</p>
Program Highlights	<ul style="list-style-type: none"> ● In 2017, the Office of Inspector General conducted an audit titled “Texas Improperly Received Medicaid Reimbursement for School-Based Health Services” that claimed the contractor HHS worked with did not correctly use the mechanism used to report SHARS reimbursements, called random moment time studies (RMTS). The audit stated: <ul style="list-style-type: none"> ○ “Not all of the direct medical service costs that the State agency claimed for Medicaid SHARS were reasonable, adequately supported, and otherwise allowable in accordance with applicable Federal and State requirements. Specifically, the Contractor coded random moments incorrectly... These errors occurred because the State agency did not always follow its policies and procedures to ensure that the costs claimed for direct medical services were accurate and supported. Additionally, the State agency’s random moment sampling was not in accordance with applicable Federal requirements. Specifically, the State agency did not include all eligible sample moments in the RMTS.” ● In mid-December 2023, The Texas Health and Human Services Commission (HHSC) notified districts that it had lost its appeal of an audit conducted by the federal Office of Inspector General on its School Health and Related Services (SHARS) program. We determined, upon the advice of our vendor, that we would not be able to appeal the decision due to the following factors: <ul style="list-style-type: none"> ○ Extremely short time span for response coupled with an excessive paperwork documentation demand that required documents from staff no longer employed by the district. ○ Guidance provided by HHSC that they would not alter the direct medical percentage, thereby rendering any appeal dead on arrival.
Professional Development:	<ul style="list-style-type: none"> ● Every year, Brandi Spiess, President of Lonestar Billing, Inc (our 3rd party vendor) provides customized training tailored to each personnel role. Each session includes a thorough review of the HHSC rules, procedures, guidelines and the proprietary billing software. Ms. Spiess provides individualized support for any staff member who needs it. She also provides monthly accounting statements of providers who are not meeting billing expectations in order to assist us with maximizing our billing capacity.

<p>Numbers:</p>	<ul style="list-style-type: none"> In order to understand how SHARS reimbursements work, it is important to know that we receive what is known as a “payout” in a current year from two years prior. Thus, in the chart below, you will see an amount in 2023 that includes a payout amount from 2021. For the year 2024, you will see a very low amount of \$177,227. However, the cost report payout for 2022 will be approximately \$658K. While this sounds like an impressive amount, it is important to note that this amount is approximately half of what we normally expect BECAUSE the HHSC lowered the direct medical percentage which determines how much funding this program will be allocated.  <table border="1" data-bbox="516 436 1344 884"> <caption>SHARS Reimbursements Data</caption> <thead> <tr> <th>Year</th> <th>Amount</th> </tr> </thead> <tbody> <tr><td>2003</td><td>\$0.00</td></tr> <tr><td>2004</td><td>\$100,000.00</td></tr> <tr><td>2005</td><td>\$100,000.00</td></tr> <tr><td>2006</td><td>\$100,000.00</td></tr> <tr><td>2007</td><td>\$150,000.00</td></tr> <tr><td>2008</td><td>\$350,000.00</td></tr> <tr><td>2009</td><td>\$850,000.00</td></tr> <tr><td>2010</td><td>\$700,000.00</td></tr> <tr><td>2011</td><td>\$1,000,000.00</td></tr> <tr><td>2012</td><td>\$1,100,000.00</td></tr> <tr><td>2013</td><td>\$1,700,000.00</td></tr> <tr><td>2014</td><td>\$1,250,000.00</td></tr> <tr><td>2015</td><td>\$1,800,000.00</td></tr> <tr><td>2016</td><td>\$1,500,000.00</td></tr> <tr><td>2017</td><td>\$1,600,000.00</td></tr> <tr><td>2018</td><td>\$2,400,000.00</td></tr> <tr><td>2019</td><td>\$2,100,000.00</td></tr> <tr><td>2020</td><td>\$1,850,000.00</td></tr> <tr><td>2021</td><td>\$1,850,000.00</td></tr> <tr><td>2022</td><td>\$1,350,000.00</td></tr> <tr><td>2023</td><td>\$1,350,000.00</td></tr> <tr><td>2024</td><td>\$177,227.00</td></tr> </tbody> </table>	Year	Amount	2003	\$0.00	2004	\$100,000.00	2005	\$100,000.00	2006	\$100,000.00	2007	\$150,000.00	2008	\$350,000.00	2009	\$850,000.00	2010	\$700,000.00	2011	\$1,000,000.00	2012	\$1,100,000.00	2013	\$1,700,000.00	2014	\$1,250,000.00	2015	\$1,800,000.00	2016	\$1,500,000.00	2017	\$1,600,000.00	2018	\$2,400,000.00	2019	\$2,100,000.00	2020	\$1,850,000.00	2021	\$1,850,000.00	2022	\$1,350,000.00	2023	\$1,350,000.00	2024	\$177,227.00
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<p>Next year’s goals:</p>	<ol style="list-style-type: none"> Ms. Spiess plans to provide an expanded training program next year for the Random Time Study Moment (RMTS) for staff in order to attempt to recoup additional funds via this mechanism. Next year, the behavior coaches will be expected to provide full billing for their services, which means their salaries can be included on the cost report, which will maximize funding in this area. We will be looking at all eligible billing providers and seeking ways to maximize billing without compromising student services.
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2002	75,669.71	2013	1,681,986.00
2003	84,276.02	2014	1,239,474.87
2004	139,656.86	2015	1,777,050.62
2005	130,582.77	2016	1,519,692.81
2006	126,290.11	2017	1,584,394.73
2007	175,213.60	2018	2,407,074.02
2008	350,235.94	2019	2,131,616.40
2009	861,696.78	2020	1,857,753.00
2010	706,402.23	2021	1,854,905.00
2011	987,018.56	2022	1,338,325.79
2012	1,118,438.06	2023	1,357,090.83
		2024 YTD	177,226.96

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 4, 2024

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

- 2024 mClass (K-1) and MAP (2-8), and STAAR Raw Scores
- Spring Professional Development Report & Summer Professional Development Plan
- Curriculum Update
- CTE Report
- Fine Arts/Performing Arts Report
- Athletic Report
- Tax Report for April, 2024 and Year to Date

Recommendation:

Information only

Action Item: _____ Yes _____ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 4, 2024

Item Title: 2024 End-of-Year Data for mCLASS (K-1) and MAP (2-8)

Agenda Item: Dr. Debby Noffsinger

Background Information:

The end-of-year data for the mCLASS (K-1) and MAP (2-8) assessments is attached.

Recommendation:

Information only

Action Item: Yes No

End of Year Math And Reading Growth Report mCLASS and MAP

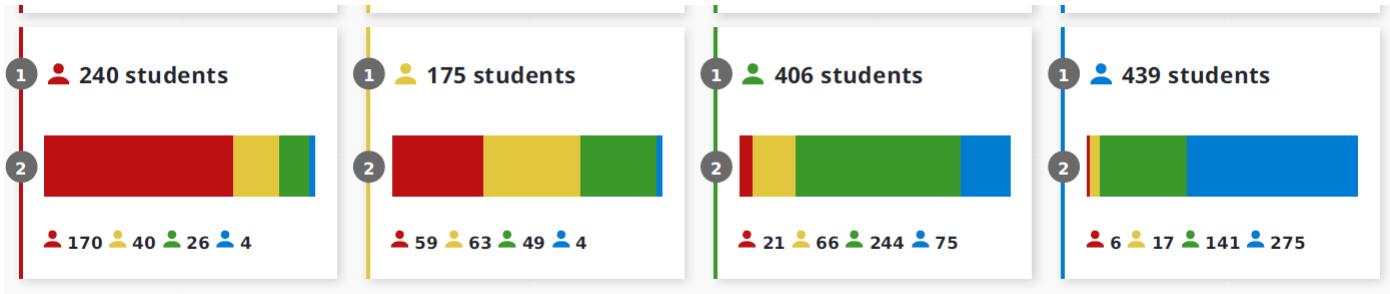


Respectfully submitted by Dr. Debby Noffsinger

Explanation of Interpreting the Amplify Reading Charts



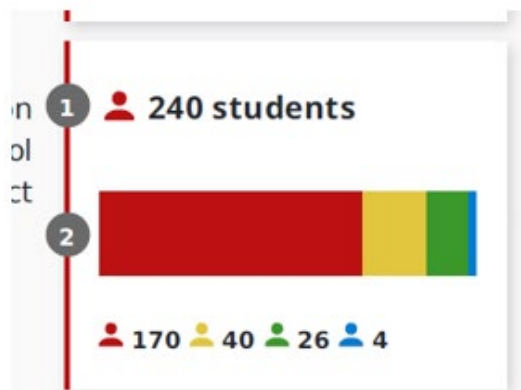
For the Reading Benchmark, there are 4 identified levels.



This is a graph of student growth between Beginning of the Year (BOY) Amplify Composite Reading and the End of the Year (EOY) Amplify Reading Composite.

These graphs chart student growth and change in performance levels throughout the year.

It is important to understand that some of the tests are timed in order to test for full fluency of the basic reading skills.

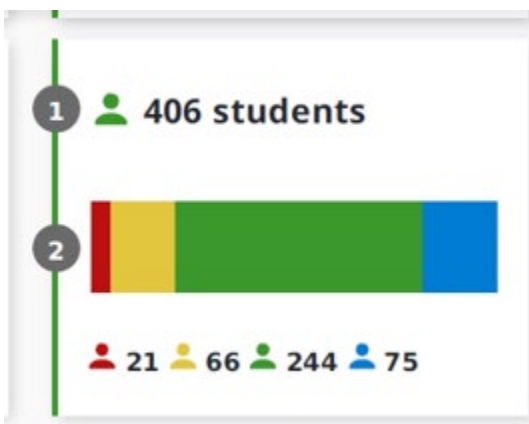


Example data

This shows 240 Kindergarten and 1st grade students scored Well Below Benchmark based on the composite RLA score at BOY.

By EOY:

- 170 of those students remained at this level
- 40 students progressed one level to yellow
- 26 students progressed two levels to green
- 4 students progressed three levels to blue



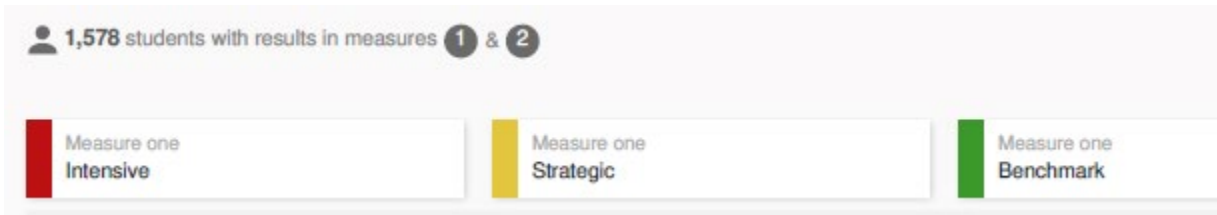
Example data

This shows 406 Kindergarten and 1st grade students that were at benchmark Reading composite score.

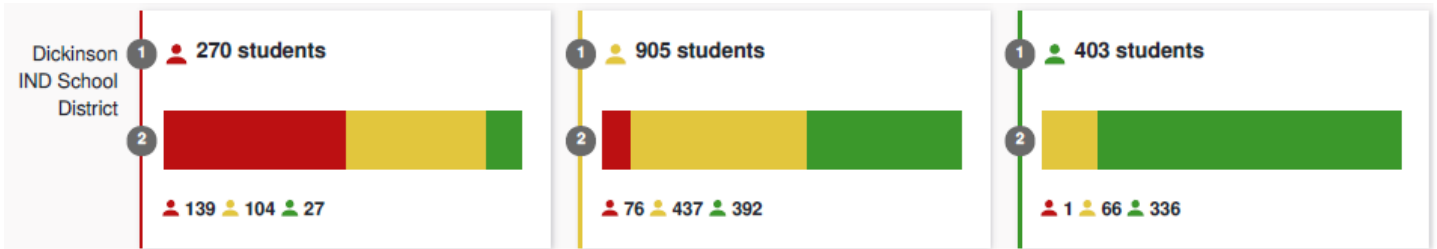
By EOY:

- 244 of those students remained at this level
- 75 students progressed one level to blue
- 66 students fell a level to yellow
- 21 students fell 2 levels to red

Explanation of Interpreting the Amplify Math Charts



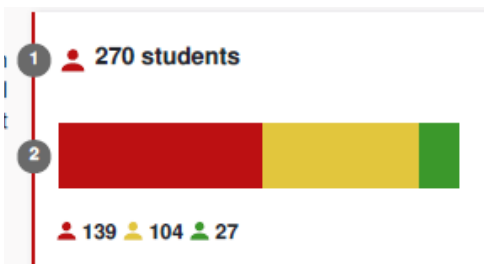
For the Math Benchmark, there are only 3 identified levels.



This is a graph of student growth between Beginning of the Year (BOY) Amplify Math and the End of the Year (EOY) Amplify Math.

These graphs chart student growth and change in performance levels throughout the year.

It is important to understand that some of the tests are timed and that students may not be able to demonstrate their full abilities within the time frame however they have mastered skills outside of the required time limit.

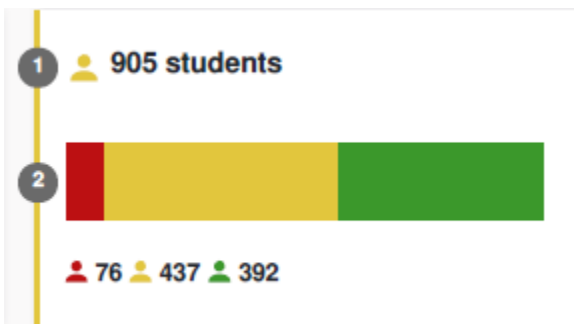


Example data

This shows 270 Kindergarten and 1st grade students required intensive intervention based on the Math benchmark composite score at BOY.

By EOY:

- 139 of those students remained at this level
- 104 students progressed one level to yellow
- 27 students progressed two levels to green



Example data

This shows 905 Kindergarten and 1st grade students that required intensive intervention based on the Math benchmark composite score.

By EOY:

- 76 of those students fell one level
- 437 students stayed on yellow level
- 392 students progressed one level to green

Correlation

View

Segment Results by: School
Grade Divider: On
Display Data As: Head Count

Population

Show Students Enrolled: On Test Day
Grade: 2 Grades
District: Dickinson IND School District
School: All Schools

1 Measure 1

Assessment: DIBELS 8th Edition
Measure: Composite Score
School Year: 2023-2024
Period: 23-24 BOY

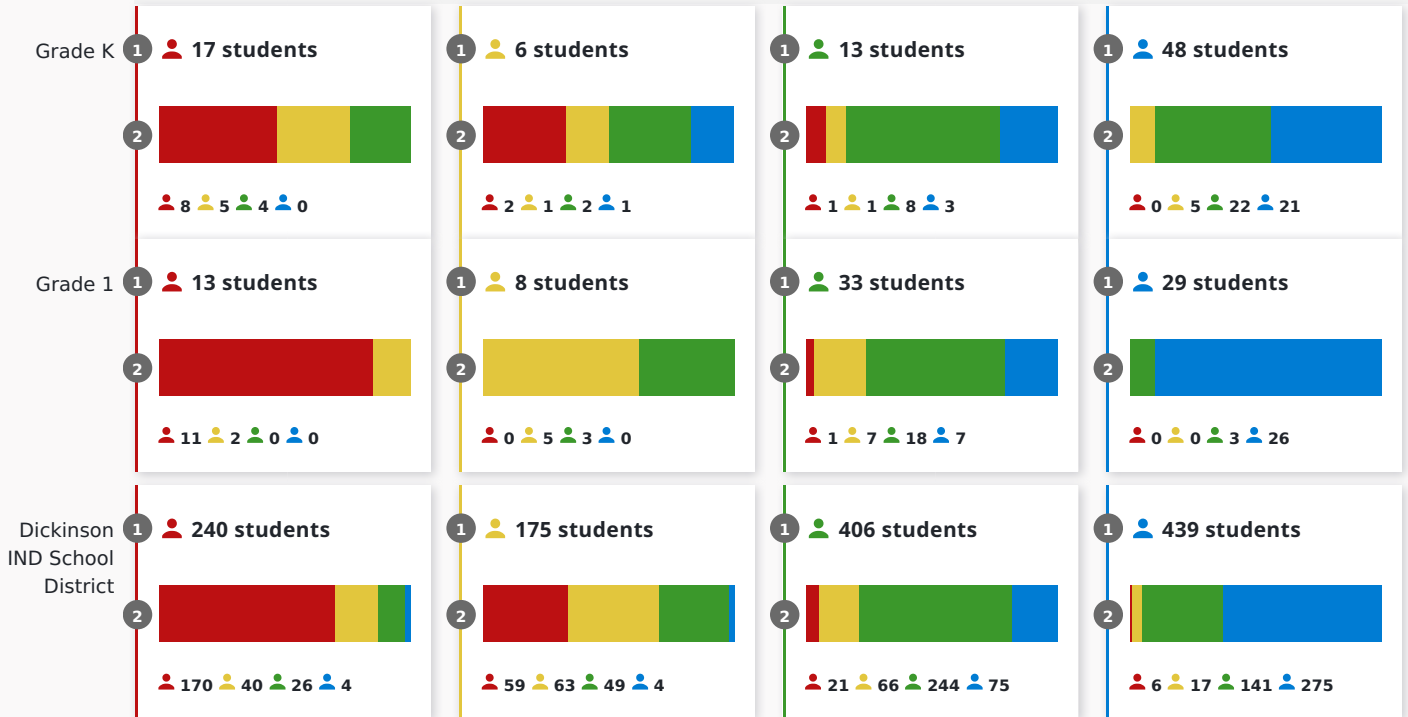
2 Measure 2

Assessment: DIBELS 8th Edition
Measure: Composite Score
School Year: 2023-2024
Period: 23-24 EOY

1,260 students with results in measures 1 & 2

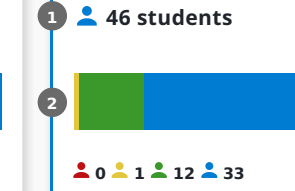
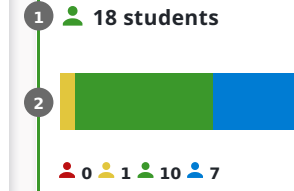
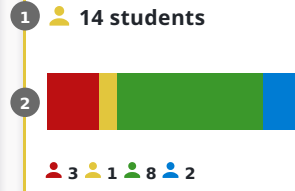
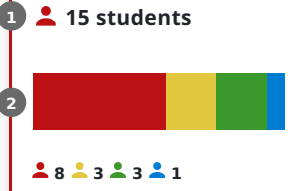


Bay Colony Elementary School

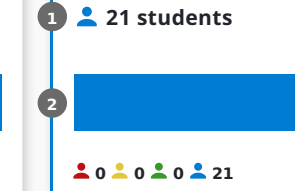
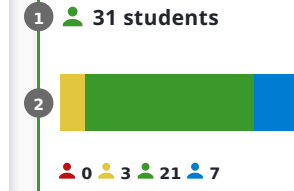
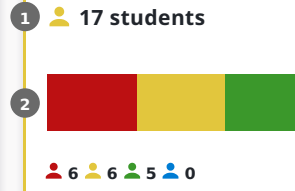
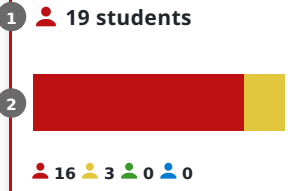


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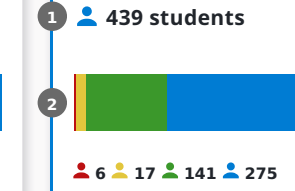
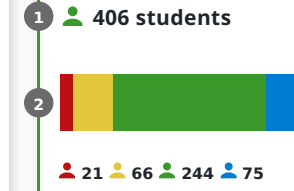
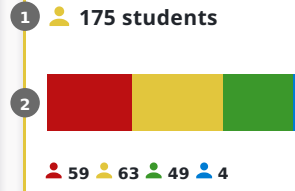
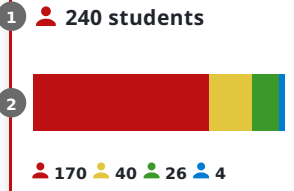
Grade K



Grade 1

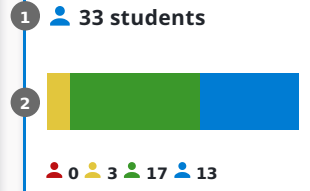
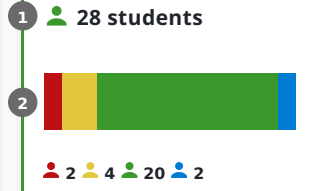
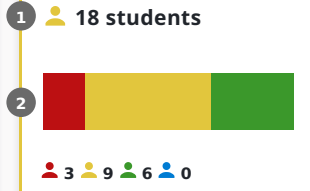
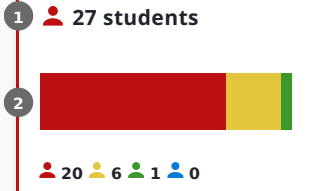


Dickinson
IND School
District

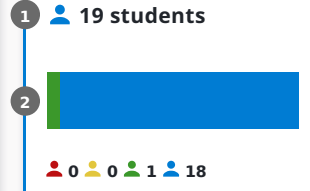
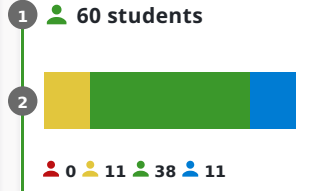
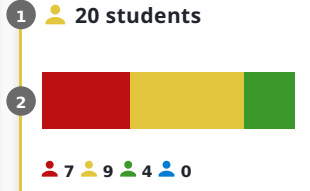
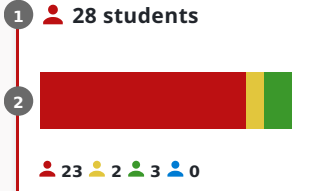


Hughes Road Elementary School

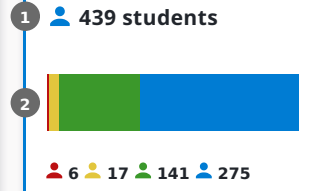
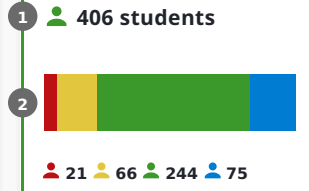
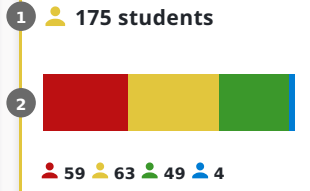
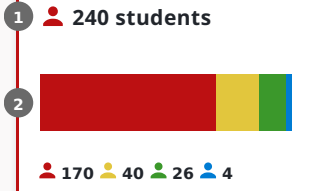
Grade K



Grade 1

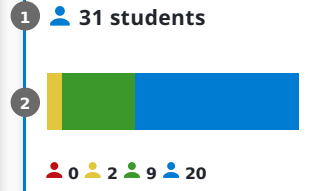
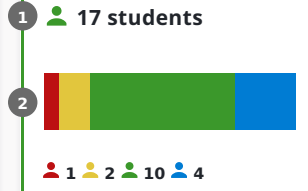
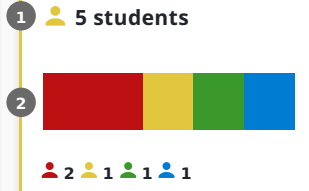
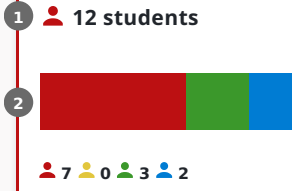


Dickinson
IND School
District

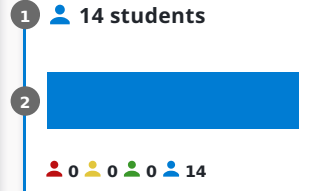
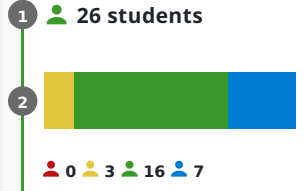
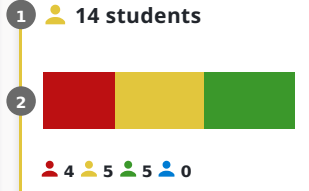
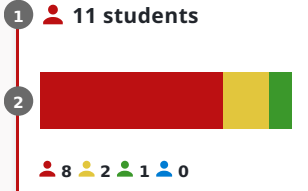


▼ Jake Silbermangel Elementary School

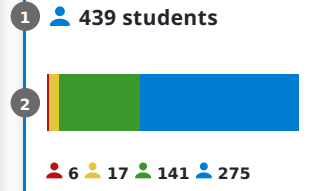
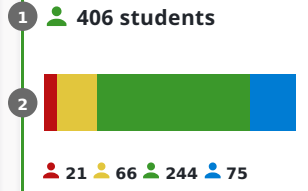
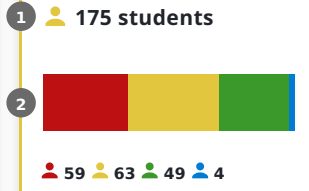
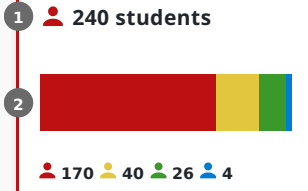
Grade K



Grade 1

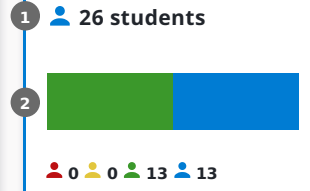
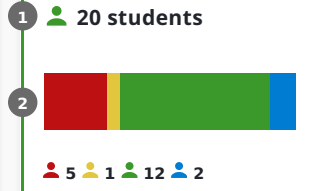
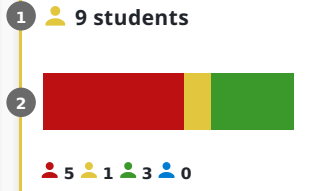
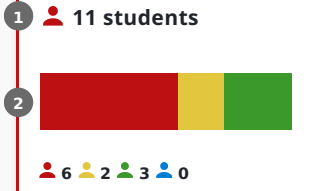


Dickinson
IND School
District

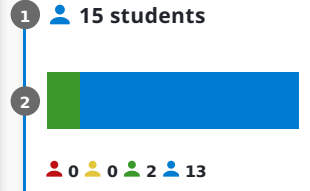
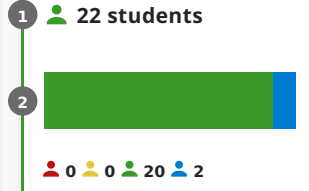
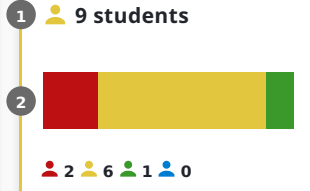
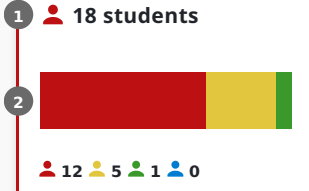


▼ Kenneth E Little Elementary School

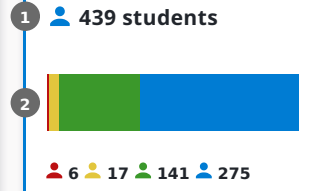
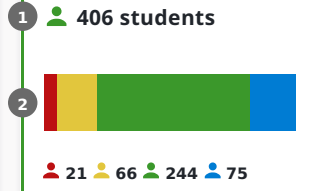
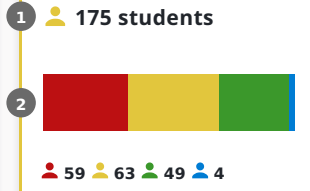
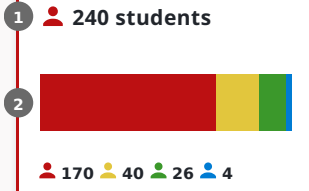
Grade K



Grade 1

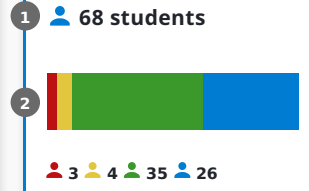
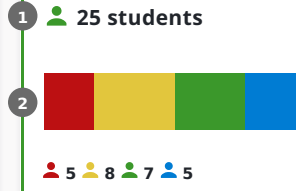
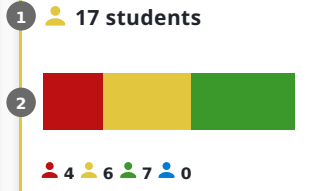
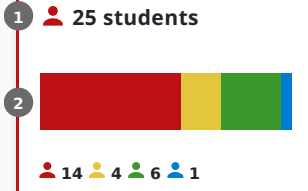


Dickinson
IND School
District

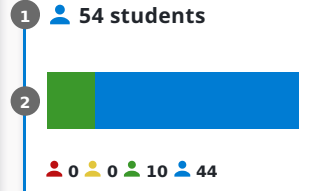
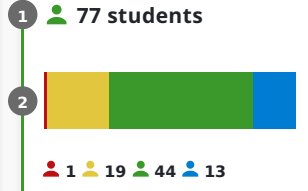
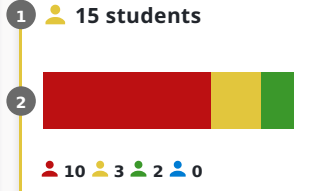
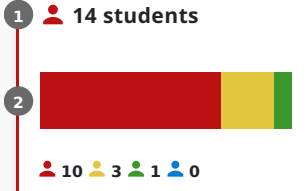


Louis G Lobit Elementary School

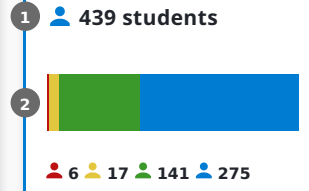
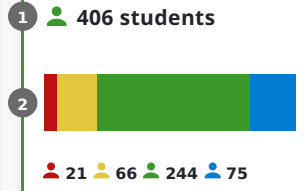
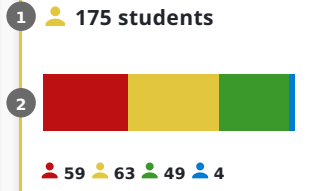
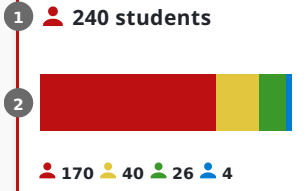
Grade K



Grade 1

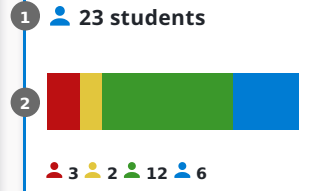
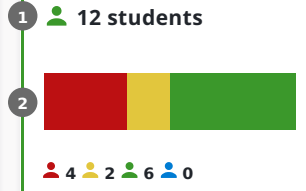
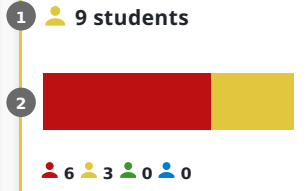
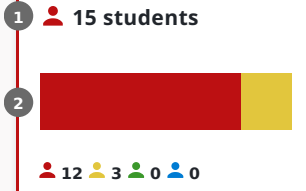


Dickinson
IND School
District

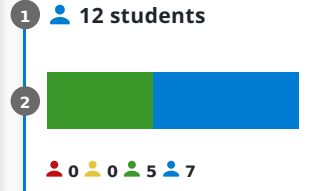
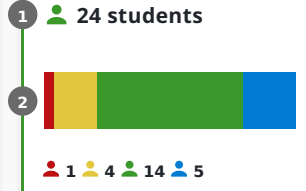
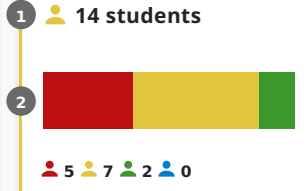
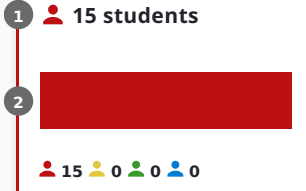


San Leon Elementary School

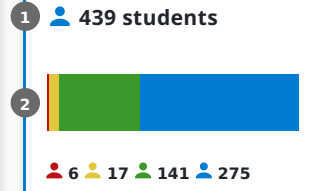
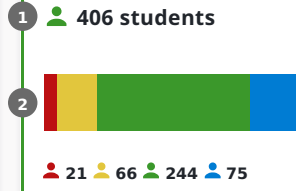
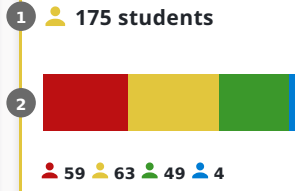
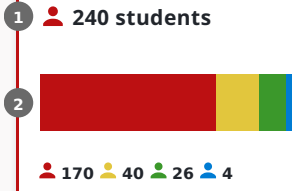
Grade K



Grade 1



Dickinson
IND School
District



Correlation

View

Segment Results by: School
 Grade Divider: On
 Display Data As: Head Count

Population

Show Students Enrolled: On Test Day
 Grade: 2 Grades
 District: Dickinson IND School District
 School: 7 Schools

1 Measure 1

Assessment: **mCLASS Lecture**
 Measure: Composite Score
 School Year: 2023-2024
 Period: 23-24 BOY

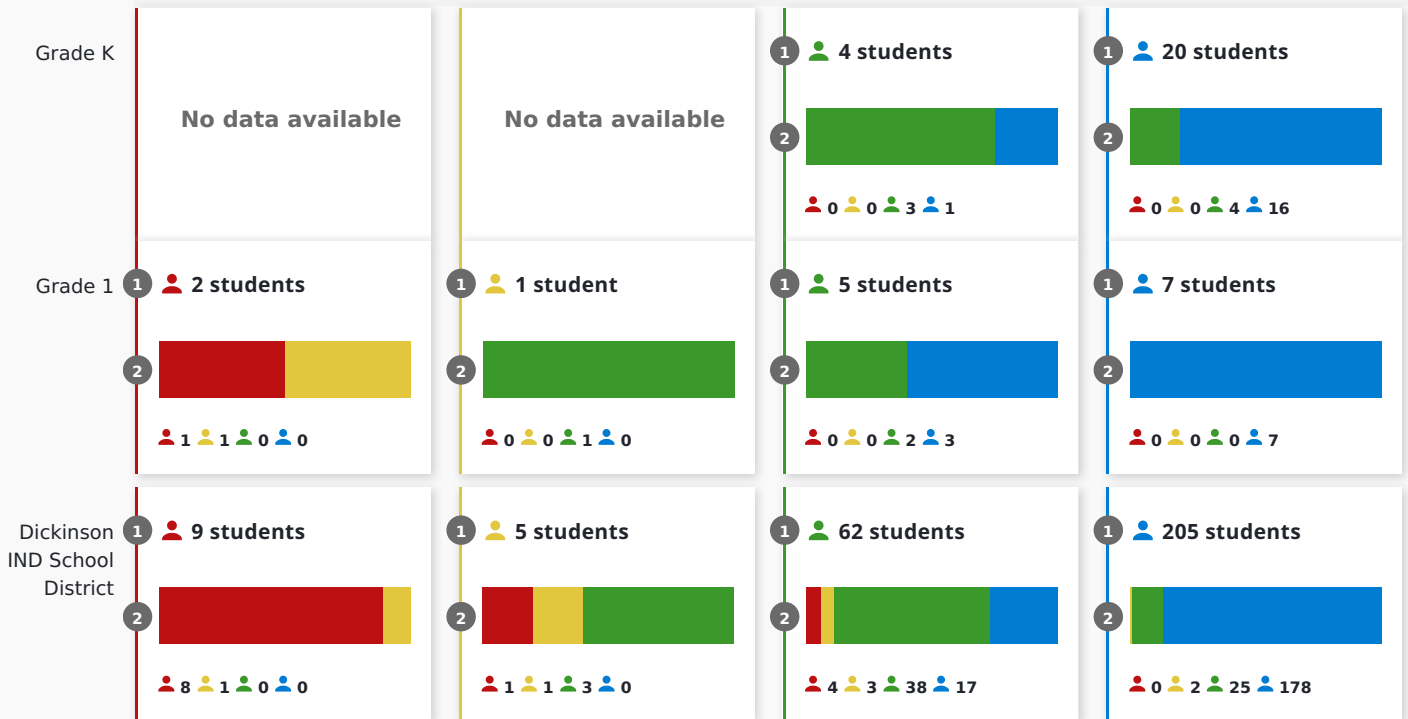
2 Measure 2

Assessment: **mCLASS Lecture**
 Measure: Composite Score
 School Year: 2023-2024
 Period: 23-24 EOY

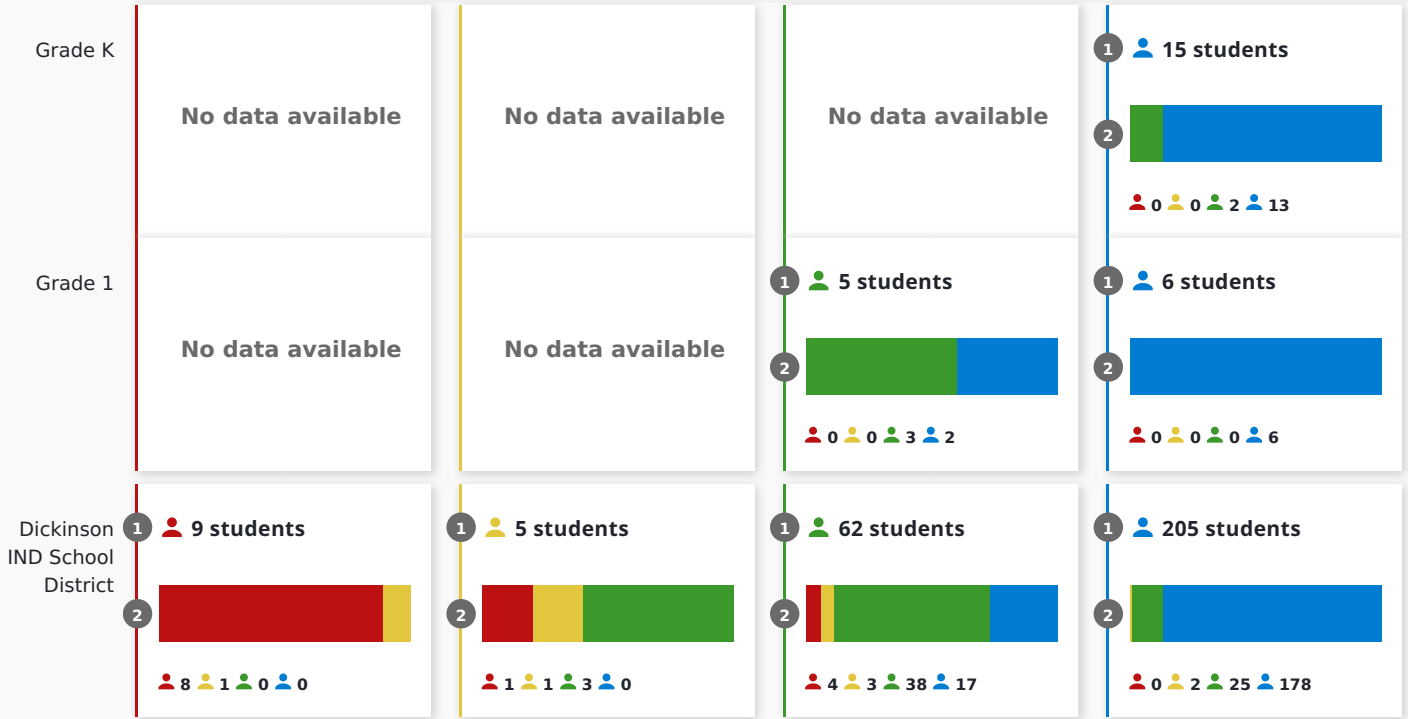
281 students with results in measures 1 & 2



Bay Colony Elementary School

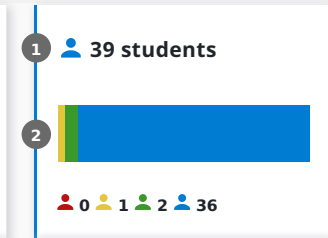
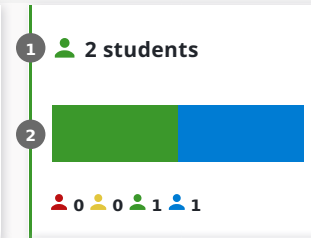
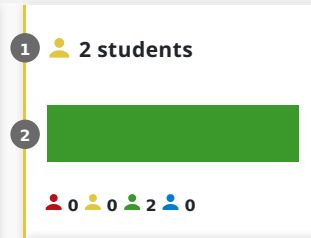
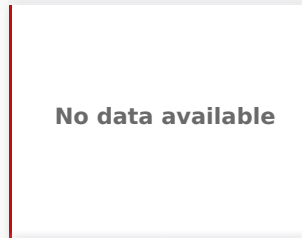


Calder Road Elementary School

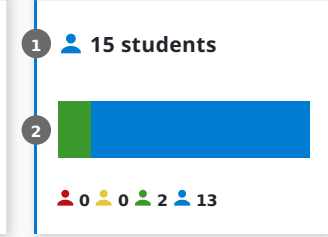
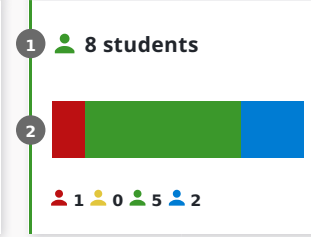
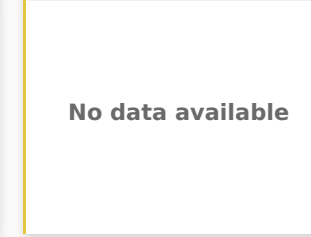
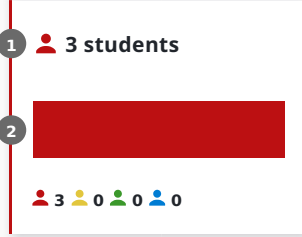


▼ Jake Silbernagel Elementary School

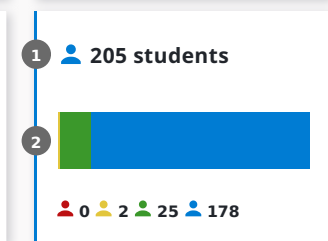
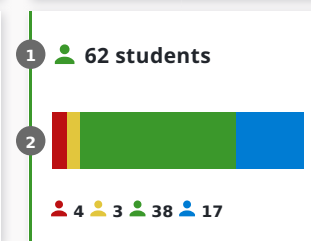
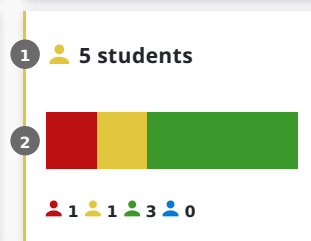
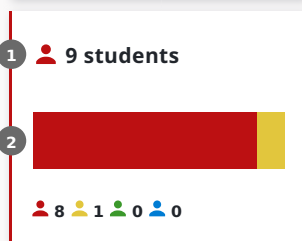
Grade K



Grade 1

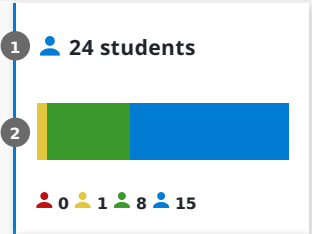
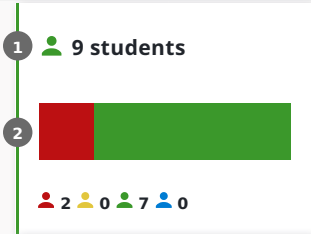
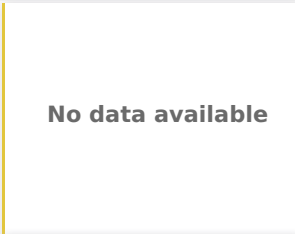
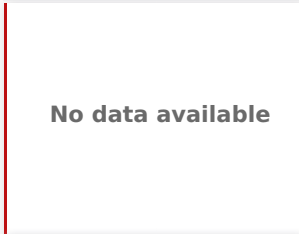


Dickinson
IND School
District

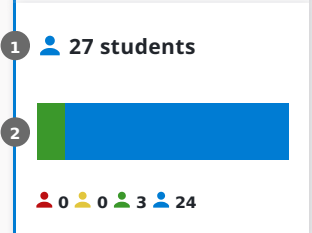
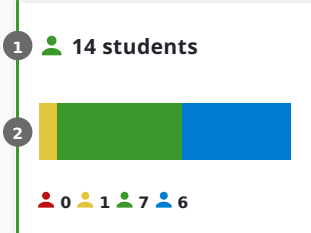
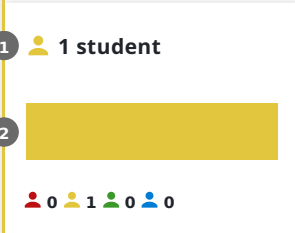
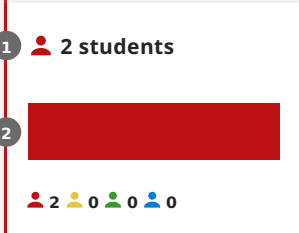


▼ Kenneth E Little Elementary School

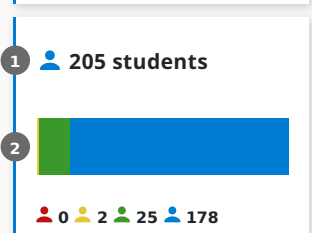
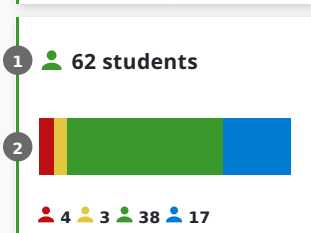
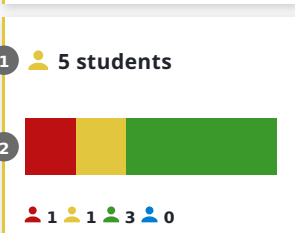
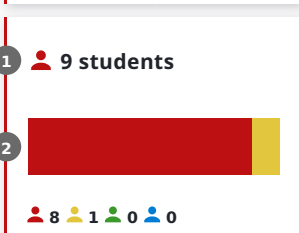
Grade K



Grade 1

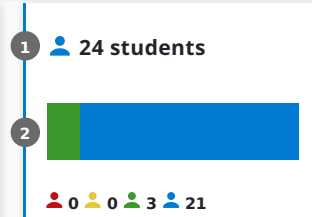
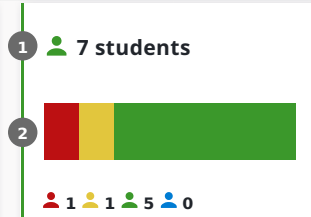
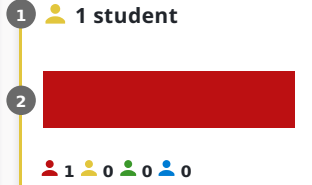
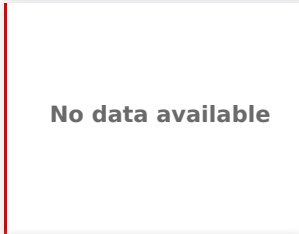


Dickinson
IND School
District

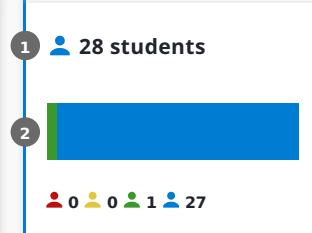
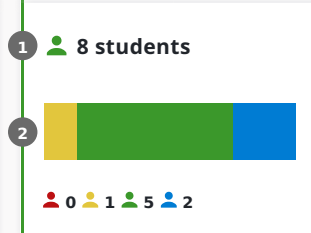
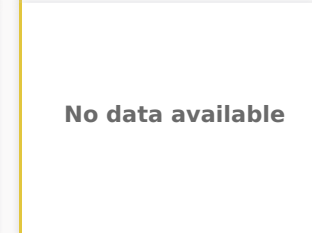
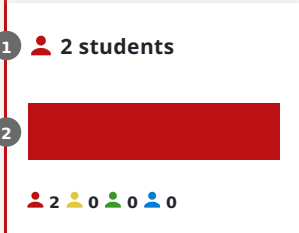


San Leon Elementary School

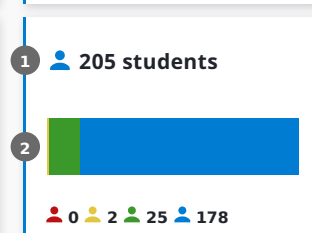
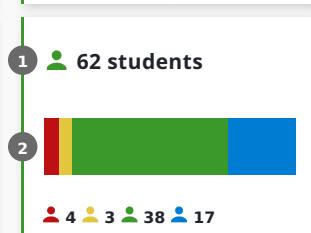
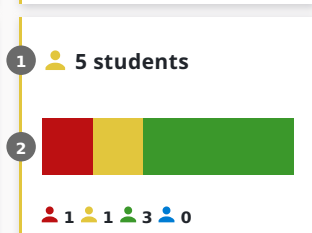
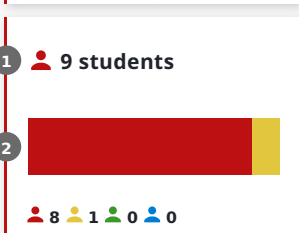
Grade K



Grade 1



Dickinson
IND School
District



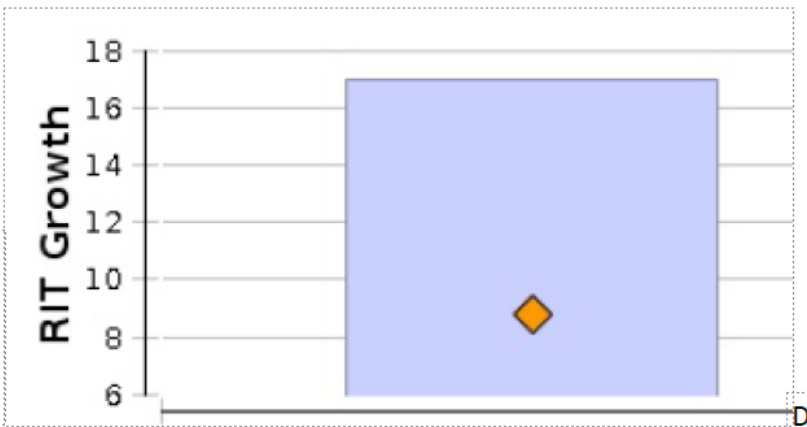
Understanding MAP data


MAP EOY, End Of Year, is a calculation of student growth between the BOY, Beginning Of Year, and the EOY administration. Growth is determined per student. The system utilizes each student's initial RIT score (2023 BOY) and then determines the standard national RIT point gain for a student in that grade level at that RIT score. That calculated value is the student's projected growth, how much their RIT score should increase over the course of 1 school year of learning. Students that gain the calculated RIT points, or more, meet the projected growth and are included in the numerator of norms calculation.


Student Norms		
Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
213	100	47

213 students completed the BOY and the EOY MAP.

Out of the 213 students, 100 of them met or exceeded their projected RIT score. Therefore, 47% of the eligible students met the growth projection.



Projected grade level growth for this campus in RIT points is 8.8 

Observed growth, how much the grade level actually grew is 17 

Barber Middle School

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
4	273	195.6	14.8	28	206.1	16.7	27	10	0.4	10.7	-0.11	46	273	138	51	48
5	291	203.7	16.7	23	212.5	16.5	23	9	0.4	9.1	-0.13	45	291	124	43	41

Math: Math K-12



Explanatory Notes

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

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

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

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

Aggregate by School

Term: Spring 2023-2024
 District: Dickinson ISD

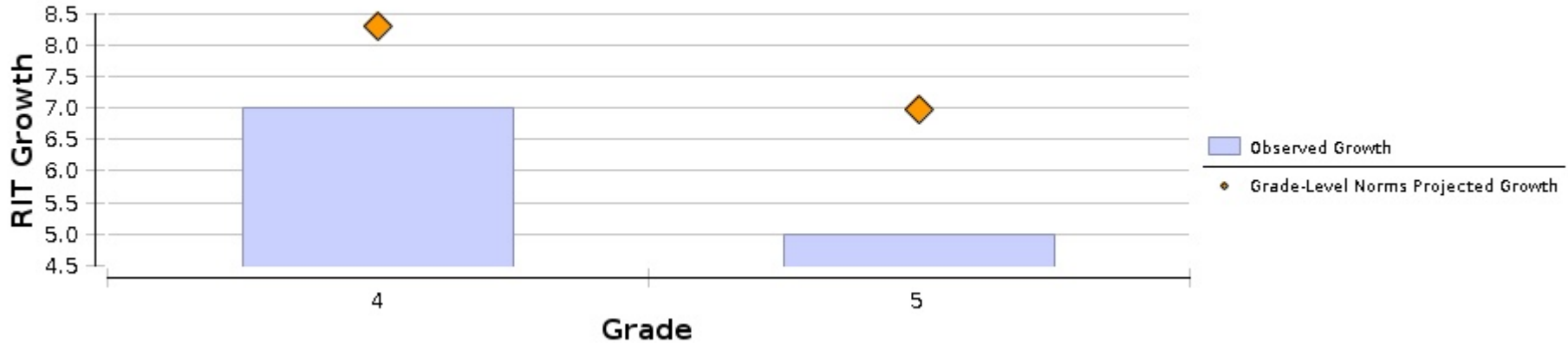
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2023 - Spring 2024
 Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
 Grouping: None
 Small Group Display: No

Barber Middle School

Language Arts:
 Reading

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
4	220	194.4	15.5	38	201.1	16.6	30	7	0.6	8.3	-0.76	22	220	112	51	50
5	279	195.4	17.8	10	200.8	18.4	7	5	0.6	7.0	-0.80	21	279	125	45	37

Language Arts: Reading



51

Explanatory Notes

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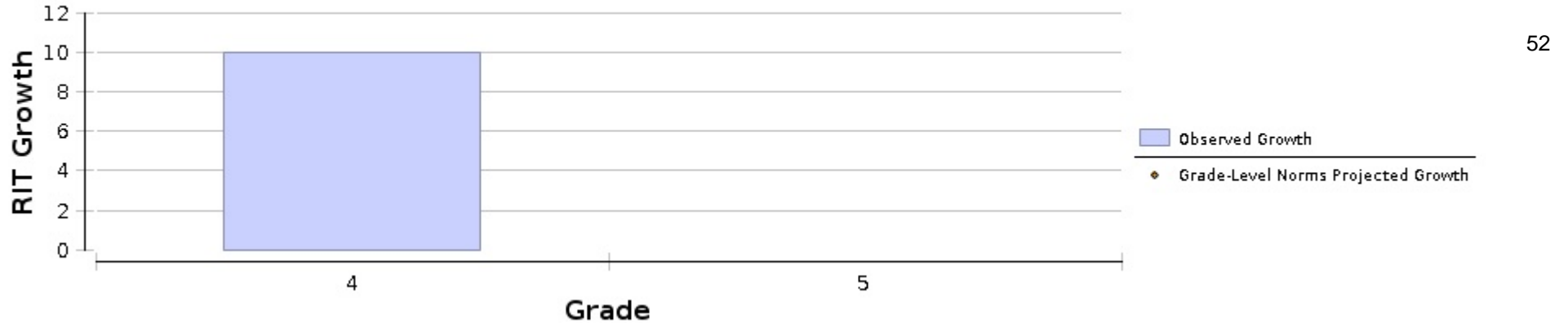
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Barber Middle School

Language Arts:
Reading (Spanish)

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
4	34	186.4	11.4		195.9	11.1		10	1.5					34	21	62	50
5	2	*			*			*						*			

Language Arts: Reading (Spanish)



Explanatory Notes

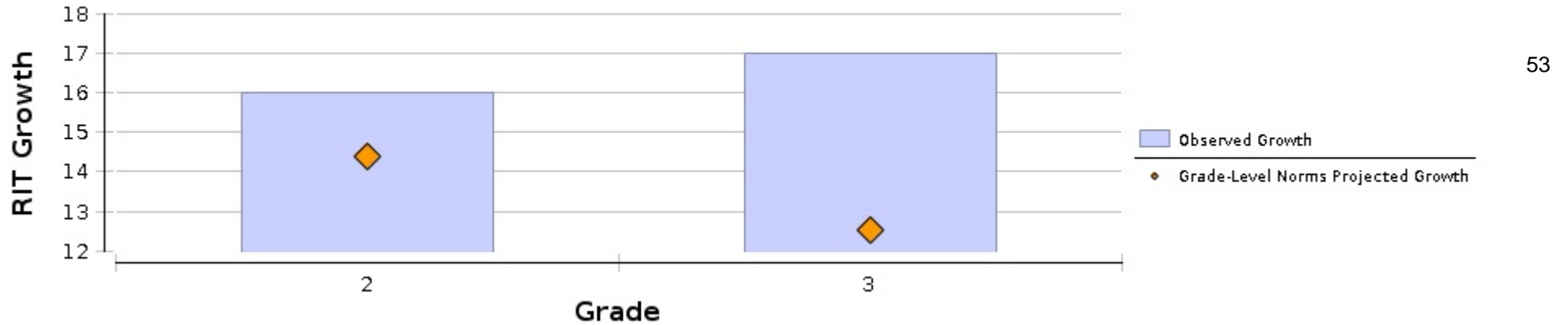
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Bay Colony Road Elementary School

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	113	174.2	10.8	44	190.0	10.9	54	16	0.7	14.4	0.63	74	113	69	61	59
3	123	187.3	11.0	42	204.3	12.9	69	17	0.8	12.5	2.11	98	123	90	73	74

Math: Math K-12



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
 District: Dickinson ISD

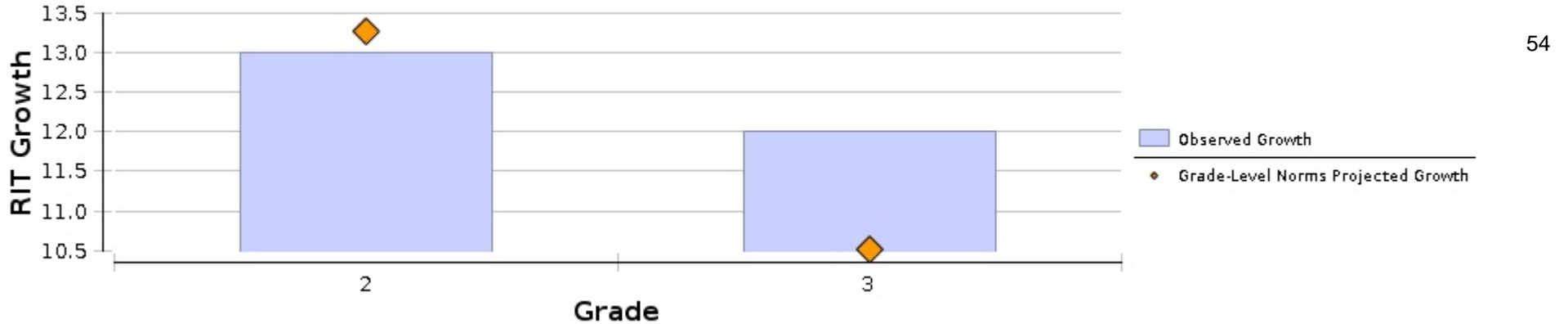
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2023 - Spring 2024
 Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
 Grouping: None
 Small Group Display: No

Bay Colony Road Elementary School

Language Arts:
 Reading

Grade (Spring 2024)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	91	173.4	13.0	56	186.8	13.6	57	13	0.9	13.3	0.06	52	91	55	60	54
3	106	186.4	15.8	49	198.5	14.0	58	12	0.8	10.5	0.75	77	106	66	62	59

Language Arts: Reading



Explanatory Notes

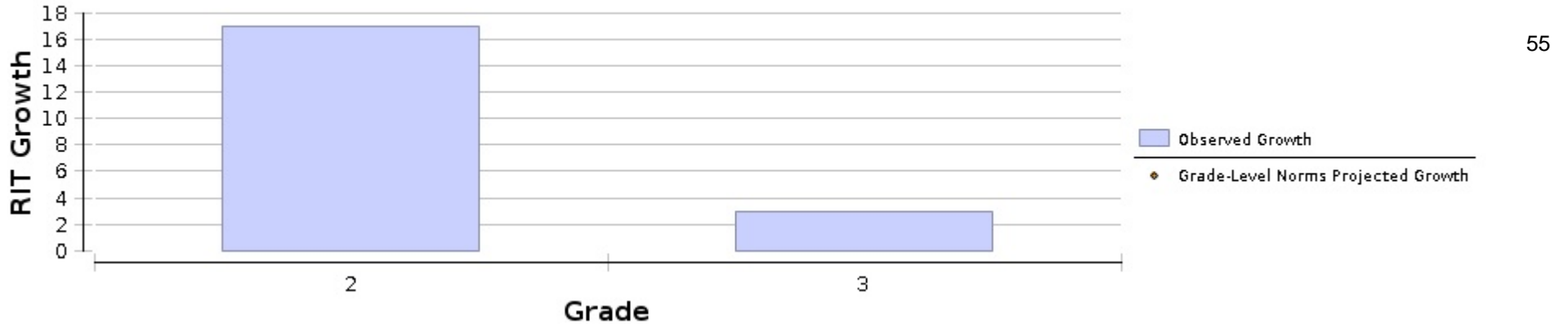
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Bay Colony Road Elementary School

Language Arts:
Reading (Spanish)

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	22	172.7	10.3		189.9	11.8		17	1.5				22	15	68	57
3	14	194.6	10.4		197.9	10.9		3	2.1				14	6	43	39

Language Arts: Reading (Spanish)



Explanatory Notes

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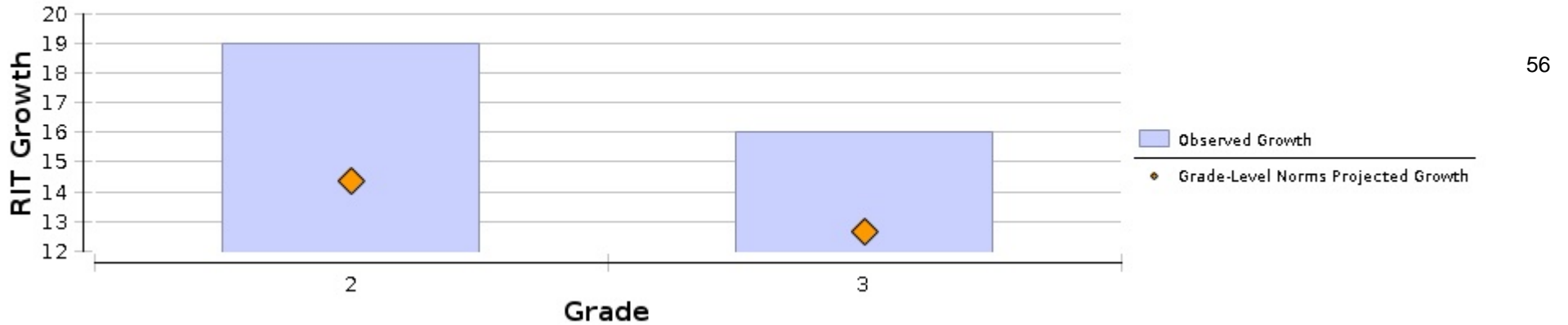
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Calder Road Elementary

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	109	170.1	13.1	20	189.1	10.6	48	19	0.8	14.4	2.05	98	109	77	71	70
3	124	189.4	10.8	56	205.5	11.6	75	16	0.6	12.6	1.64	95	124	90	73	72

Math: Math K-12



Explanatory Notes

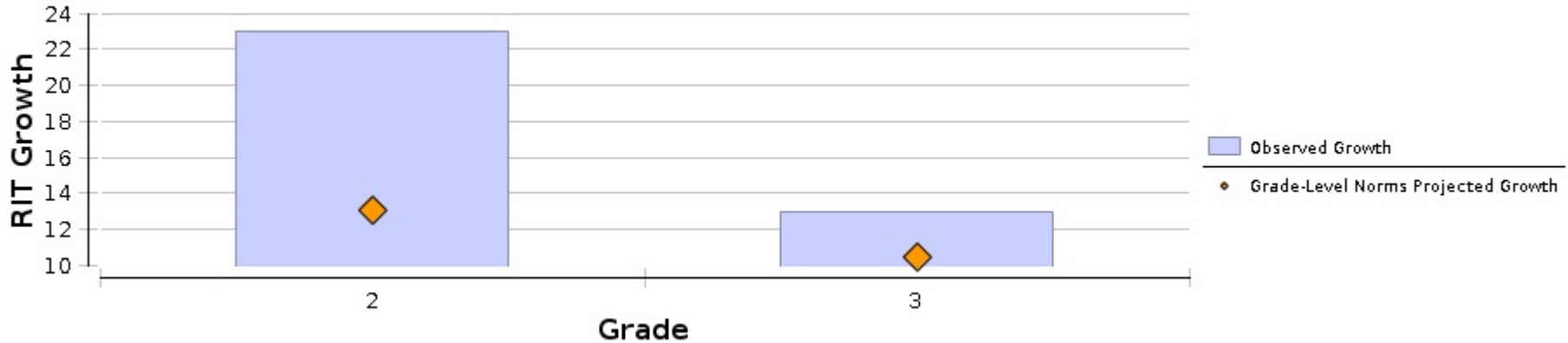
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Calder Road Elementary

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	99	167.6	15.8	23	190.3	15.2	75	23	1.2	13.1	3.83	99	99	80	81	83
3	106	187.8	15.1	57	200.4	13.4	68	13	0.9	10.5	1.01	84	106	70	66	60

Language Arts: Reading



57

Explanatory Notes

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Aggregate by School

Term: Spring 2023-2024
 District: Dickinson ISD

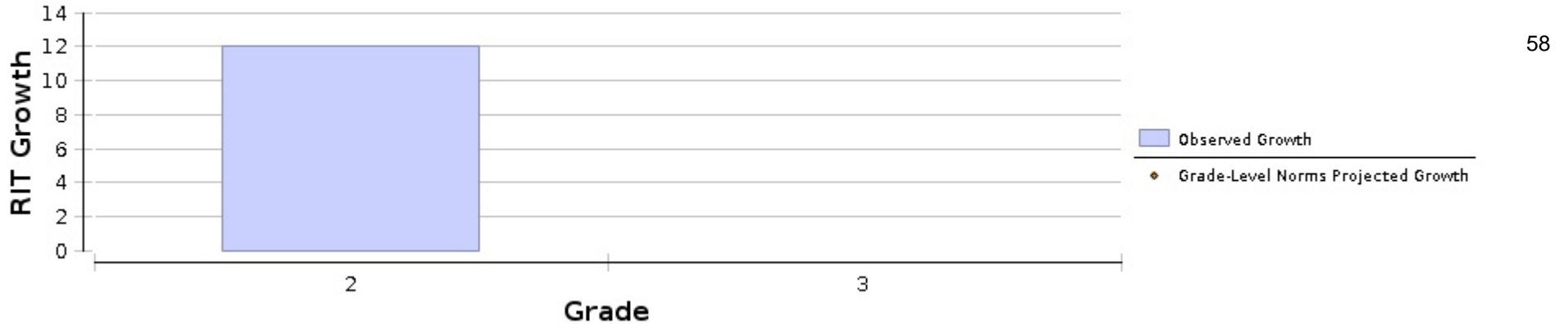
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2023 - Spring 2024
 Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
 Grouping: None
 Small Group Display: No

Calder Road Elementary

Language Arts:
 Reading (Spanish)

Grade (Spring 2024)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
2	14	176.6	10.8		188.1	12.0		12	2.0					14	8	57	50
3	9	*			*			*						*			

Language Arts: Reading (Spanish)



Explanatory Notes

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



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
 District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2023 - Spring 2024
 Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
 Grouping: None
 Small Group Display: No

Dickinson Junior High School

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	310	212.7	13.3	40	219.7	14.8	35	7	0.4	8.0	-0.46	32	310	146	47	43
7	277	220.2	13.6	50	221.6	16.8	29	1	0.5	6.5	-2.50	1	277	78	28	24
8	190	214.1	13.6	13	215.4	15.1	7	1	0.8	5.2	-1.62	5	190	60	32	26

Math: Math K-12



59

Explanatory Notes

- ¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
- * Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
- ** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
- ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
 District: Dickinson ISD

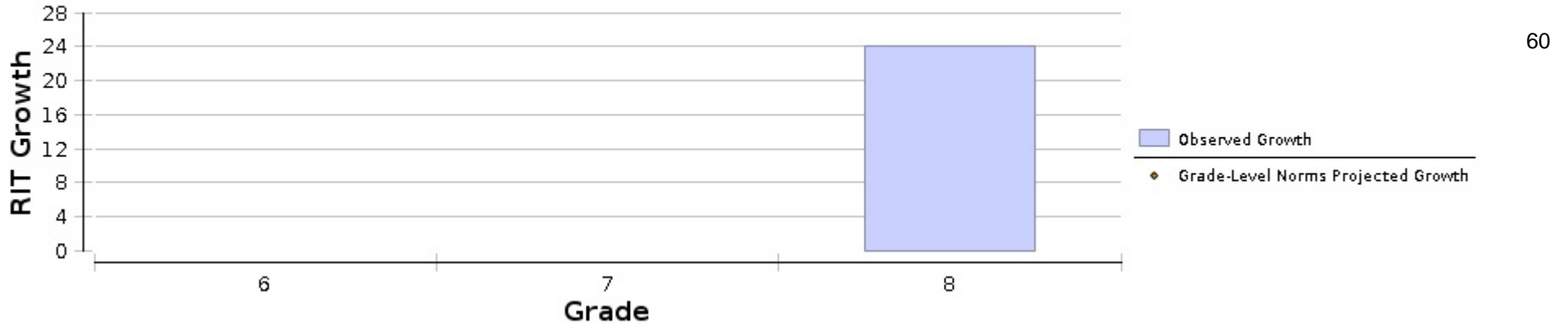
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2023 - Spring 2024
 Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
 Grouping: None
 Small Group Display: No

Dickinson Junior High School

Math: Algebra 1

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	0	**			**			**				**				
7	0	**			**			**				**				
8	62	234.8	9.6		258.8	14.2		24	1.3			62	58	94		93

Math: Algebra 1



Explanatory Notes

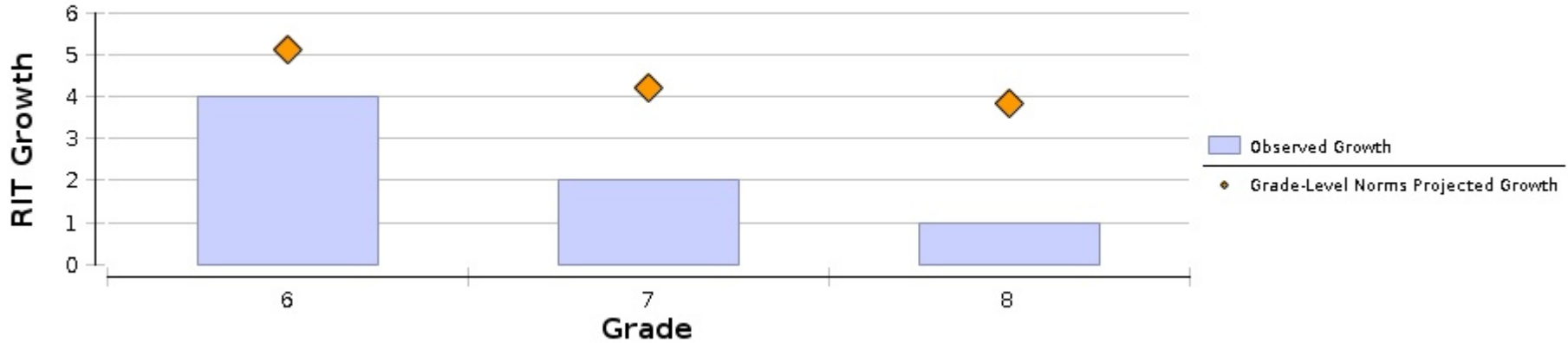
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 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Dickinson Junior High School

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6	309	211.2	13.1	56	214.8	13.1	47	4	0.4	5.1	-0.88	19	309	147	48	45	
7	264	213.1	14.1	44	215.1	15.5	32	2	0.6	4.2	-1.26	10	264	115	44	42	
8	258	214.2	14.6	31	215.4	15.0	21	1	0.6	3.8	-1.31	10	258	109	42	36	

Language Arts: Reading



61

Explanatory Notes

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

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

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



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
 District: Dickinson ISD

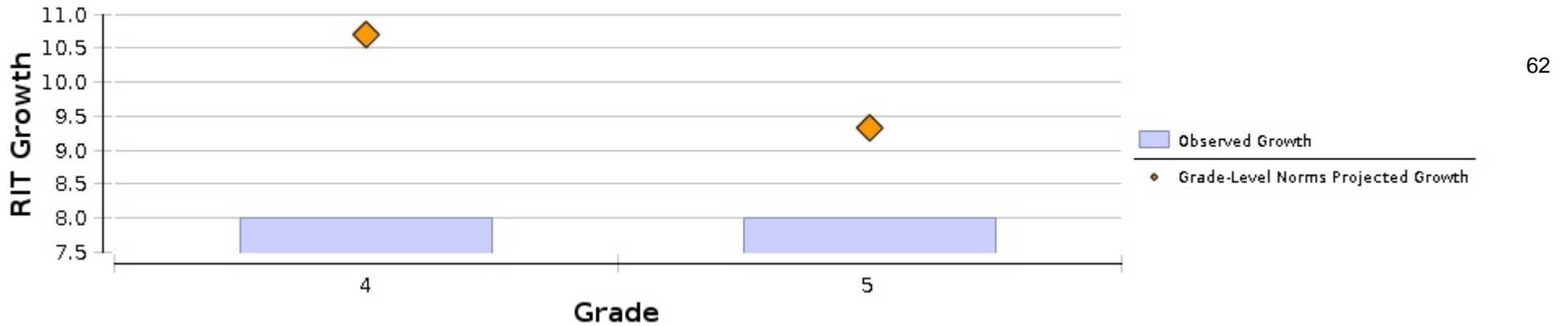
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2023 - Spring 2024
 Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
 Grouping: None
 Small Group Display: No

Dunbar Middle School

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
4	247	195.3	16.7	26	203.0	18.8	15	8	0.5	10.7	-1.51	7	247	84	34	33
5	256	206.0	16.4	33	214.2	16.6	29	8	0.5	9.3	-0.48	31	256	115	45	41

Math: Math K-12



Explanatory Notes

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- ** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
- [‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Aggregate by School

Term: Spring 2023-2024
District: Dickinson ISD

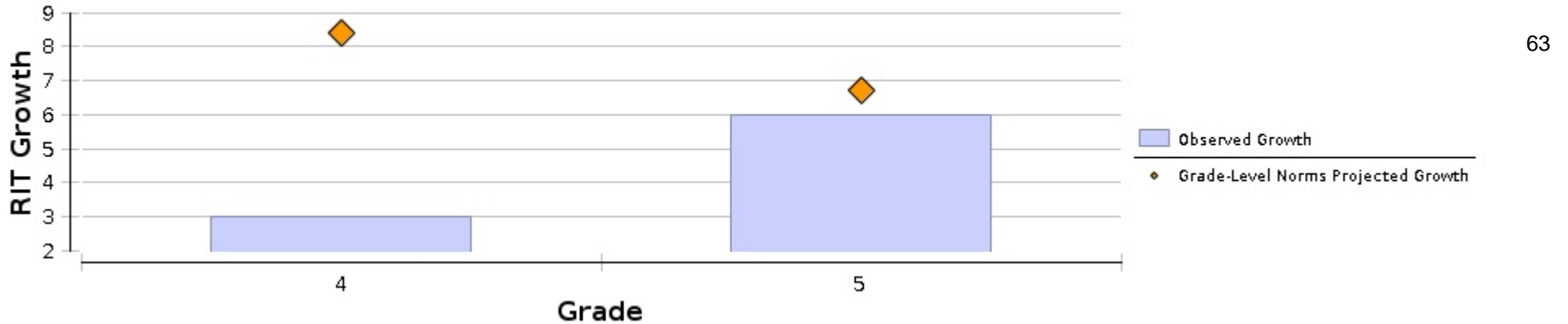
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

Dunbar Middle School

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
4	210	192.5	17.1	28	195.5	18.8	10	3	0.7	8.4	-2.60	1	210	75	36	31	
5	252	200.9	16.3	31	206.9	14.2	28	6	0.6	6.7	-0.35	36	252	113	45	42	

Language Arts: Reading



Explanatory Notes

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

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

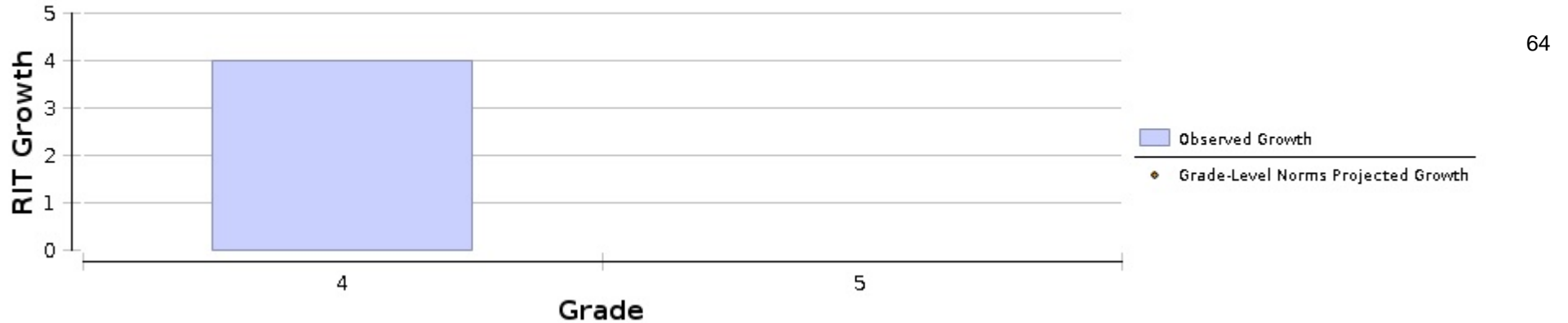
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Dunbar Middle School

Language Arts:
Reading (Spanish)

Grade (Spring 2024)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
4	18	191.9	19.2		195.6	17.0		4	2.2					18	5	28	29
5	4	*			*			*						*			

Language Arts: Reading (Spanish)



Explanatory Notes

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

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

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



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
 District: Dickinson ISD

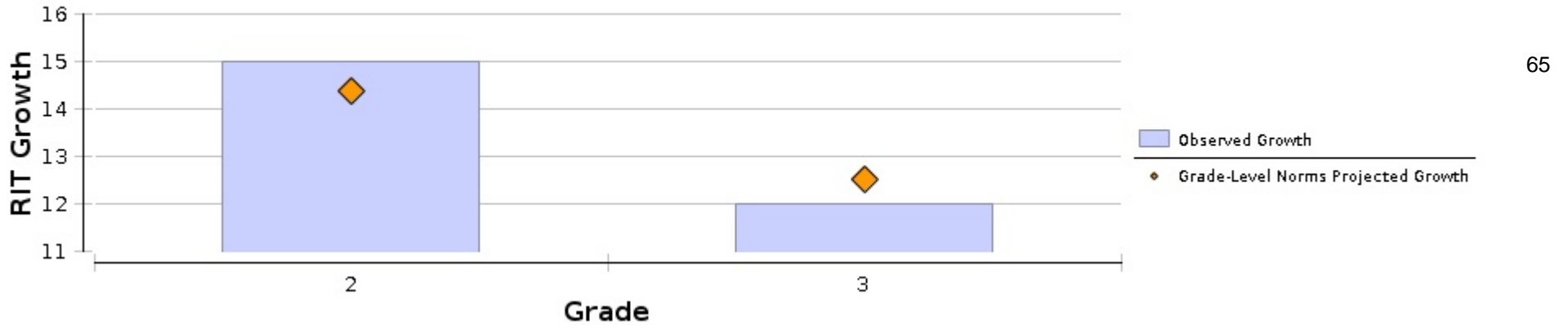
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2023 - Spring 2024
 Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
 Grouping: None
 Small Group Display: No

Hughes Road Elementary School

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	125	170.1	14.8	20	185.5	14.6	27	15	0.8	14.4	0.46	68	125	75	60	56
3	115	186.2	11.5	35	198.0	12.9	32	12	0.6	12.5	-0.33	37	115	57	50	47

Math: Math K-12



Explanatory Notes

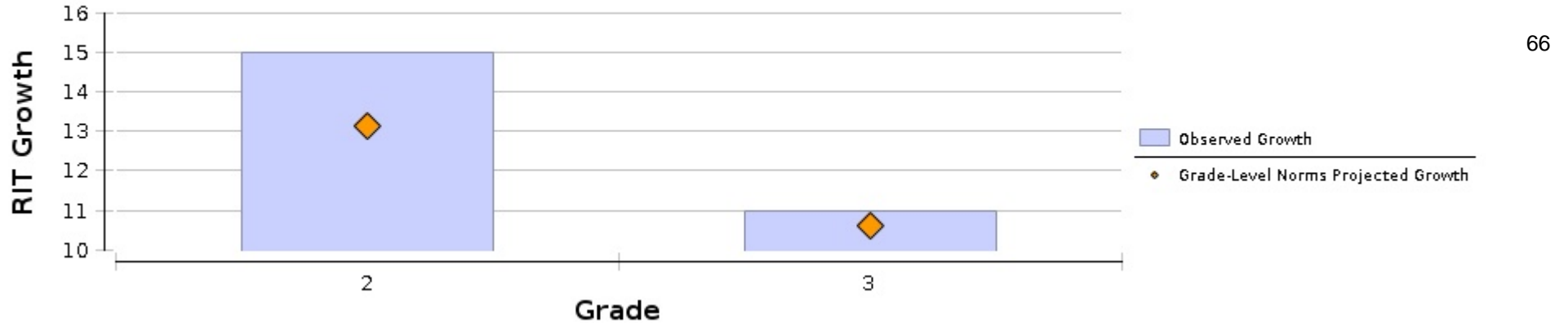
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Hughes Road Elementary School

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	121	168.9	15.5	30	183.8	14.0	40	15	1.0	13.1	0.71	76	121	66	55	54
3	121	183.8	14.7	35	194.8	14.6	37	11	1.0	10.6	0.18	57	121	58	48	46

Language Arts: Reading



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
 District: Dickinson ISD

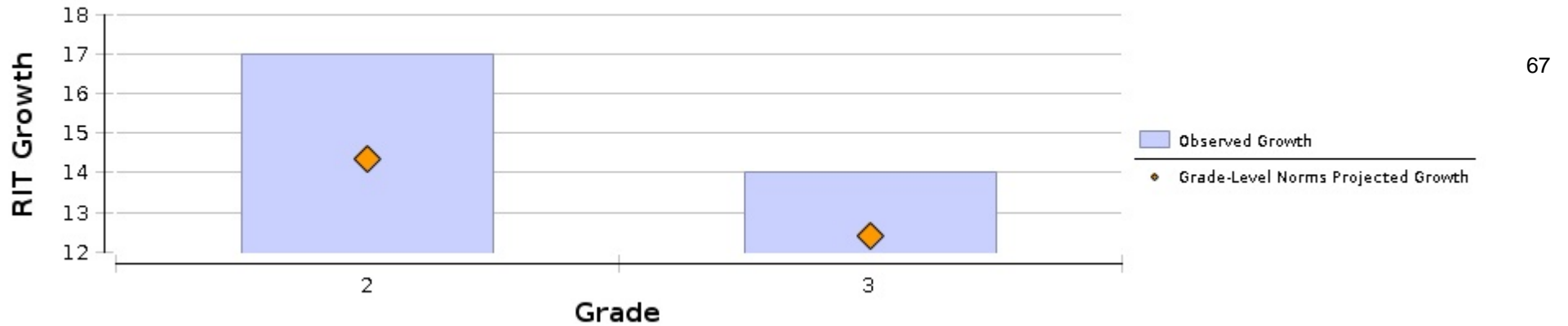
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2023 - Spring 2024
 Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
 Grouping: None
 Small Group Display: No

KE Little Elementary School

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	93	171.4	13.4	26	188.2	12.9	42	17	0.9	14.4	1.08	86	93	55	59	54
3	97	184.4	14.2	25	198.2	14.4	33	14	0.9	12.4	0.66	74	97	59	61	52

Math: Math K-12



Explanatory Notes

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Aggregate by School

Term: Spring 2023-2024
District: Dickinson ISD

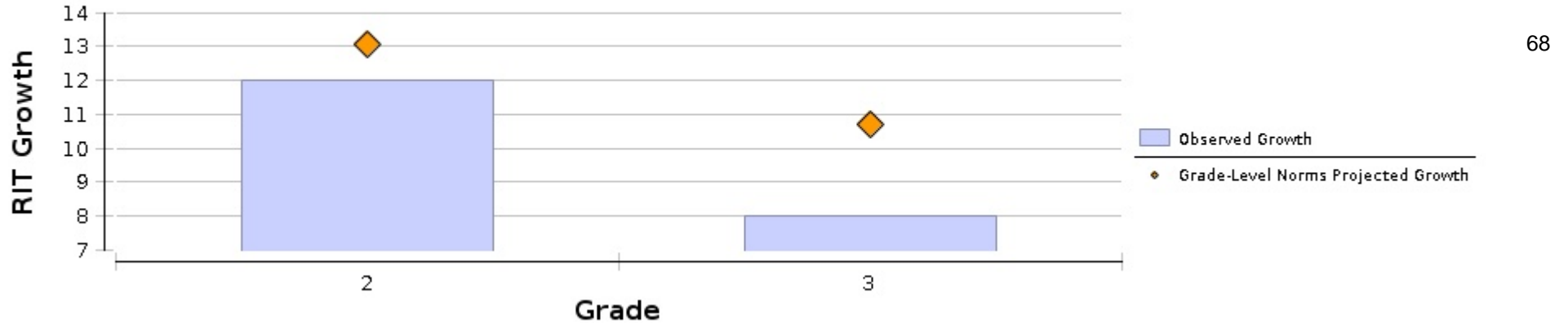
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

KE Little Elementary School

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	57	166.2	12.7	17	178.4	15.2	16	12	1.6	13.0	-0.33	37	57	22	39	29
3	61	182.4	13.5	28	190.7	13.2	19	8	1.3	10.7	-1.13	13	61	27	44	39

Language Arts: Reading



Explanatory Notes

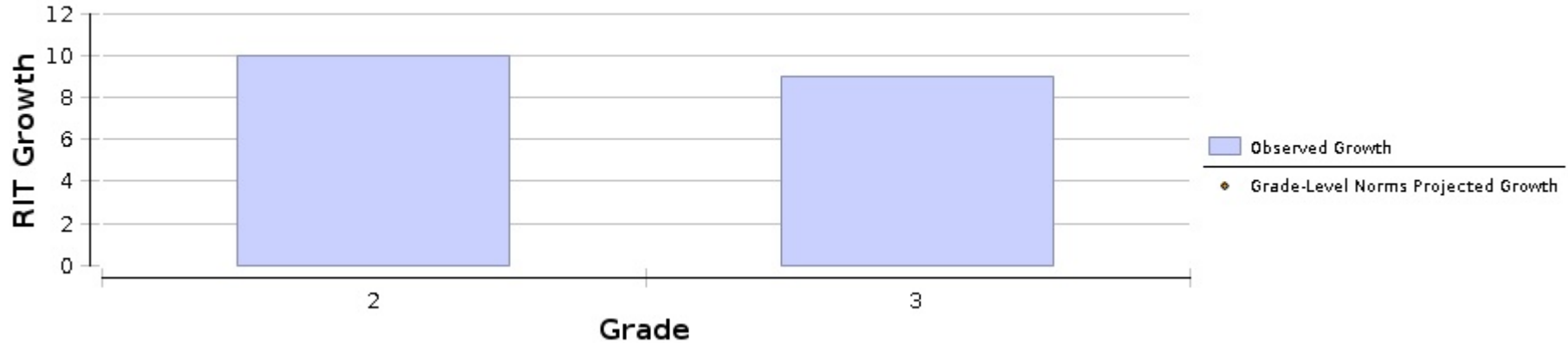
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KE Little Elementary School

Language Arts:
Reading (Spanish)

Grade (Spring 2024)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
2	37	174.6	12.9		184.8	13.7		10	1.1					37	10	27	35
3	34	181.5	16.1		190.6	15.6		9	1.7					34	17	50	52

Language Arts: Reading (Spanish)



69

Explanatory Notes

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

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



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
 District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2023 - Spring 2024
 Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
 Grouping: None
 Small Group Display: No

Kranz Junior High School

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	233	209.5	13.4	25	217.6	16.3	27	8	0.5	7.8	0.12	55	233	129	55	55
7	203	214.3	14.7	25	219.3	17.1	21	5	0.6	6.3	-0.62	27	203	85	42	41
8	159	214.4	12.2	14	216.1	12.4	8	2	0.6	5.2	-1.46	7	159	47	30	31

Math: Math K-12



70

Explanatory Notes

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

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

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



Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
 District: Dickinson ISD

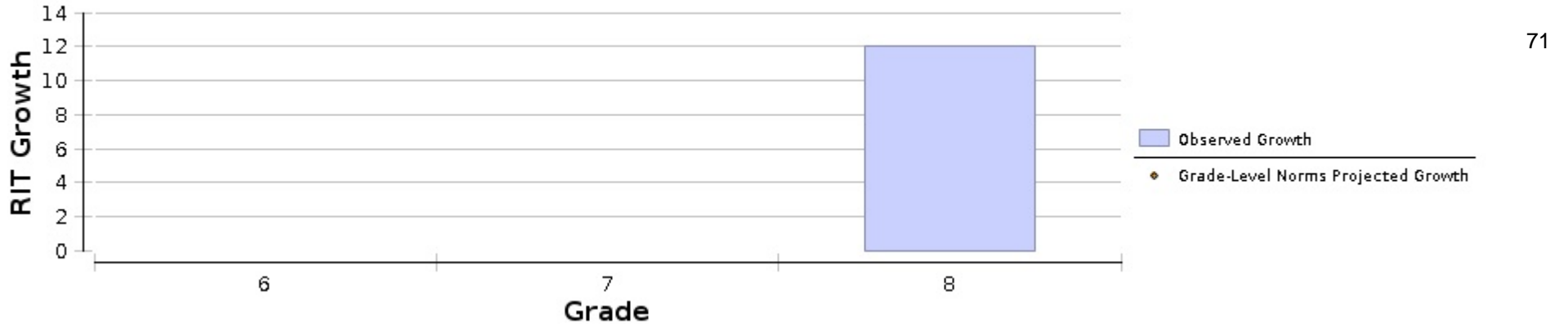
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2023 - Spring 2024
 Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
 Grouping: None
 Small Group Display: No

Kranz Junior High School

Math: Algebra 1

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6	0	**			**				**					**			
7	1	*			*				*					*			
8	139	241.6	11.1		253.3	13.8		12	0.7					139	96	69	63

Math: Algebra 1



Explanatory Notes

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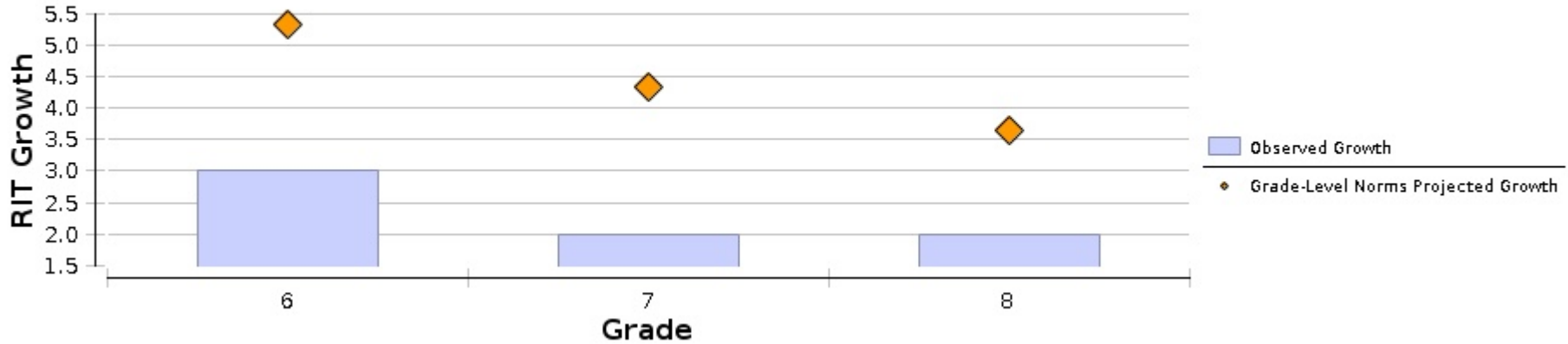
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Kranz Junior High School

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	211	208.2	14.8	39	211.4	15.2	28	3	0.6	5.3	-1.21	11	211	95	45	44
7	214	210.3	14.3	30	212.4	15.7	20	2	0.7	4.3	-1.27	10	214	97	45	39
8	285	218.4	15.8	52	220.4	16.0	44	2	0.5	3.6	-0.81	21	285	131	46	46

Language Arts: Reading



72

Explanatory Notes

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

Aggregate by School

Term: Spring 2023-2024
 District: Dickinson ISD

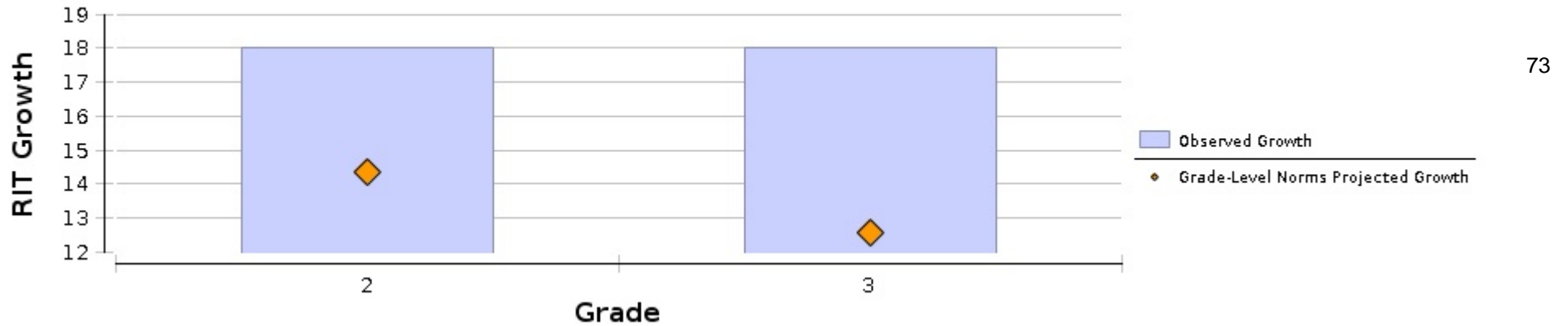
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2023 - Spring 2024
 Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
 Grouping: None
 Small Group Display: No

Lobit Elementary School

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	161	172.7	11.3	34	190.4	10.1	56	18	0.6	14.4	1.47	93	161	110	68	65
3	163	188.1	10.4	47	205.7	10.5	76	18	0.5	12.6	2.38	99	163	128	79	79

Math: Math K-12



Explanatory Notes

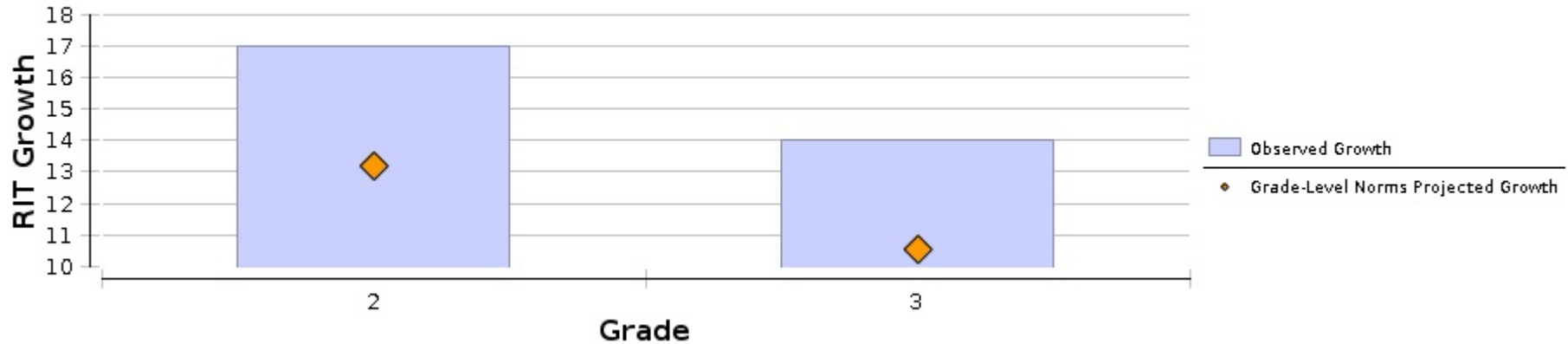
¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Lobit Elementary School

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	160	171.0	14.4	42	187.8	13.2	62	17	0.9	13.2	1.44	93	160	103	64	67
3	157	186.0	14.0	47	199.6	13.2	63	14	0.7	10.5	1.45	93	157	108	69	63

Language Arts: Reading



Explanatory Notes

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

Term: Spring 2023-2024
 District: Dickinson ISD

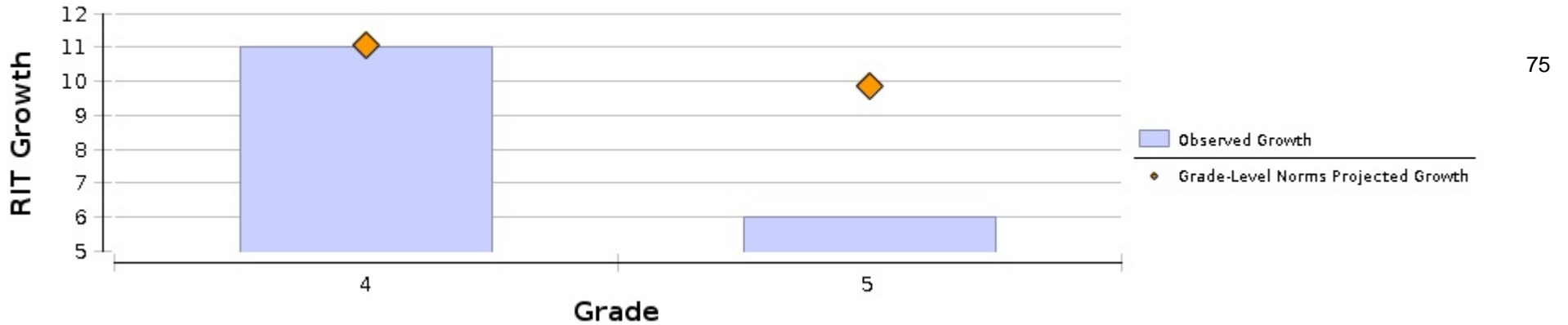
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2023 - Spring 2024
 Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
 Grouping: None
 Small Group Display: No

Lobit Middle School

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
4	284	200.9	13.0	58	211.7	14.3	56	11	0.4	11.0	-0.13	45	284	150	53	51
5	268	211.8	13.9	64	217.5	15.5	44	6	0.4	9.9	-1.79	4	268	81	30	30

Math: Math K-12



Explanatory Notes

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Aggregate by School

Term: Spring 2023-2024
 District: Dickinson ISD

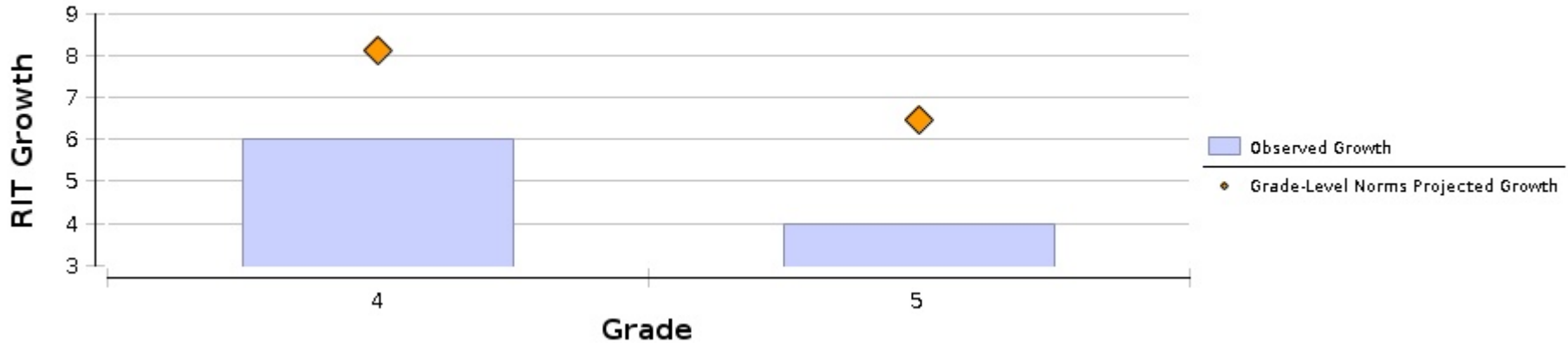
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 Growth Comparison Period: Fall 2023 - Spring 2024
 Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
 Grouping: None
 Small Group Display: No

Lobit Middle School

Language Arts:
 Reading

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
4	276	197.5	15.4	55	203.6	16.4	43	6	0.6	8.1	-0.97	17	276	131	47	43	
5	272	204.9	15.6	52	208.7	15.9	37	4	0.5	6.5	-1.36	9	272	107	39	34	

Language Arts: Reading



Explanatory Notes

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Lobit Middle School

Language Arts:
Reading (Spanish)

Grade (Spring 2024)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
4	3	*			*				*					*		
5	0	**			**				**					**		

Language Arts: Reading (Spanish)



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
District: Dickinson ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2023 - Spring 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 32 (Spring 2024)
Grouping: None
Small Group Display: No

McAdams Junior High School

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	233	209.5	12.5	25	213.7	16.4	14	4	0.5	7.8	-1.66	5	233	75	32	27
7	244	217.6	14.7	38	220.5	17.0	25	3	0.5	6.4	-1.71	4	244	76	31	29
8	184	214.0	15.2	13	212.7	15.9	4	-1	0.7	5.2	-2.70	1	184	39	21	22

Math: Math K-12



78

Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
 District: Dickinson ISD

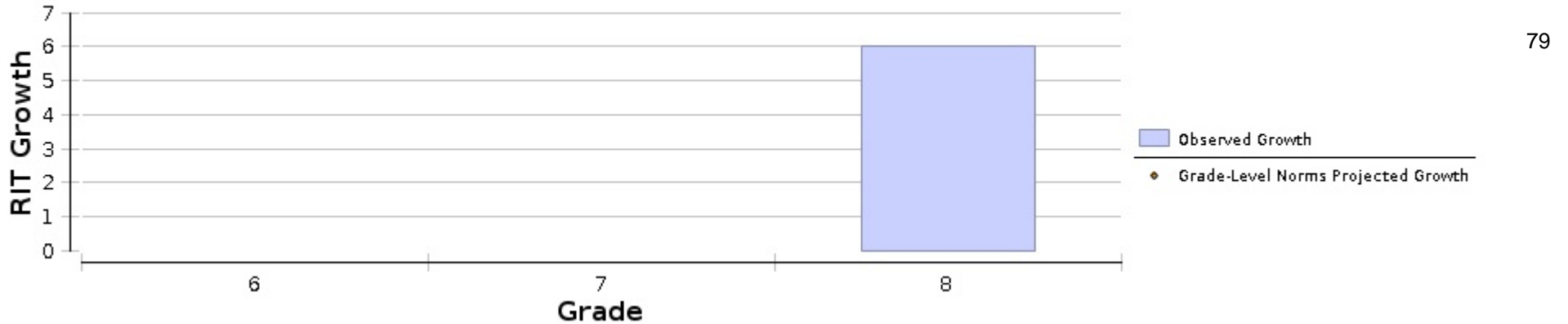
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2023 - Spring 2024
 Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
 Grouping: None
 Small Group Display: No

McAdams Junior High School

Math: Algebra 1

Grade (Spring 2024)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	0	**			**				**					**		
7	0	**			**				**					**		
8	47	232.0	10.7		237.8	10.7		6	1.2				47	17	36	41

Math: Algebra 1



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2023-2024
 District: Dickinson ISD

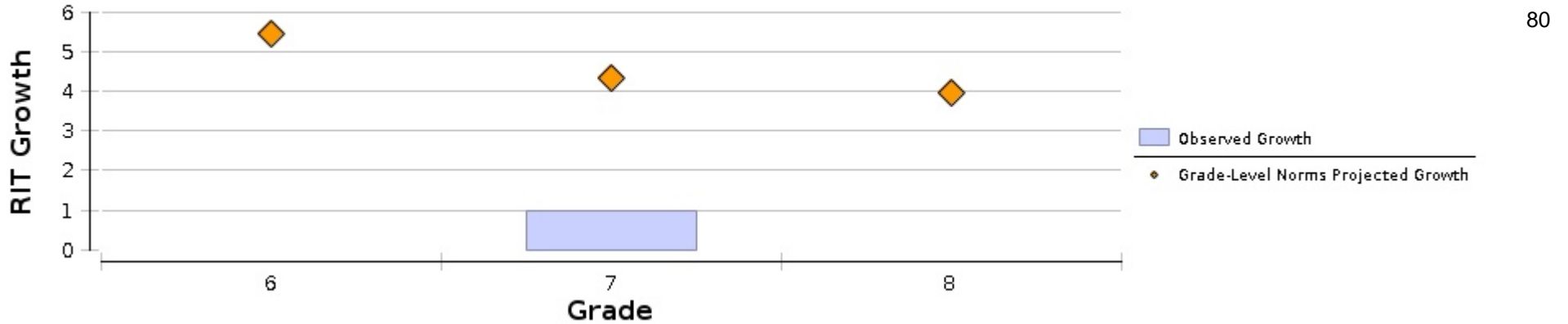
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2023 - Spring 2024
 Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
 Grouping: None
 Small Group Display: No

McAdams Junior High School

Language Arts:
 Reading

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
6	227	205.8	16.3	27	206.2	16.9	9	0	0.6	5.5	-2.90	1	227	70	31	27	
7	231	210.8	16.5	32	212.1	16.4	19	1	0.6	4.3	-1.72	4	231	83	36	32	
8	220	211.7	16.8	21	211.5	16.9	9	0	0.7	4.0	-2.06	2	220	68	31	30	

Language Arts: Reading



Explanatory Notes

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Aggregate by School

Term: Spring 2023-2024
 District: Dickinson ISD

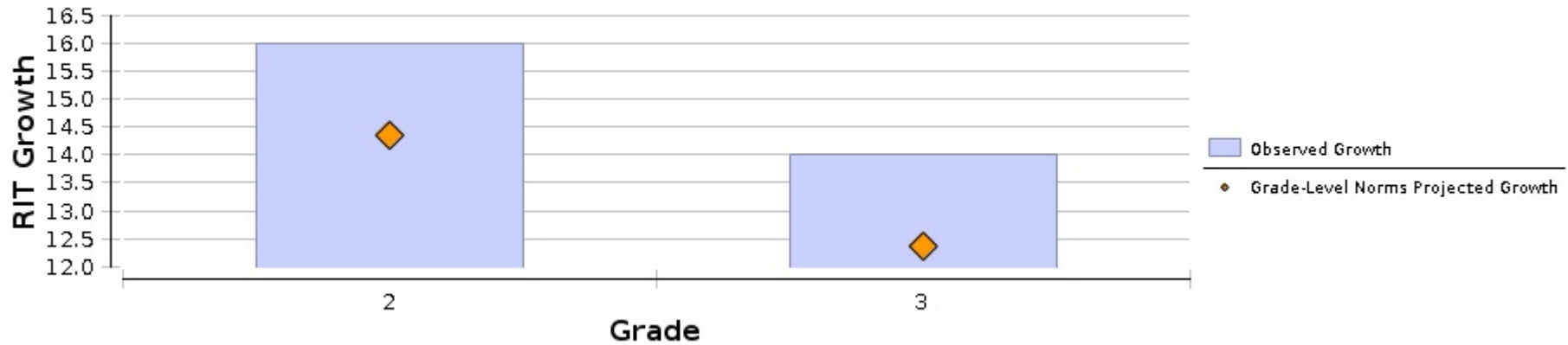
Norms Reference Data: 2020 and User Norms¹.
 Growth Comparison Period: Fall 2023 - Spring 2024
 Weeks of Instruction: Start - 4 (Fall 2023)
 End - 32 (Spring 2024)
 Grouping: None
 Small Group Display: No

San Leon Elementary School

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	99	168.4	12.2	13	184.2	12.5	20	16	0.8	14.3	0.64	74	99	59	60	56
3	110	183.5	13.9	20	197.1	16.0	27	14	0.7	12.4	0.58	72	110	60	55	55

Math: Math K-12



Explanatory Notes

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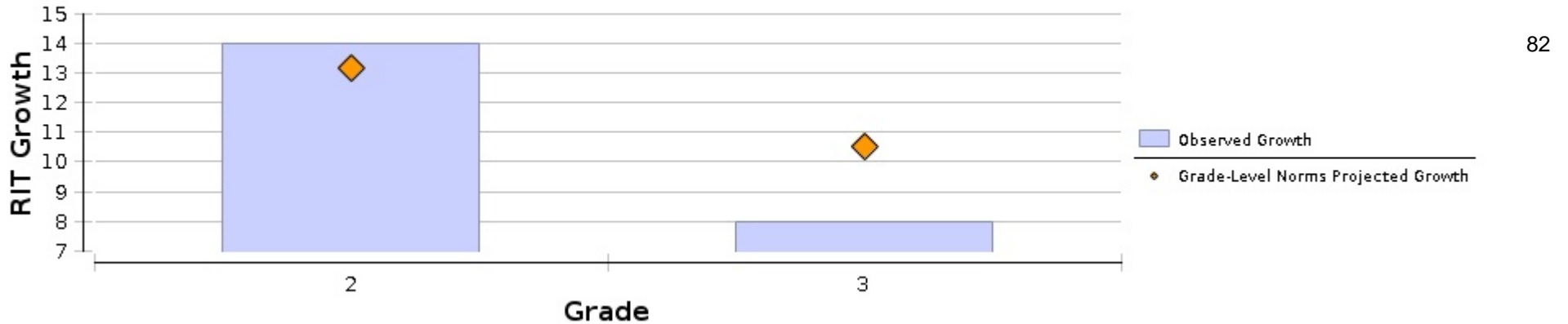
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San Leon Elementary School

Language Arts:
Reading

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	66	169.6	15.6	34	183.7	14.3	40	14	1.2	13.1	0.38	65	66	37	56	57
3	69	186.9	15.5	52	194.4	17.9	35	8	1.1	10.5	-1.41	8	69	27	39	39

Language Arts: Reading



Explanatory Notes

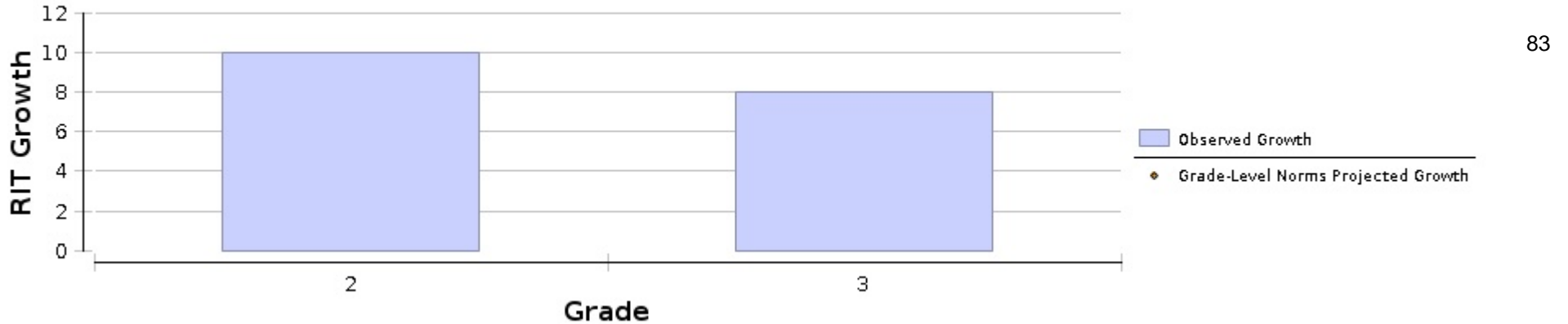
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San Leon Elementary School

Language Arts:
Reading (Spanish)

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	28	172.9	9.8		183.0	12.4		10	1.3				28	8	29	32
3	33	182.6	12.0		191.0	13.5		8	1.5				33	17	52	51

Language Arts: Reading (Spanish)



Explanatory Notes

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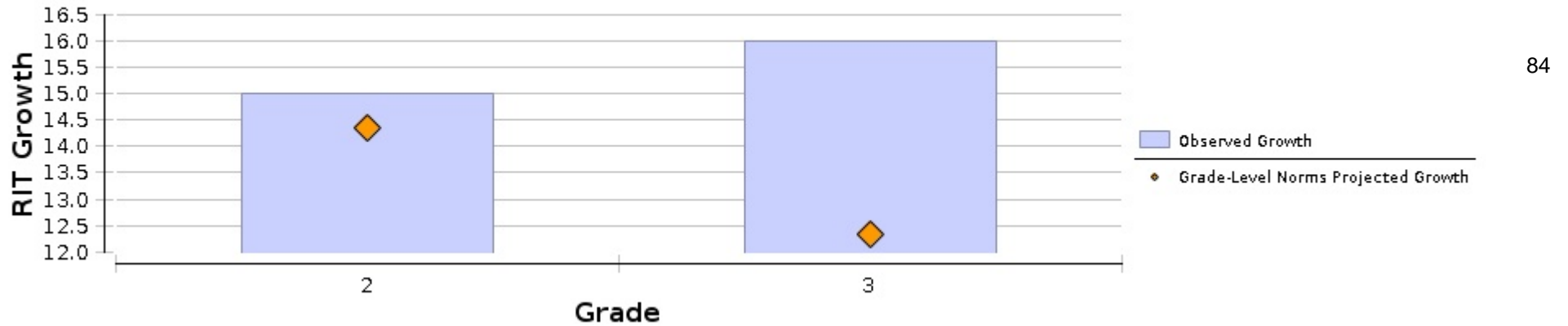
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Silbernagel Elementary School

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events [‡]	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	118	171.8	12.6	29	186.8	11.0	34	15	0.8	14.4	0.28	61	118	64	54	49
3	101	182.6	14.4	16	198.7	16.7	36	16	0.8	12.3	1.79	96	101	67	66	67

Math: Math K-12



Explanatory Notes

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Aggregate by School

Term: Spring 2023-2024
 District: Dickinson ISD

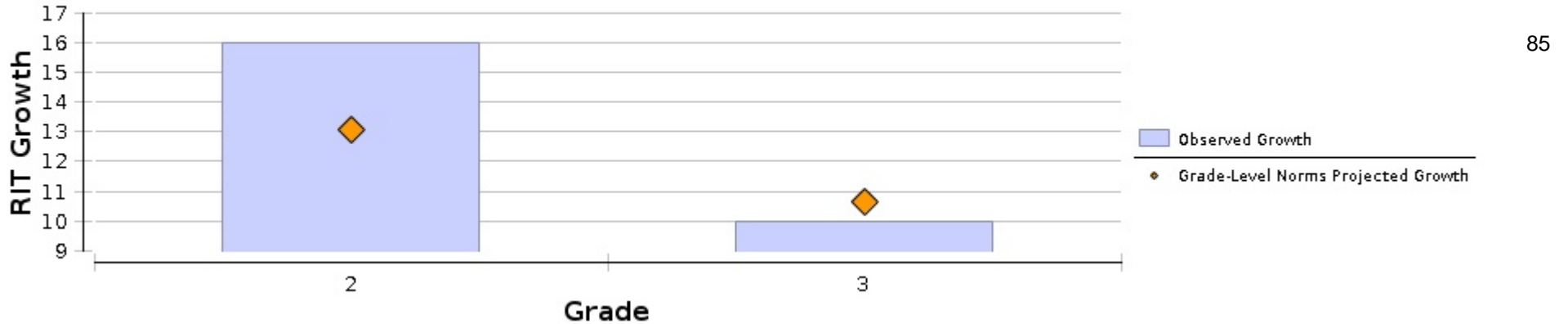
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 End - 32 (Spring 2024)
 Grouping: None
 Small Group Display: No

Silbernagel Elementary School

Language Arts:
 Reading

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
2	80	168.0	15.1	25	184.2	15.5	42	16	1.2	13.1	1.24	89	80	58	73	64
3	66	182.9	15.4	30	193.1	16.6	29	10	1.0	10.7	-0.22	41	66	30	45	44

Language Arts: Reading



Explanatory Notes

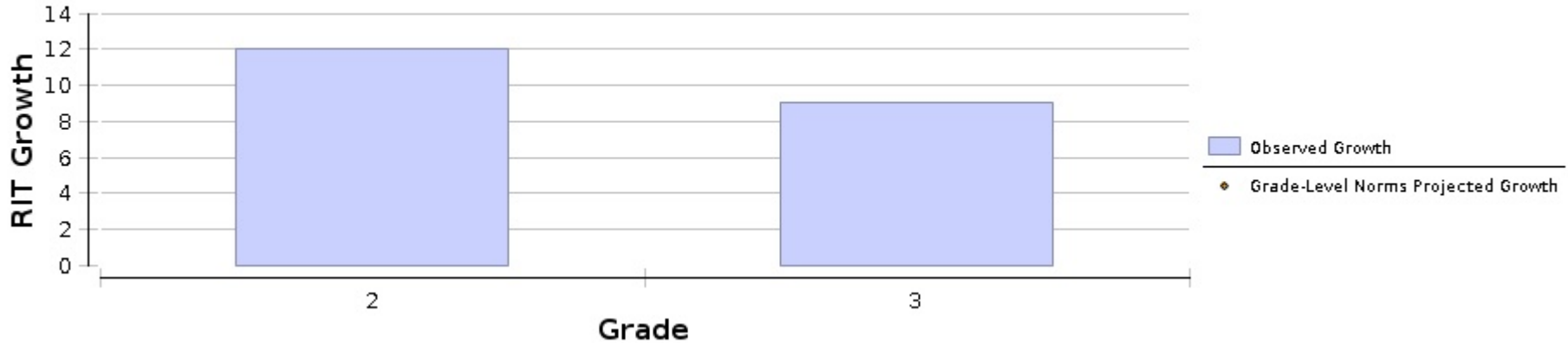
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Silbernagel Elementary School

Language Arts:
Reading (Spanish)

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
2	34	177.6	11.6		189.9	12.5		12	1.5					34	15	44	43
3	35	185.3	11.6		194.3	12.2		9	1.4					35	21	60	67

Language Arts: Reading (Spanish)



Explanatory Notes

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**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 4, 2024

Item Title: 2024 Spring Professional Development Report and Summer Professional Development Plan

Agenda Item: Lindsey Suarez

Background Information:

The following written reports are attached:

- Spring 2024 Professional Development Report (Summary and full report from Strive)
- Summer 2024 Professional Development Preview
- Summer 2024 Professional Development Catalogue (Elementary and Secondary)

Recommendation:

Information only

Action Item: _____ Yes No

Dickinson ISD Professional Development Summary
Spring 2024

1. Professional Development Statistics for January 3, 2024 - May 30, 2024
 - a. 110 professional development sessions offered
 - b. 353 professional development hours offered
 - c. 2179 staff member course enrollments
 - d. 8386 professional development hours earned by DISD staff

2. Professional Development Provided by:
 - a. DISD Educational Services Department
 - b. Special Programs Department
 - c. Human Resources Department
 - d. Business Services Department
 - e. Technology Department
 - f. Food and Nutrition Services
 - g. Campus Administration and Staff
 - h. Campus Sponsored PD
 - i. District Partnerships:
 - i. Lead4ward
 - ii. Solution Tree
 - iii. Region IV

3. Ongoing Professional Development Programs for 2023-24:
 - a. New Teacher Induction Program (2 years)
 - i. Year 1 - First Year Teacher Academy
 - ii. Year 2 - Navigators
 - b. Assistant Principal Academy and First Year AP Academy
 - c. Principal Cohorts
 - d. Aspiring Principal and Assistant Principal Academies
 - e. Assessment Coaching Program with Solution Tree's Cassie Erkens
 - f. Curriculum Development Teams
 - g. AP/Pre AP Vertical Teams
 - h. Librarian Networks
 - i. Special Education Instructional Design Team (SEID)
 - j. Collaborative University Partnerships

4. Summer 2024 Planning
 - a. 133 courses offered
 - b. Sessions directed at the following content areas:
 - i. General Audience
 - ii. RLA
 - iii. Math
 - iv. Science
 - v. Social Studies
 - vi. Advanced Academics
 - vii. Special Education
 - viii. Bilingual Education and Languages Other Than English
 - ix. Fine Arts
 - x. Technology
 - xi. CTE
 - xii. Literacy

Dickinson ISD Professional Development Summer 2024 Preview

Gator Nation CHOMP Conference

Our one day, home grown professional development conference will occur on June 3, 2024. Participants will choose from dozens of breakout sessions led by DISD professionals, as well as hear a morning keynote on the AI Infused Classroom by national presenter, Holly Clark. In the afternoon, DISD and Lobit Elementary's own, Mr. Juan Gonzales, will close our conference with a keynote on the joys of teaching.

Response to Intervention (RTI) @ Work WIRED Institute

We will host a two-day streaming event on June 12-13 for 200 participants representing all campuses. Those attending will hear from national Solution Tree Speakers such as Mike Mattos, Paula Maeker, Luis Cruz, and Nicole Dimich on topics such as Embracing the RTI Process, Essential Learning, Using Assessment to Increase Student Learning, How to Create a Highly Effective, Multi Tiered System of Supports, and A Systemwide Response to Behavior.

Individual PD Events

We will provide over 133 offerings this summer covering a wide range of content areas, many of which will be taught by DISD professionals throughout June, July, and August.

Gifted & Talented/STEAM

In-district, out of district, and online opportunities for the 30-hour GT Foundation/Core, as well as the 6-hour GT update, will be provided for teachers.

Back to School Week 2024-25

We will welcome new hires back August 2-6, 2024 following this schedule:

- August 2, 2024 - Welcome at Kranz Junior High, Campus Orientation, and First Year Teacher Academy
- August 5, 2024 - Technology Orientation, DISD Education Foundation Luncheon, and 7 Steps to a Language Rich Classroom training
- August 6, 2024 - Handbook/Payroll/Benefits Training, Foundations of PLC, and Curriculum Overviews

We will welcome all DISD professional employees back August 7-13, 2024 following this schedule:

- August 7, 2024 - Campus based training
- August 8, 2024 - Campus based training for PK-8 and Gator Learning Communities for DHS
- August 9, 2024 - Campus based training for 4-12 and Gator Learning Communities for Elementary
- August 12, 2024 - Convocation and Vendor Fair for all, campus based training for PK-3 and 9-12, and Gator Learning Communities for Middle and Junior High
- August 13, 2024 - Teacher Work Day

Enrollment Data

Enrollment data from January 1, 2024 to May 30, 2024



All Courses

Course Title	Date	Max Seats	Active	Pending	Absent	Attendance %
KELES Second Semester Reboot	1/3/2024	80	56	0	3	95
ESC 251: PreK+ ECSE CLI Foundations Training Cont.	1/4/2024	100	49	0	0	100
DHS - Behavior Team Social Skills and Documentation	1/4/2024	30	17	0	0	100
Barber Middle School - Test Security Training	1/4/2024	90	33	0	0	100
DHS LGI: K-3 Eureka Math (HRES/SLES)	1/4/2024	50	39	0	0	100
CPI Course	1/5/2024	25	13	0	0	100
KELES Tech Liaison PD	1/8/2024	30	12	0	0	100
ESC 251: G4 Dual Language ELLD/SLAR Planning	1/9/2024	30	10	0	0	100
ESC 251: G3 Dual Language ELLD/SLAR Planning	1/10/2024	30	9	0	0	100
ESC 230 Screening for Dyslexia Dyslexia and Referral Process	1/11/2024	30	26	0	0	100
ESC 230: G4 Dual Language ELLD/SLAR Planning	1/17/2024	30	3	0	0	100
ESC 251: SPED Training for Principals, APs and Educational Services (AM)	1/18/2024	100	15	0	0	100
KJHS Lunch and Learn Day Schoology Item Types	1/18/2024	30	16	0	0	100
ESC 251: SPED Training for Principals, APs and Educational Services (PM)	1/18/2024	100	31	0	0	100
ESC 251: ADOS Training by Dr. Whittenberg	1/19/2024	30	12	0	0	100
ESC 230 CTC Training	1/23/2024	30	6	0	0	100
ESC 251: Transforming School Culture with Dr. Anthony Muhammad (AM)	1/24/2024	100	73	0	0	100
ESC 251: Transforming School Culture with Dr. Anthony Muhammad (PM)	1/24/2024	100	45	0	0	100
ESC 251: INVITE ONLY - Amplify Boost Training (K-5 RLA)	1/25/2024	40	31	0	0	100
Navigators (2nd Year Teachers) 3:30-Secondary; 4:30-Elementary	1/25/2024	60	45	0	0	100
UHCL Intern II Seminar	1/26/2024	30	4	0	0	100
ESC 251: MDR Training for School Psychologists with Dr. Cheramie and Dr. Gates	1/29/2024	30	11	0	0	100
CPI Mini Meeting: CAP only	1/29/2024	30	7	0	0	100
AP Meeting - AM - MDR Review with Ginger Gates	1/30/2024	30	18	0	0	100
AP Meeting - PM - MDR Review with Ginger Gates	1/30/2024	30	15	0	0	100
CPI Mini Meeting: Calder Rd only	1/31/2024	30	11	0	0	100

Aspiring Principal Academy	1/31/2024	30	3	0	0	100
Aspiring Assistant Principal Academy	1/31/2024	30	4	0	0	100
ESC 230/231: Technology Liaison Meeting	2/1/2024	30	13	0	0	100
Virtual MOY LPAC Training - AM Session	2/1/2024	30	14	0	0	100
Virtual MOY LPAC Training - PM Session	2/1/2024	30	7	0	0	100
ESC 251 First Year Teacher Academy - AM: 8-11	2/6/2024	100	13	0	0	100
ESC 251 First Year Teacher Academy - PM: 1-4	2/6/2024	100	16	0	0	100
ESC 230 Reading by Design Delving Deeper Instructional Decision Making	2/7/2024	35	28	0	0	100
ESC 251: First Year Teacher Academy - AM: 8-11	2/7/2024	100	9	0	0	100
ESC 251: First Year Teacher Academy - PM: 1-4	2/7/2024	100	17	0	0	100
ESC 251 Bilingual Dyslexia Assessment and FIE Considerations	2/12/2024	30	18	0	0	100
ESC 251 Word Study 2	2/13/2024	30	16	0	0	100
CPI Course	2/13/2024	25	7	0	0	100
ESC 251: Interventionists Collaboration (Learn, Reflect, Next Step)	2/13/2024	60	35	0	0	100
ESC 251: G2 Dual Language ELLD/SLAR Planning	2/15/2024	30	10	0	0	100
DJHS Lunch and Learn Schoology Item Types	2/15/2024	30	26	0	0	100
UHCL Intern II Seminar	2/16/2024	30	4	0	0	100
CPI Mini Meeting: Silbernagel only	2/19/2024	30	10	0	0	100
ESC 230/231: LNM/PLC	2/19/2024	30	12	0	0	100
ESC 232: Secondary Counselors and CCFs Leaving a Clear Trail Training	2/19/2024	30	20	0	0	100
DHS Library: Visible Learning in Social Studies	2/19/2024	35	29	0	0	100
ESC 251: PreK+ ECSE CLI Foundations Training Final Session	2/19/2024	100	40	0	0	100
CPI Mini Meeting: Lobit Middle only	2/19/2024	30	7	0	0	100
CPI Course	2/19/2024	25	17	0	0	100
CPI Mini Meeting: Lobit Elementary only	2/19/2024	30	12	0	0	100
CPI Mini Meeting: DALC only	2/19/2024	30	15	0	0	100
CPI Mini Meeting: San Leon only	2/19/2024	30	15	0	0	100
CPI Mini Meeting: MJHS only	2/19/2024	30	10	0	0	100
CPI Mini Meeting: Barber MS only	2/19/2024	30	16	0	0	100
CPI Mini Meeting: Bay Colony only	2/19/2024	30	9	0	0	100
CPI Mini Meeting: KE Little only	2/19/2024	30	7	0	0	100
ESC 251 First Year Teacher Academy - DHS ONLY - 2-4 p.m.	2/19/2024	100	17	0	0	100
ESC 251 Word Study 2	2/20/2024	30	13	0	0	100
CPI Mini Meeting: Dunbar MS only	2/20/2024	30	14	0	0	100
ESC251: Solution Tree Assessment Coaching Day 3	2/21/2024	100	82	0	0	100
ESC251: Solution Tree Assessment	2/22/2024	100	81	0	0	100

Coaching Day 4							
CPI Mini Meeting: Hughes Rd only	2/22/2024	30	17	0	0	100	
DHS Lunch and Learn Day	2/26/2024	30	6	0	0	100	
ESC 230/231 G1 Dual Language ELLD/SLAR Planning	2/27/2024	30	9	0	0	100	
Navigators (2nd Year Teachers) 3:30-Secondary; 4:30-Elementary	2/27/2024	65	41	0	0	100	
1st Year Assistant Principal Collaborative	2/28/2024	30	6	0	0	100	
ESC 251: Gr 3-5 Lead4ward Rockin' Review (INVITE ONLY)	2/28/2024	100	70	0	0	100	
KJHS Lunch and Learn Day Tech Tools	2/28/2024	30	13	0	0	100	
ESC 251: Gr 6-EOC Lead4ward Rockin' Review (INVITE ONLY)	2/29/2024	100	47	0	0	100	
ESC 231 Enhancing Reading Success through a Comprehensive Approach	2/29/2024	20	18	0	0	100	
ESC 251: First Year Teacher Academy - AM: 8-11	3/5/2024	50	25	0	1	96	
ESC 230 CTC Training	3/5/2024	30	20	0	0	100	
ESC 251: First Year Teacher Academy - PM: 1-4	3/5/2024	50	19	0	1	95	
ESC 251: First Year Teacher Academy - AM: 8-11	3/6/2024	50	8	0	0	100	
ESC 232: G3 Math Leaders Collab (INVITE ONLY) 10-4	3/6/2024	30	6	0	0	100	
ESC 251: First Year Teacher Academy - PM: 1-4	3/6/2024	50	10	0	4	71	
ESC 231 Enhancing Reading Success through a Comprehensive Approach	3/6/2024	20	19	0	0	100	
ESC 232: G4-G5 Math & Science Leaders Collab (INVITE ONLY) 10-4	3/7/2024	30	7	0	0	100	
ESC 231 Enhancing Reading Success through a Comprehensive Approach	3/7/2024	20	16	0	0	100	
UHCL Intern II Seminar	3/8/2024	30	4	0	0	100	
ESC 251: G4 Dual Language ELLD/SLAR Planning - AM Session	3/19/2024	30	9	0	0	100	
ESC251: Solution Tree Assessment Coaching Day 5	3/20/2024	100	75	0	0	100	
ESC251: Solution Tree Assessment Coaching Day 6	3/21/2024	100	71	0	0	100	
Aspiring Principal Academy	3/26/2024	30	3	0	0	100	
Aspiring Assistant Principal Academy	3/26/2024	30	4	0	0	100	
AP Meeting - AM	4/9/2024	50	29	0	0	100	
AP Meeting - PM	4/9/2024	30	22	0	0	100	
ESC 230-231: G1 Dual Language ELLD/SLAR Planning- PM Session	4/9/2024	30	8	0	0	100	
KELES Tech Liaison PD	4/15/2024	30	14	0	0	100	
KELE Enhancing Reading Success through a Comprehensive Approach	4/17/2024	20	18	0	0	100	
KELE Enhancing Reading Success through a Comprehensive Approach	4/18/2024	20	16	0	1	94	
KELE Enhancing Reading Success through a Comprehensive Approach	4/24/2024	20	17	0	1	94	
UHCL Intern II Seminar	4/26/2024	30	3	0	0	100	
Reading by Design Administrator Training 2022-2023	4/30/2024	30	2	0	0	100	
CPI Course	4/30/2024	25	5	0	0	100	

CRES Enhancing Reading Success through a Comprehensive Approach	5/1/2024	20	13	0	0	100
Virtual EOY LPAC Training - AM Session	5/2/2024	30	4	0	0	100
ESC 251: PK/K Dual Language ELLD/SLAR Planning	5/2/2024	30	3	0	0	100
DALC HS Individual Planning Day- June 5th	5/2/2024	30	1	0	0	100
Virtual EOY LPAC Training - PM Session	5/2/2024	30	3	0	0	100
CRES Enhancing Reading Success through a Comprehensive Approach	5/2/2024	20	13	0	0	100
1st Year Assistant Principal Collaborative	5/7/2024	30	5	0	0	100
CRES Enhancing Reading Success through a Comprehensive Approach	5/7/2024	20	14	0	0	100
ESC 251: Eureka Math Coaches Academy	5/8/2024	30	10	0	0	100
ESC 251: K-2 Standards-Based Grading Preview	5/8/2024	60	34	0	0	100
Handwriting and Processing Deficits	5/9/2024	30	15	0	0	100
ESC 251: Maximizing the PLC with Alissa Crabtree	5/16/2024	100	54	0	0	100
Navigators (2nd Year Teachers) 3:30-Secondary; 4:30-Elementary	5/16/2024	50	45	0	0	100
UHCL Intern II Seminar	5/17/2024	30	1	0	0	100
ESC 230/231 Morphology, Spelling and Phoneme Grapheme Mapping to Support Decoding and Encoding in ALL Grade Levels	5/22/2024	30	15	0	0	100
ESC 230/231: End of Year LNM	5/23/2024	30	14	0	0	100
ESC 232: PK-5th RLA CLT	5/23/2024	30	10	0	0	100
ESC 230 CTC Training	5/23/2024	30	5	0	0	100

2024 Summer Professional Learning
Elementary and Middle School Teachers (PK-5)

General Audience

Course Title	Date	Time
KJHS: 2024 DISD CHOMP Conference	June 3, 2024	8:00 - 4:00
ESC 230: Empowering Educators: Engaging Strategies for Classroom Success	June 4, 2024	8:00 - 4:00
ESC 232: From Data Spreadsheets to Data Systems - Making data work for your campus	June 4, 2024	8:00 - 11:00
MJHS B101: Get Well With Gator Wellness	June 4, 2024	8:30 - 11:30
ESC 251: Heron PD	June 6, 2024	8:00 - 4:00
DJHS Auditorium: Assessment Overview with Solution Tree's Cassie Erkins for Grades 3-12	June 10, 2024	8:00 - 4:00
DJHS Auditorium: Standards Based Grading Assessment Overview with Solution Tree's Cassie Erkins for Grades K-2	June 11, 2024	8:00 - 4:00
MJHS Auditorium: RTI@Work Wired (INVITATION ONLY - 2 DAYS)	June 12-13, 2024	7:45 - 4:00
ESC 230: Classroom Management & Culture: The 7 Powers of Conscious Adults	June 18, 2024	8:00 - 4:00
ESC 230/231: The Engagement Game: One-Up Your Teaching Strategies and Win Big with Active Learning!	June 19, 2024	8:00 - 4:00
ESC 230/231: Going Deeper with the PLC Process	June 20, 2024	8:00 - 4:00
ESC 232: Moving Beyond Classroom Management (PK-5)	June 25, 2024	8:00 - 4:00
ESC 230: The Art of the Parent Conference 3.0	June 26, 2024	8:00 - 4:00
ESC 251: Lead4ward Classroom Management: Addressing Apathy and Anxiety	June 26, 2024	8:30 - 4:00
ESC Boardroom: Road Map to Rigorous Assessment (3-EOC)	July 25, 2024	8:30 - 4:00

Pre-K

Course Title	Date	Time
ESC Boardroom: Pre-K Literacy Best Practices	July 23, 2024	8:30 - 4:00
ESC 232: Mathematics in the Pre-K Classroom Make-and-Take Training	July 24, 2024	8:30 - 4:00

Kindergarten

Course Title	Date	Time
ESC Boardroom: Discover DISD's NEW K-2 Science Resource - McGraw Hill + Curriculum Preview	June 19, 2024	8:00 - 4:00

ESC 251: Connect the Dots: High Quality Instructional Materials and Lead4ward MATH (K-8)	June 24, 2024	8:30 - 4:00
ESC 232: Kindergarten RLA Curriculum Preview and Planning	July 29, 2024	8:00 - 4:00

1st Grade

Course Title	Date	Time
ESC Boardroom: Discover DISD's NEW K-2 Science Resource - McGraw Hill + Curriculum Preview	June 19, 2024	8:00 - 4:00
ESC 251: Connect the Dots: High Quality Instructional Materials and Lead4ward MATH (K-8)	June 24, 2024	8:30 - 4:00
ESC 232: Grade 1 RLA Curriculum Preview and Planning	July 30, 2024	8:00 - 4:00

2nd Grade

Course Title	Date	Time
ESC Boardroom: Discover DISD's NEW K-2 Science Resource - McGraw Hill + Curriculum Preview	June 19, 2024	8:00 - 4:00
ESC 251: Connect the Dots: High Quality Instructional Materials and Lead4ward MATH (K-8)	June 24, 2024	8:30 - 4:00
ESC 232: Grade 2 RLA Curriculum Preview and Planning	July 31, 2024	8:00 - 4:00

RLA (3-5)

Course Title	Date	Time
ESC 251: STAAR4ward Items to Action - RLA (Grades 3-EOC)	June 17, 2024	8:30 - 4:00
BMS Library: Grade 5 RLA Curriculum Preview and Planning	June 18, 2024	8:00 - 4:00
BMS Library: Grade 4 RLA Curriculum Preview and Planning	June 19, 2024	8:00 - 4:00
ESC 232: Grade 3 RLA Curriculum Preview and Planning	July 22, 2024	8:00 - 4:00
DHS LGI: WeWrite - Integrating Writing Across All Content Areas (Grades 3-EOC - 2 DAYS)	July 24-25, 2024	8:00 - 4:00
ESC Boardroom: Road Map to Rigorous Assessment (3-EOC)	July 25, 2024	8:30 - 4:00

Math (3-5)

Course Title	Date	Time
ESC 251: Connect the Dots: High Quality Instructional Materials and Lead4ward MATH (K-8)	June 24, 2024	8:30 - 4:00
ESC 251: Lead4ward STAAR4ward Items to Action - Math (3-EOC)	June 27, 2024	8:30 - 4:00
ESC 232: EmpowerED Math: Strategic Grouping, Maximum Engagement and Manipulatives (4-8)	July 10, 2024	8:00 - 4:00

DHS LGI: WeWrite - Integrating Writing Across All Content Areas (Grades 3-EOC - 2 DAYS)	July 24-25, 2024	8:00 - 4:00
ESC Boardroom: Road Map to Rigorous Assessment (3-EOC)	July 25, 2024	8:30 - 4:00

Eureka Math

Course Title	Date	Time
BMS Library: Eureka: It's Mathtastic	June 25-26, 2024	8:30 - 4:00
ESC Boardroom: Eureka: It's Mathtastic	July 10-11, 2024	8:30 - 4:00
BCES Library:Eureka: It's Mathtastic	July 29-30, 2024	8:30 - 4:00

Science (3-5)

Course Title	Date	Time
ESC Conference Room 202: G5 Science Summer Curriculum Leadership Team (Invite Only)	June 5, 2024	8:00 - 4:00
ESC 251: STAAR4ward Items to Action - Science (Grades 3-12)	June 18, 2024	8:30 - 4:00
ESC Boardroom: Discover DISD's NEW 3-5 Science Resource-McGraw Hill + Curriculum Preview	June 20, 2024	8:00 - 4:00
DHS LGI: WeWrite - Integrating Writing Across All Content Areas (Grades 3-EOC - 2 DAYS)	July 24-25, 2024	8:00 - 4:00
ESC Boardroom: Road Map to Rigorous Assessment (3-EOC)	July 25, 2024	8:30 - 4:00

Social Studies (3-5)

Course Title	Date	Time
ESC Boardroom: STAAR4ward Items to Action - Social Studies (5-12)	July 16, 2024	8:30 - 4:00
DHS LGI: WeWrite - Integrating Writing Across All Content Areas (Grades 3-EOC - 2 DAYS)	July 24-25, 2024	8:00 - 4:00
ESC Boardroom: Road Map to Rigorous Assessment (3-EOC)	July 25, 2024	8:30 - 4:00

Gifted and Talented

Course Title	Date	Time
ESC 251: Differentiated Curriculum (GT Update)	June 20, 2024	8:30 - 4:00
ESC 251: Diverse Learner "Flipbook": A User Friendly Guide for Meeting the Needs of All Students (GT Update)	July 17, 2024	8:30 - 4:00
ESC 251: GT CORE Nature and Needs of GT Learners	July 22, 2024	8:30 - 4:00
ESC 251: GT CORE Social & Emotional Needs of GT Students	July 23, 2024	8:30 - 4:00

ESC 251: GT CORE ID & Assessment of GT Learners	July 24, 2024	8:30 - 4:00
ESC 251: GT CORE Creativity and Instructional Strategies	July 25, 2024	8:30 - 4:00
ESC 251: GT CORE Differentiation	July 26, 2024	8:30 - 4:00

Fine Arts/PE

Course Title	Date	Time
(Alvin ISD) Orff Training for Elementary Music Teachers	June 3-14	8:00 - 4:00
DHS N105 and Gym: PE and Health Boot Camp for PK-12 (3 DAYS)	June 3-5	8:00-4:00
Out of District: ART PD - DAY 1 (Museum Field Trip)	August 1, 2024	8:00 - 4:00
DHS I202: Art PD Day 2	August 5, 2024	8:00 - 4:00
DHS I202: Art PD Day 3 (Planning Day)	August 6, 2024	8:00 - 4:00
DHS Field House: DISD Coaches PD (3 DAYS) Pre-season planning and preparation in season management	July 30 - August 1, 2024	8:00 - 4:00

Technology

Course Title	Date	Time
TECH C104: Schoology and Littles (PK-3)	June 5, 2024	8:00 - 4:00
TECH C104: TeacherMade Basics	June 11, 2024	8:00 - 4:00
DHS N105: Creating Digital Reveals in Google Sheets for Self-Assessment	June 18, 2024	8:00 - 4:00
TECH C104: Advanced TeacherMade	June 19, 2024	8:00 - 4:00
TECH C104: Discovery Education	June 26, 2024	8:00 - 4:00

Special Programs

Course Title	Date	Time
Pathways for Teachers of Special Education		
ESC 230 Handwriting and Processing Deficits	June 3, 2024	12:30 - 3:30
CRES Library: Sped Training for Sped Staff	June 12, 2024	8:00 - 4:00
DHS N124: Advanced Strategies for Behavior Coaches	June 19, 2024	8:00 - 4:00
MJHS: Navigating Complex Special Education Topics: Sped Training for General Education Staff	June 20, 2024	8:00 - 4:00
ESC 230 Handwriting and Processing Deficits	July 23, 2024	12:30 - 3:30
KELE: Special Programs Instructional Support	July 31, 2024	8:00 - 4:00

English Learners

Course Title	Date	Time
ESC 251: Small Habits Big Gains	July 16, 2024	8:00 - 4:00
ESC 251: Diverse Learner "Flipbook": A User Friendly Guide for Meeting the Needs of All Students (GT Update)	July 17, 2024	8:30 - 4:00
ESC 251: The Effectiveness of Linguistic Scaffolds-w/ Planning Implementation	July 18, 2024	8:00 - 4:00

Literacy for All

Course Title	Date	Time
ESC232 Reading by Design Fundamentals	June 10, 2024	8:00 - 11:30
ESC 230/231: Reading by Design Zero Early Fundamental intervention	June 11, 2024	8:00 - 4:00
ESC 230 Word Study Part 1- Phonological Awareness, Alphabetic Principle, Phonics, and Six Syllable Types	June 25, 2024	8:00 - 4:00
ESC 251 Word Study 2	June 27, 2024	8:00 - 4:00
ESC 230 SDI Foundational Reading Instruction (UFLI) AM session	July 23, 2024	8:30 - 11:30
ESC 230 Adapting to create Specially Designed Reading Instruction	July 25, 2024	8:30 - 4:00
ESC 231 Word Study Part 1- Phonological Awareness, Alphabetic Principle, Phonics, and Six Syllable Types	July 30, 2024	8:00 - 4:00
ESC Boardroom: Components of Language	July 30, 2024	8:00 - 3:30
ESC 251 Word Study 2	July 31, 2024	8:00 - 4:00

Asynchronous Learning

Course Title	Date	Time
ASYNCHRONOUS Online KAT Training - Knowledge Acquisition and Transfer Reading Strategy *register on Eduphoria AND here *	Complete by August 10	Asynchronous 6 hours

STEAM

Course Title	Date	Time
ESC251: ALL STEAM B.O.Y. Planning	June 25, 2024	8:00 - 4:00
ESC 232: STEAM B.O.Y. Planning 5th/6th	June 26, 2024	8:00 - 4:00

2024 Summer Professional Learning Secondary Teachers (6-12)

General Audience

Course Title	Date	Time
KJHS: 2024 DISD CHOMP Conference	June 3, 2024	8:00 - 4:00
ESC 230: Empowering Educators: Engaging Strategies for Classroom Success	June 4, 2024	8:00 - 4:00
ESC 232: From Data Spreadsheets to Data Systems - Making data work for your campus	June 4, 2024	8:00 - 11:00
MJHS B101: Get Well With Gator Wellness	June 4, 2024	8:30 - 11:30
ESC 251: Heron PD	June 6, 2024	8:00 - 4:00
DJHS Auditorium: Assessment Overview with Solution Tree's Cassie Erkins for Grades 3-12	June 10, 2024	8:00 - 4:00
MJHS Auditorium: RTI@Work Wired (INVITATION ONLY - 2 DAYS)	June 12-13, 2024	7:45 - 4:00
ESC 230/231: The Engagement Game: One-Up Your Teaching Strategies and Win Big with Active Learning!	June 19, 2024	8:00 - 4:00
ESC 230/231: Going Deeper with the PLC Process	June 20, 2024	8:00 - 4:00
ESC 230: The Art of the Parent Conference 3.0	June 26, 2024	8:00 - 4:00
ESC 251: Lead4ward Classroom Management: Addressing Apathy and Anxiety	June 26, 2024	8:30 - 4:00
ESC Boardroom: Advanced Prep Institute in the Secondary Classroom 6-12 (2 DAYS)	June 26-27, 2024	8:30 - 4:30
ESC Boardroom: Road Map to Rigorous Assessment (3-EOC)	July 25, 2024	8:30 - 4:00

RLA

Course Title	Date	Time
ESC 251: STAAR4ward Items to Action - RLA (Grades 3-EOC)	June 17, 2024	8:30 - 4:00
ESC 230: 6th Grade RLA Curriculum Preview and Planning	July 16, 2024	8:00 - 4:00
ESC 232: 7th Grade RLA Curriculum Preview and Planning	July 17, 2024	8:00 - 4:00
ESC 232: 8th Grade RLA Curriculum Preview and Planning	July 18, 2024	8:00 - 4:00
DHS LGI: WeWrite - Integrating Writing Across All Content Areas (Grades 3-EOC - 2 DAYS)	July 24-25, 2024	8:00 - 4:00
DHS N125: English 1 Curriculum Preview and Planning	July 30, 2024	8:00 - 4:00
DHS N120: English 3 Curriculum Preview and Planning	July 31, 2024	8:00 - 4:00
DHS N120: English 2 Curriculum Preview and Planning	August 1, 2024	8:00 - 4:00

DHS N120: English 4 Curriculum Preview and Planning	August 2, 2024	8:00 - 4:00
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Math

Course Title	Date	Time
DHS 120: Algebra 2 Honors Curriculum Preview	June 11, 2024	8:00 - 4:00
DHS N124: Pre-Calculus Curriculum Preview	June 11, 2024	8:00 - 4:00
ESC 251: Connect the Dots: High Quality Instructional Materials and Lead4ward MATH (K-8)	June 24, 2024	8:30 - 4:00
DHS N120: Algebra 1 and Algebra 1 Honors Curriculum Preview	June 26, 2024	8:00 - 4:00
ESC 251: Lead4ward STAAR4ward Items to Action - Math (3-EOC)	June 27, 2024	8:30 - 4:00
DHS N124 - Math G6 Curriculum Preview and Planning	July 9, 2024	8:00 - 4:00
ESC 232: EmpowerED Math: Strategic Grouping, Maximum Engagement and Manipulatives (4-8)	July 10, 2024	8:00 - 4:00
DHS N124: Math G7 Curriculum Preview	July 11, 2024	8:00 - 4:00
DHS 124: Math G8 Curriculum Preview	July 16, 2024	8:00 - 4:00
DHS LGI: WeWrite - Integrating Writing Across All Content Areas (Grades 3-EOC - 2 DAYS)	July 24-25, 2024	8:00 - 4:00
DHS N124: Geometry Curriculum Preview	July 29, 2024	8:00 - 4:00
DHS N 124: Algebraic Reasoning Curriculum Preview	July 30, 2024	8:00 - 4:00
DHS N124: Algebra 2 Curriculum Preview	July 31, 2024	8:00 - 4:00
DHS N124: Statistics Curriculum Preview	August 1, 2024	8:00 - 4:00

Science

Course Title	Date	Time
DHS N125: Discover DISD's NEW 6-8 Chemistry and IPC Science Resource-McGraw Hill	June 4, 2024	9:00 - 12:00
DHS N105: Integrating Science Tech Tools in Schoology (1/2 Day for 6-12 Science Teachers)	June 4, 2024	1:00 - 4:00
DHS N125: Chemistry Curriculum Preview and Planning	June 5, 2024	8:00 - 4:00
ESC Boardroom: 8th Grade Science Curriculum Preview and Planning	June 17, 2024	8:00 - 4:00
ESC 251: STAAR4ward Items to Action - Science (Grades 3-12)	June 18, 2024	8:30 - 4:00
ESC 251: 7th Gr. Science Curriculum Preview and Planning	June 19, 2024	8:00 - 4:00

DHS N120: 6th gr. Science and 6th gr. STEAM Science Curriculum Preview and Planning	June 20, 2024	8:00 - 4:00
DHS LGI: WeWrite - Integrating Writing Across All Content Areas (Grades 3-EOC - 2 DAYS)	July 24-25, 2024	8:00 - 4:00
DHS N120: Biology Curriculum Preview and Planning	July 30, 2024	8:00 - 4:00

Social Studies

Course Title	Date	Time
ESC 202: Special Topics in Social Studies: Project Based Learning	June 10, 2024	8:00 - 4:00
DHS N124: World Geography: Curriculum Updates & Instructional Design	July 10, 2024	8:00 - 4:00
ESC Boardroom: STAAR4ward Items to Action - Social Studies (5-12)	July 16, 2024	8:30 - 4:00
ESC 230: Taking Action: Data and Goal Setting for EOC Social Studies Success	July 17, 2024	8:00 - 4:00
DHS N124: World History: Curriculum Updates & Instructional Design	July 22, 2024	8:00 - 4:00
ESC 230: Taking Action: Data and Goal Setting for Grade 8 Social Studies Success	July 23, 2024	8:00 - 4:00
DHS LGI: WeWrite - Integrating Writing Across All Content Areas (Grades 3-EOC - 2 DAYS)	July 24-25, 2024	8:00 - 4:00

Gifted and Talented

Course Title	Date	Time
ESC 251: Differentiated Curriculum (GT Update)	June 20, 2024	8:30 - 4:00
ESC 251: Diverse Learner "Flipbook": A User Friendly Guide for Meeting the Needs of All Students (GT Update)	July 17, 2024	8:30 - 4:00
ESC 251: GT CORE Nature and Needs of GT Learners	July 22, 2024	8:30 - 4:00
ESC 251: GT CORE Social & Emotional Needs of GT Students	July 23, 2024	8:30 - 4:00
ESC 251: GT CORE ID & Assessment of GT Learners	July 24, 2024	8:30 - 4:00
ESC 251: GT CORE Creativity and Instructional Strategies	July 25, 2024	8:30 - 4:00
ESC 251: GT CORE Differentiation	July 26, 2024	8:30 - 4:00

Fine Arts/PE/Athletics

Course Title	Date	Time
DHS N105 and Gym: PE and Health Boot Camp for PK-12 (3 DAYS)	June 3-5	8:00-4:00

DHS N105: Schoology 101 Grades 6-12 Elective/LOTE/CTE Teachers	June 26, 2024	8:00 - 4:00
Out of District: ART PD - DAY 1 (Museum Field Trip)	August 1, 2024	8:00 - 4:00
DHS I202: Art PD Day 2	August 5, 2024	8:00 - 4:00
DHS I202: Art PD Day 3 (Planning Day)	August 6, 2024	8:00 - 4:00
DHS Field House: DISD Coaches PD (3 DAYS) Pre-season planning and preparation in season management	July 30 - August 1, 2024	8:00 - 4:00

Technology

Course Title	Date	Time
DHS N105: Secondary Tech Lab for Grades 6-8	June 11, 2024	8:00 - 11:00
TECH C104: TeacherMade Basics	June 11, 2024	8:00 - 4:00
DHS N105: Secondary Tech Lab for Grades 9-12	June 11, 2024	1:00 - 4:00
DHS N105: Creating Digital Reveals in Google Sheets for Self-Assessment	June 18, 2024	8:00 - 4:00
TECH C104: Advanced TeacherMade	June 19, 2024	8:00 - 4:00
DHS N105: Schoology 101 Grades 6-12 CORE Teachers	June 25, 2024	8:00 - 4:00
DHS N105: Schoology 101 Grades 6-12 Elective/LOTE/CTE Teachers	June 26, 2024	8:00 - 4:00
TECH C104: Discovery Education	June 26, 2024	8:00 - 4:00
DHS N105: Intro to Both Blended Learning & Schoology for 6-12	July 24, 2024	8:00 - 4:00

Special Programs

Course Title	Date	Time
Pathways for Teachers of Special Education		
ESC 230 Handwriting and Processing Deficits	June 3, 2024	12:30 - 3:30
CRES Library: Sped Training for Sped Staff	June 12, 2024	8:00 - 4:00
DHS N124: Advanced Strategies for Behavior Coaches	June 19, 2024	8:00 - 4:00
MJHS: Navigating Complex Special Education Topics: Sped Training for General Education Staff	June 20, 2024	8:00 - 4:00
ESC 230 Handwriting and Processing Deficits	July 23, 2024	12:30 - 3:30
KELE: Special Programs Instructional Support	July 31, 2024	8:00 - 4:00

English Learners/LOTE

Course Title	Date	Time
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DHS N105: Schoology 101 Grades 6-12 Elective/LOTE/CTE Teachers	June 26, 2024	8:00 - 4:00
ESC 251: Small Habits Big Gains	July 16, 2024	8:00 - 4:00
ESC 251: Diverse Learner "Flipbook": A User Friendly Guide for Meeting the Needs of All Students (GT Update)	July 17, 2024	8:30 - 4:00
ESC 251: The Effectiveness of Linguistic Scaffolds-w/ Planning Implementation	July 18, 2024	8:00 - 4:00
DHS N118: High School ESL Curriculum Planning and Preview	August 1, 2024	8:00 - 4:00

CTE

Course Title	Date	Time
DHS N105: Schoology 101 Grades 6-12 Elective/LOTE/CTE Teachers	June 26, 2024	8:00 - 4:00
ESC Boardroom: CTE Port of Galveston Tour (CTE Day 1)	August 2, 2024	8:00 - 4:00
ESC Boardroom: How to Strategically Plan for the Future of CTE in DISD: Principal Economist Harvey Parker (CTE Day 2)	August 5, 2024	8:00 - 4:00
ESC Boardroom: CTE Program of Study PLC with Texas City ISD (CTE Day 3)	August 6, 2024	8:00 - 4:00

Literacy for All

Course Title	Date	Time
ESC232 Reading by Design Fundamentals	June 10, 2024	8:00 - 11:30
ESC 230/231: Reading by Design Zero Early Fundamental intervention	June 11, 2024	8:00 - 4:00
ESC 230 Word Study Part 1- Phonological Awareness, Alphabetic Principle, Phonics, and Six Syllable Types	June 25, 2024	8:00 - 4:00
ESC 251 Word Study 2	June 27, 2024	8:00 - 4:00
ESC 230 SDI Foundational Reading Instruction (UFLI) AM session	July 23, 2024	8:30 - 11:30
ESC 230 Adapting to create Specially Designed Reading Instruction	July 25, 2024	8:30 - 4:00
ESC 231 Word Study Part 1- Phonological Awareness, Alphabetic Principle, Phonics, and Six Syllable Types	July 30, 2024	8:00 - 4:00
ESC Boardroom: Components of Language	July 30, 2024	8:00 - 3:30
ESC 251 Word Study 2	July 31, 2024	8:00 - 4:00

Asynchronous Learning

Course Title	Date	Time
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ASYNCHRONOUS Online KAT Training - Knowledge Acquisition and Transfer Reading Strategy *register on Eduphoria AND here *	Complete by August 10	Asynchronous 6 hours
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STEAM

Course Title	Date	Time
ESC251: ALL STEAM B.O.Y. Planning	June 25, 2024	8:00 - 4:00
ESC 232: STEAM B.O.Y. Planning 5th/6th	June 26, 2024	8:00 - 4:00
ESC232: STEAM B.O.Y. Planning 7th/8th	June 27, 2024	8:00 - 4:00

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 4, 2024

Item Title: 2024 Curriculum Update Report

Agenda Item: Jacquelyn Kennedy

Background Information:
The 2023-2024 Curriculum Update report is attached.

Recommendation:
Information only

Action Item: Yes No

DICKINSON

INDEPENDENT SCHOOL DISTRICT

2023-2024

CURRICULUM UPDATE

RLA GATORIZING CURRICULUM BUNDLES IN SCHOOLOGY

We are excited to introduce curriculum "bundles" in Schoology. These bundles centralize lesson plans, multimedia resources, and assessments, making them easily accessible for teachers and students. This ongoing project, in collaboration with Deanna Williams (technology integrationist), streamlines planning and instruction, ensures high-quality, cohesive instruction across our district. By GATORizing our curriculum, we're paving the way for a more efficient and effective learning experience.

MATH EUREKA! IT'S MATHTASTIC

DISD was awarded the LASO Cycle 2 Grant (Option B) in the amount of \$132,900. Strong Foundations Implementation provides direct grant funds to LEAs for technical assistance to support high-fidelity implementation of high-quality instructional materials (HQIM), as well as high-quality professional learning (HQPL) for teachers, coaches, and administrators. For the 2024-25 school year we will have 5 out of 7 elementary campuses and G4 at Dunbar Middle School transitioning to Eureka Math.

SCIENCE THE SOLAR ECLIPSE SPECTACLE!

Dickinson ISD students had the opportunity to view the solar eclipse on Monday, April 8. Excited students and teachers took turns going outside to view the eclipse, while inside many campuses used this unique day for special science lessons about the sun, moon, and the eclipse. The viewing was made possible thanks to the donation of several thousand pairs of certified glasses and viewers, including from the Houston Natural Museum of Science as well as a \$3,500 donation from the INEOS ICAN Foundation to purchase additional pairs of glasses.

SOCIAL STUDIES

Secondary social studies teachers in DISD embarked on a year-long professional journey designed to enhance their instructional skills, shifting from surface-level comprehension to profound critical thinking and knowledge transfer. Based on Hattie's work as presented in *Visible Learning in Social Studies*, this professional learning equipped educators with research-based strategies and pedagogical tools to foster a classroom environment where students not only grasp foundational concepts, but also apply their understanding to complex scenarios.

STEAM IT'S AN EXPERIENCE

The STEAM program provided students with field experiences that have significantly enriched their understanding of the STEAM world. Students visited Space Center Houston, Minute Maid Park, Galveston Bay Foundation, and the Kemah Boardwalk. Next year, HEB has agreed to partner with teachers to provide students with a multicultural food experience for each of their learning units. This will bring different foods and cultures into the classroom that align with their units of study throughout the year.



Educational Services

DICKINSON INDEPENDENT SCHOOL DISTRICT

2023-2024 Reading Language Arts (RLA) Report

Prepared by: Jennifer Brewer, Susan Cook, and Zammira Elizondo



Summary of Procedures/Events/Activities

- **CHOMPING Collaboration**

Teachers meet weekly in Collaborative Team Time to break down standards, design common formative assessments, plan intervention lessons, analyzing student work, and evaluate lessons in order to ensure alignment of instruction and assessment to the TEKS with appropriate levels of rigor. Across the district, campuses scored over 6,000 essays and provided specific feedback to each student. Teachers utilized district-created and vertically aligned rubrics aligned with state standards and our collaborative partnership with TAMU.

- **Dual Language is GATORific**

Teachers meet once every nine-weeks to plan the English Language and Literacy Development components into the math and science curriculum. The documents created supported the transfer of literacy standards into the other content areas, in order for students to reach the goal of biliteracy in the domains of listening, speaking, reading, and writing. This framework consists of providing students with multiple opportunities for discourse between students and learning targets. In addition, the SLAR standards are implemented in Math and Science to deepen comprehension, word study, foundational skills, phonics, grammar, the writing process, and cross-linguistic connections. The Spanish Reading Language Arts teachers also meet once every nine-weeks to create paired literacy unit plans. With the goal of biliteracy Reading Language Arts standards are cycled throughout the units in both English and Spanish in grades 1-4. Highlighting our non-transferable TEKS during the English Language Development time allocation to address the phonics and grammar components to achieve success in all four language domains. Professional Development was offered once every nine-weeks to ensure leaders understand and support our Dual Language Instruction program with fidelity through quality staffing and professional development.

- **Taking a BITE out of Online Assessments**

Curriculum documents and district resources reflect the focus on ensuring online assessments are available and consistently accessed. Teachers are utilizing district resources to design online common formative assessments.

- **NaviGATORS Systematic and Explicit Phonics Instruction**

Curriculum documents provide support for systematic, explicit, and direct phonics instruction in kindergarten through third grade to ensure all students obtain necessary early literacy skills.

- **Snapping Up Superior Writing Skills-** In our quest for excellence in writing, we completed two dynamic writing calibrations with our dedicated teachers to elevate student writing standards. The first calibration brought teachers together to meticulously examine student writing samples. They worked collaboratively to align their evaluations with state standards, ensuring consistency and rigor across all assessments. This hands-on approach allowed teachers to discuss and refine their understanding of effective writing criteria, fostering a unified approach to grading and feedback. The second calibration embraced the digital age, leveraging technology to facilitate a seamless and efficient process. Teachers accessed and assessed student writing samples online, enabling real-time collaboration and immediate feedback. This digital calibration not only streamlined the process but also ensured accessibility and inclusivity, allowing all teachers to participate regardless of their location. Both calibrations were pivotal in enhancing our writing instruction, ensuring that every student receives high-quality feedback and support to develop their writing skills. By "snapping up" these superior writing skills, we are empowering our students to excel in their academic journey.

- **GATORizing Curriculum Bundles in Schoology-** We are excited to introduce curriculum "bundles" in Schoology. These bundles centralize lesson plans, multimedia resources, and assessments, making them easily accessible for teachers and students. This ongoing project, in collaboration with Deanna Williams (technology integrationists), streamlines planning and instruction, ensuring high-quality, cohesive education across our district. By GATORizing our curriculum, we're paving the way for a more efficient and effective learning experience.

Potential for Near and Long-Term Program Effectiveness

- House Bill 3 (HB3), passed by the 86th Texas Legislature in June of 2019, requires all kindergarten through third-grade teachers and principals to attend a "teacher literacy achievement academy." For simplification and to avoid confusion with other grant programs and past literacy achievement academies, the Texas Education Agency refers to this latest requirement as the HB3 Reading Academies. All K-3 teachers, including special education teachers, and principals are required to attend the HB 3 Reading Academies. In the 2024-2025 school year, all kindergarten through 3rd-grade teachers who are new to the district and/or grade level will complete the Reading Academy.
- DISD will continue the implementation of the Knowledge Acquisition & Transformation (KAT) strategy and WeWrite lessons tied to the writing process. By integrating KAT and WeWrite into texts in RLA, science, and social studies lessons students will master main idea, summary, inference, and writing process standards. Ongoing coaching and feedback will guide instructional decisions and foster growth for all students.
- Design and train K-2 teachers on using standards-based report cards. Teachers will use learning target rubrics as part of the process to measure student progress and mastery of each standard. Teachers will determine performance levels for each student by collecting evidence throughout each grading period.
- PLC Collaborative Teams will continue to develop their focus on essential standards through the four questions of a PLC in order to enhance understanding of what students need to learn, how they will be assessed, and what decisions will be made based on the results of the assessment.
- Continue our curriculum documents in Dual Language to create our paired literacy documents in Spanish Language Arts and English Language Arts. As we have new standards in Science we will continue the creation of lessons that cycle through reading and writing standards to ensure cross-linguistic connections are made among students.

- Our goal is to continue to implement the Research-Based Instructional Strategies (RBIS) initiative in Texas, utilizing teaching practices proven effective through rigorous research. We aim to improve student outcomes with evidence-based strategies. This initiative emphasizes continuous improvement and professional development, ensuring our teaching methods remain current and effective. By integrating RBIS, we commit to data-driven practices that enhance student learning and achievement across all subjects.

Plans for Improvement/Modification/Enhancement

In order to plan for curricular and instructional improvement, curriculum specialists will:

- Attend the following professional learning opportunities:
 - Solution Tree RtI Wired
 - Region 4 RLA Network Meetings
 - Dual Language Summer Academy Institute in DISD
- Sustain partnerships with:
 - Texas A&M literacy training
 - Kelly Tummy
 - Dr. Barbra Kennedy
 - Milagros Henriquez
 - Sandra Mercurri
- Improve the instructional capacity of teachers and staff by participating in and training on:
 - Instructional coaching
 - Writing calibration and providing effective timely student feedback
 - Effective small-group instruction
 - Effective and systematic Tier 1 phonics instruction

Fiscal Impact

- Extra-duty teacher agreements will continue to enhance curriculum resources.

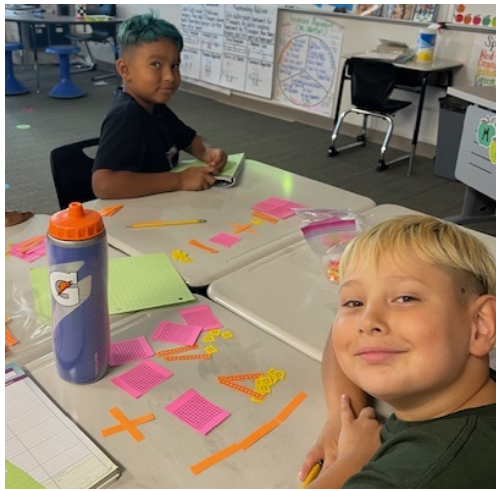
2023-2024 Mathematics Report

Prepared by: D'Ann Schneider, Zammira Elizondo, and Mandy Snelson



Summary of Procedures/Events/Activities

- Curriculum documents and district resources reflect the focus on essential standards. Teachers are utilizing essential standards to design common formative assessments providing just-in-time interventions based on student work and frequent data points.
- Curriculum specialists and campus leadership, including instructional coaches, and interventionists, work together in Curriculum Leadership Teams to make collective decisions about goals and curriculum.
- Teachers met weekly in collaborative teams to plan and evaluate lessons in order to ensure alignment of instruction and assessment to the TEKS with appropriate levels of rigor.
- New math curriculum resources (in English and Spanish for Elementary/Middle) were added to the curriculum to support essential standard teaching.
- **Eureka, Go Math, & Desmos**
HRES & SLES are using the Eureka Math OER curriculum and have received additional implementation support with funding from the LASO Cycle 1 Grant. The remaining 5 elementary campuses and middle schools continue to use the HMH Go Math curriculum.
Grades 6, 7, 8, and Algebra 1 use a new math curriculum resource called Desmos as their primary mathematics resource.
- DHS transitioned to the Desmos calculator. This Desmos calculator is embedded in the SAT exam and we have seen more student success using this calculator.
- **Tech Connections**
K-3 Math teachers use ST Math to help build spatial temporal reasoning and enjoy completing puzzles with JiJi. Grades 4-8 Math teachers use IXL to help build individual fluency in MS/JH students.
- **Curriculum Campus Support Days**
Curriculum specialists scheduled campus support days once every nine-weeks at each campus they served. During these sessions, we offered professional development, supported CTT, collaborated with instructional leaders, visited classrooms, and provided teachers with feedback that acknowledged their hard work.
- **Embracing Online Assessments**
Curriculum documents and district resources reflect the focus on ensuring online assessments are available and consistently accessed. Teachers are utilizing district resources to design online common formative assessments.



Potential for Near and Long-Term Program Effectiveness

- Curriculum specialists will continue to explore instructional strategies and professional learning opportunities that address the new STAAR item types including the short and extended constructed response items. Changes to future assessments necessitate additional planning and collaboration to ensure student success moving forward.
- Collaborative Teams will continue to develop their focus on essential standards, by breaking down the standard and answering the four critical questions of a PLC in order to enhance understanding of what students need to learn, how they will be assessed, and what decisions will be made based on the results of the assessment.
- Curriculum Leadership Team meetings will continue to keep campus mathematics leaders up to date on priorities in mathematics.
- Teachers will continue to study formative assessment data, unit assessment data, and interim data and will modify instruction to focus on individual student needs in order to enhance mastery of math concepts.
- Design and train K-2 teachers on using standards-based report cards. Teachers will use learning target proficiency scales as part of the process to measure student progress and mastery of each standard. Teachers will determine performance levels for each student by collecting evidence throughout each grading period.



Plans for Improvement/Modification/Enhancement

In order to plan for curricular and instructional improvement, curriculum specialists will:

- Streamline their curriculum documents by editing unified Unit Planning Guides for teachers to drive vertical alignment in mathematics K-12. Curriculum Specialists will continue to work with the UPGs as needed and keep them updated.
- DISD has become a host site for the TEA Grade 4 & Grade 5 Math Achievement Academies this summer at Lobit Village.

Fiscal Impact

- Additional and ongoing training for teachers for the Desmos resource/calculator will be helpful to ensure fidelity and best practices.
- DISD was awarded the LASO Cycle 2 Grant (Option B) in the amount of \$132,900. Strong Foundations Implementation provides direct grant funds to LEAs for technical assistance to support high-fidelity implementation of high-quality instructional materials (HQIM), as well as high-quality professional learning (HQPL) for teachers, coaches, and administrators. For the 2024-25 school year we will have 5/7 of the elementary campuses transitioning to Eureka Math. Additionally, Dunbar Middle Grade 4 will be piloting Eureka Math.

2023-2024 Science Report

Prepared by: Krystal Trevino and Stephanie Grimes



Summary of Procedures/Events/Activities

- **New Science TEKS have Arrived!**

In 2021, the SBOE adopted new TEKS for grades K-8 science. During the 23-24 school year, curriculum specialists have worked with guidance from TEA and alongside Region 4 to incorporate and give professional development on the newly adopted standards. Though not slated for implementation until the 24-25 school year, teams of teachers have been at work analyzing the new TEKS and creating a district plan for modifying our current curriculum to meet the elevated expectations set forth by the SBOE.

- **Writing in Science**

The STAAR exam now includes short constructed responses for science. Our 5th, 8th, and Biology teams not only helped construct practice questions and scoring guides, but also worked to calibrate student responses and gather exemplars. Science teams also worked to support ELA through the incorporation of common language and practice presented by the Texas A&M WeWrite initiative.

- **Collaboration Across Science**

Each month, K-12 Curriculum Leadership Team (CLT) members meet with specialists to share district and state science information, collaborate on district initiatives, and work together to enhance science instruction and student performance.

- **Solar Eclipse**

Dickinson ISD students had the opportunity to view the solar eclipse on Monday, April 8. Excited students and teachers took turns going outside to view the eclipse, while inside many campuses used this unique day for special science lessons about the sun, moon, and the eclipse. The viewing was made possible thanks to the donation of several thousand pairs of certified glasses and viewers, including from the Houston Natural Museum of Science as well as a \$3,500 donation from the INEOS ICAN Foundation to purchase additional pairs of glasses.

- **Science Instructional Materials**

The review and adoption process determines the instructional materials eligible for adoption by the State Board of Education (SBOE). The process starts when the SBOE revises or adopts new Texas Essential Knowledge and Skills (TEKS) and is complete with the selection and implementation of new materials by school districts. Science standards were newly adopted and to be implemented in the 2024-2025 school year. Dickinson ISD formed a committee of various teachers, administrators, and district employees to review and vote for the best resource for science. After multiple meetings with instructional material publishers, K-8, Chemistry, and IPC selected McGraw-Hill, and Biology and Physics selected Savvas (previously known as Pearson).

- **Curriculum Campus Support Days**

Curriculum specialists scheduled campus support days once every nine-weeks at each campus they served. During these sessions, we offered professional development, supported CTT, collaborated with instructional leaders, visited classrooms, and provided teachers with feedback that acknowledged their hard work.

- **Curriculum Leadership Team**

Each month, K-12 Curriculum Leadership Team (CLT) members meet with specialists to share district and state science information, collaborate on district initiatives, and work together to enhance science instruction and student performance.

Potential for Near and Long-Term Program Effectiveness

- Implementation of New Science TEKS will occur during the 2024-2025 school year. Big changes are seen throughout K-8. With these changes come transitions in the tested grades (5 and 8) for the 2024-2025, 2025-2026, and 2027-2028 school years. Curriculum specialists have developed curriculum supports to align with the changes in the assessment timeline.
- Science laboratory investigation kits K-8 were purchased through McGraw-Hill. These kits include the consumable and non-consumable materials and equipment that teachers will need to support all the laboratory investigations in their new resource. Teachers will be provided classroom sets that will be replenished for 4 years. These kits support the TEKS addressing 80% of students hands-on learning for K-G1, 60% of students hands-on learning G2-G3, and 50% of students hands-on learning in G6-G12.
- Collaborative Team Time (CTT) has allowed our teachers to focus on using data to drive instruction. These teams meet each week to not only design lessons but also reflect on recent student data and adjust instruction to promote success for all learners.
- As our 5th - 8th grade science teachers continue to use the four PLC Guiding Questions while planning their lessons, attention was often directed to question four, “How will we extend the learning for students who are already proficient?” To meet this need, the science curriculum specialists developed a collection of extension activities for each identified Essential Standard.
- Make purposeful connections to mathematics in cross-cutting concepts to reinforce the recurring themes and concepts seen throughout K-8.
- McGraw-Hill for K-8, IPC, and Chemistry implementation of interactive word walls with targeted vocabulary support to reinforce science language acquisition. Continued support of science through targeted writing selections through claim-evidence reasoning. Platform-supported program to address strengths and weaknesses with intervention and extension for individual student needs. With the purchase of this resource for 8-years, we will see near and long-term program implementation and success.
- Design and train K-2 teachers on using standards-based report cards. Teachers will use learning target rubrics as part of the process to measure student progress and mastery of each standard. Teachers will determine performance levels for each student by collecting evidence throughout each grading period.

Plans for Improvement/Modification/Enhancement

In order to plan for curricular and instructional improvement, curriculum specialists will:

- Attend the following professional learning opportunities:
 - TSELA (Texas Science Education Leadership Association)
 - STAT (Science Teachers Association of Texas)
 - Assorted Region 4 training to support the implementation of new TEKS, designing high quality aligned assessments.
 - In order to improve the science curriculum, curriculum specialists will:
 - Work with teams of teachers to revise our current curriculum to better align with the 2021 TEKS. This will include:
 - Identifying target phenomena for each unit of study

- Identifying disciplinary core ideas for each unit of study
 - Identifying crosscutting concepts
 - Identifying/creating investigations that rely on scientific and engineering practices
- Develop additional K-8 activities to support mastery of the engineering design process.
- Improve instructional capacity of teachers by participating in and training on:
 - Professional development sessions that address the newly adopted Science instructional resources.
 - Professional development for K-8 Science teachers focused around the 2021 K-8 Science TEKS
 - K-8 Framework including crosscutting concepts and phenomena-based science through the K-8 Science Curriculum Leadership Teams
 - Gator Learning sessions conducted each nine-weeks to review content and instructional implications needed to master the 2024-2025 TEKS.

Fiscal Impact

- Funding will be needed for K-8 Region 4 training over the new 2021 TEKS.
- Funding will be needed to purchase classroom sets of on-level fiction/nonfiction books aligned to science concepts for PK-2nd grade.

2023-2024 Social Studies Report

Prepared by: Susan Haynes



Had a great morning at Dickinson Jr. High with some amazing 7th graders busy creating podcasts and teacher interviews about the Bill of Rights
@DISDGatorsLearn @DickinsonISD



Summary of Procedures/Events/Activities

- *Visible Learning in Social Studies* professional development was provided throughout the school year for secondary social studies teachers to ensure students' learning was going beyond the surface level to deeper learning. This professional development will be continued over the next two years.
- Curriculum Specialist provided ongoing support for World Geography instruction at the request of the Associate Principal
- Curriculum Specialist and coaches and interventionists from DJHS, KJHS, MJHS, and DHS attended Rockin' Review presented by Lead4Ward to help better implement a targeted STAAR Blitz during the school day.
- DHS and Curriculum Specialist used PSBM data to plan an after-school EOC Blitz, attended by approximately 150 students.
- Curriculum Specialist provided ongoing support for grade 8 Social Studies at DJHS as a new campus, providing and modeling exemplar lessons.
- Curriculum Specialist provided ongoing support for grade 8 Social Studies at MJHS, providing and modeling exemplar lessons.
- Curriculum Specialist provided ongoing support for EOC Social Studies at DHS, providing and modeling exemplar lessons.
- Middle School, Junior High, and High School Social Studies coaches and interventionists attended Curriculum Leadership Meetings facilitated by the Curriculum Specialist, focusing on STAAR 2.0, integration of RLA/SS, the art of a Crucial Conversation, data talks, the implementation of Senate Bill 3 standards, and other needs specific to each campus or grade level.
- Curriculum Specialist created Standards-Based Report Cards for Grades K-2.
- Studies Weekly was provided as a resource for grades K-4 Social Studies, allowing for a more literary approach model to teaching Social Studies in lower grades.
- Curriculum Specialist created the curriculum for the new Mexican American Studies elective offered at DHS.
- Curriculum Specialists created the curriculum for the new Economics/Personal Financial Literacy course offered for graduation credit at DHS.
- Curriculum Specialist met monthly with district administration and attended planning meetings at multiple campuses.
- Curriculum Specialist teamed up with Instructional Technology Specialist to create Schoology courses and resources for Grades 8-12.
- Curriculum Specialist was elected by peers statewide as the new President of the Texas Social Studies Supervisors Association and will serve a three-year term.

- Curriculum Specialist collaborated with the STEAM specialist to update Interdisciplinary Projects.
- Curriculum Specialist submitted proposals for NCAA Eligibility for three high school courses.
- Curriculum Specialist presented “Atomic Habits for Teachers” for DHS Back to School.
- Curriculum Specialist presented “Finding Your Why” at the CHOMP conference.

Potential for Near and Long-Term Program Effectiveness

- Reading Language Arts/Social Studies integration will continue and will expand from grades K to 5.
- Curriculum Leadership meetings will continue to keep campus leaders and teachers up to date on priorities in Social Studies.
- Teachers will continue to study formative assessment, unit assessment, and interim data and they will modify instruction to focus on individual student needs in order to enhance mastery of social studies concepts.
- Student performance data is available and teachers have been analyzing the data to adjust curriculum and instruction. Students have been analyzing their own data to identify strengths and weaknesses, as well as improve mastery and reach higher levels of achievement.
- Teachers will continue to plan for built-in intervention and acceleration based on common formative assessment data in order to improve student understanding of essential standards.

Plans for Improvement/Modification/Enhancement

In order to plan for curricular and instructional improvement, curriculum specialist will:

- Continue to monitor state and local data to guide revisions of the current curriculum.
- Continue to work with ELAR specialists on integrated units of study.
- Improve instructional capacity of teachers by participating in and training on:
 - *Visible Learning in Social Studies* and lead training sessions for teachers using a book study format.
 - Grade-level collaboration across the district.
 - Vertical alignment and calibration for Advanced Placement and Honors teachers at the high school. Junior High and middle school will follow.
 - Depth of Knowledge to better align instruction and assessment.
 - African American Studies through our partnership with the University of Houston.
 - Extensive research on Mexican American Studies.
 - Solution Tree best practices in assessment, PLC, and RTI
 - Civic Discourse, as directed by Senate Bill 3
 - TEA Social Studies webinars.

Fiscal Impact

- As the world keeps changing and evolving, updated maps and data may need to be ordered so that students have access to current data in social studies classrooms. Likewise, funds should be provided to purchase and/or expand media libraries so that students have access to updated interactive instructional materials.
- Materials were purchased for additional students enrolling in AP World History.
- Materials were purchased for the new Mexican American Studies course.
- Materials were purchased for the new Economics/Personal Financial Literacy course.
- New standards in Social Studies due to the implementation of Senate Bill 3 legislation will require additional resources about:
 - Civic discourse and multiple perspectives

2023-2024 STEAM Report

Prepared by: Nathan Robinson



Summary of Procedures/Events/Activities

- Through an EPA grant, the program became an official partner of the Galveston Bay Foundation. This partnership will provide STEAM 7th and 8th-grade students at each junior high with field experiences, classroom visits, and experiments related to Galveston Bay conservation, ecosystems, and more.
- HEB has agreed to partner with McAdams STEAM teachers to provide students with a multicultural food experience for each of their learning units. This will bring different foods and cultures into the classroom that align with their units of study.



- The 2024 Gator STEAM Expo was a resounding success, providing a platform for STEAM students to showcase their unique and innovative work. With our largest turnout to date, over 3,000 people attended this community-wide event. This event was made possible through the support and partnerships of our local community, STEAM Booster Club, and the dedication of DISD teachers and staff. Together, we celebrated the achievements and ingenuity of our students, fostering a sense of pride and inspiration within our DISD STEAM community.



- The STEAM program provided students with field experiences that have significantly enriched their understanding of the STEAM world. Students visited Space Center Houston, Minute Maid Park, Galveston Bay Foundation, and the Kemah Boardwalk.



Potential for Near and Long-Term Program Effectiveness

- The integration of interdisciplinary content and skills across content-area disciplines will remain a focal point of the STEAM program for grades 5-8. This emphasis will continue to be refined and implemented.
- By prioritizing the acquisition and comprehension of 21st Century Skills, we lay the foundation for both successful learning within STEAM classrooms and the long-term flourishing of our students in an ever-changing world.
- The 24-25 school year will mark the completion of the planned program expansion to 5th—8th grade. Students can apply for STEAM classes at any middle school or junior high in the district. This expansion has opened up opportunities for a larger cohort of children to embark on a pathway that paves the way for future success in STEAM-related industries.

Plans for Improvement/Modification/Enhancement

In order to plan for curricular and instructional improvement, curriculum specialists will:

- TEA has now released a STEM Framework and EcosySTEM. The STEM Framework provides stakeholders with the Texas STEM definition, the TEA's theory of action, state-level objectives, strategies to success, STEM implementation models, research-based methods of instruction, and high-quality STEM indicators. The DISD STEAM Program will begin the process of evaluating our program and aligning it to state standards.
- Monthly meeting with the C&I department to align STEAM Program curriculum with documents prepared by curriculum specialists.
- STEAM Specialist will continue to work with district and campus leadership to meet the needs of each campus's students and teams through professional development, resources, and support of district initiatives.
- Plan for continuous improvement by:
 - Region 4 TEA STEM Teacher Training
 - With the addition of a Dual Language cohort at Dunbar Middle School, 5th-grade students will no longer have to choose between STEAM placement and Dual Language placement.

Fiscal Impact

- We will utilize the current budget to resume 2 Field Experiences per grade level. Many trips are grant-funded to reduce the fiscal burden on DISD.
- TEA/Region 4 Framework training is now available for STEM teachers. The existing budget will be used to send as many STEAM teachers as possible to this training.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 4, 2024

Item Title: 2024 Career and Technical Education Report

Agenda Item: Dr. Melissa Everett

Background Information:

The 2023-2024 Career and Technical Education report is attached.

Recommendation:

Information only

Action Item: Yes No



**June 2024 Board Report
 CTE Certifications and Program Planning**

CTE Certification Summary

2021-2022 Certifications

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Paul Rose	Intro to Welding	NCCER Core Level 1	69	5	74
College of the Mainland	Welding 1 (COM Dual Credit)	NCCER Core Level 1	0 *Students will earn certifications in their 2 nd year of Dual credit with COM	0	0
Clay Menotti	Welding 2	OSHA 30	1*Piloted OSHA 30	16	17
Lacey Jackson	Pharmacy Technician	Certified Pharmacy Technician	7	4	11
Lacey Jackson	Pharmacy Technician	BLS/CPR	12	0	12
Kristi Pulkinen, Kristen Begnaud, Amy Spies	Health Science	Patient Care Technician	34	0	34
Kristi Pulkinen, Kristen Begnaud, Amy Spies	Health Science	EKG Technician	34	0	34
Jenna Ryder	Dental	Registered Dental Assistant (RDA)	14	0	14
Jenna Ryder	Dental	Nitrous Oxide	14	0	14
Jenna Ryder	Dental	BLS/CPR	14	0	14
Autumn Thomas	EMT	Emergency Medical Technician	1 *New Program	2	3
Veronica Parker	Cosmetology	Texas Cosmetology Operators License	12	0	12
John Bruysschaard	Engineering	Certified SolidWorks Associate	8	13	21
Justin Dorsett	Auto Tech	Automotive Service Excellence (ASE)	0 *Teacher started March 21st	0	0
Jordyn Cook	Agriculture	Texas State Floral Association	0 *Providing additional training to teacher	0	0
Matt Koby	Audio Video Production	Adobe Certified Associate (Digital Video)	6	6	12
Kelli Koby	Audio Video Production	Adobe Photoshop	10	0	10
Hayley Booth	Graphic Design	Adobe Certified Associate (In Design)	0 *Piloted Adobe In-Design	9	0

DICKINSON INDEPENDENT SCHOOL DISTRICT

Melissa Botkin-Everett, Ed.D
 Director of Career & Technical Education



2218 FM 517 East.
 Dickinson, Texas 77539
 281-229-6070

John Barkmann	Law Enforcement	International Academies of Emergency Dispatch 911	37	9	46
Elena Flores	Education & Training	Educational Aide I	15	0	15
Carrie Flynn	Business	Microsoft	3	3	6
		Totals	291	58	349

2022-2023 Certifications

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Paul Rose and Clay Menotti	Intro to Welding	AWS D9.1 Sheet Metal Welding	22	24	46
Lacey Jackson	Pharmacy Technician	Certified Pharmacy Technician	11	1	12
Kristi Pulkinen and Kristen Begnaud	Health Science	Patient Care Technician	59	0	59
Kristi Pulkinen and Kristen Begnaud	Health Science	EKG Technician	55	2	57
Jenna Ryder	Dental	Registered Dental Assistant (RDA)	9	0	9
Autumn Thomas	EMT	Emergency Medical Technician	(0) Students test at 18	0	0
Veronica Parker	Cosmetology	Texas Cosmetology Operators License	22	0	22
Victoria Young	Barbering	Barber Operator License	2	0	2
Justin Dorsett	Auto Tech	Automotive Service Excellence (ASE)	6 (new)	6	12
Jordyn Cook and Kaylee Phillips	Agriculture	Texas State Floral Association	90 (New)	24	114
Kaylee Phillips	Agriculture	Elanco Veterinary Medical Application Certification	11 (new)	0	11
Matt Kobay	Audio Video Production	Adobe Certified Associate (Digital Video)	5	4	9
Erika Brown	Audio Video Production	Adobe Photoshop	14	4	18
Erika Brown	Graphic Design	Adobe Certified Associate (Graphic Design & Illustration)	1	0	1
John Barkmann	Law Enforcement	International Academies of Emergency Dispatch 911	24	10	34
Elena Flores	Education & Training	Educational Aide I	16	0	16
Carrie Flynn and Elizabeth Coughlin	Business	Microsoft Office Specialist	4	0	4
Chad Pruitt	Marketing	Stukent	7 (new)	0	3

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Jonah White	STEM	Certified Entry-Level Python Programmer	15 (new)	17	33
Totals			373	92	465

*TEA updated the Industry Based Certification (IBC) list in the fall of 2022 (This led to variations in certification offerings from 2021-2022 to 2022-2023).

2023-2024 Certifications

Instructor	Certification Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Stewart/Rocha	Patient Care Technician	65	0	65
Stewart/Rocha	Certified EKG Technician	61	4	65
Ryder	Monitoring of Nitrous Oxide Sedation for Dental Hygienists and Dental Assistants	24	0	24
Ryder	Dental Assisting Registration Examination (X-Ray)	24	0	24
Jackson	Pharmacy Technician	21	3	24
I. Benavides	EMT Basic	0	Cannot certify until completed at COM in June	0
E. Brown	Adobe Certified Professional in Visual Design using Photoshop	13	1	14
Koby	Adobe Certified Professional in Digital Video Using Premiere Pro	17	5	22
Alexander	Adobe Certified Professional in Graphic Design and Illustration using Adobe Illustrator	11	5	16
Barkmann	IAED Emergency Telecommunicator	26	3	29
Dorsett	ASE	22	15	37
V. Young	Barbering Operators License	0	Two students will test this summer	0
K. Clay	Cosmetology License	8	0	8
Edenfield/Menotti	AWS	45	19	64
Cook/Siezmore/Coppola	Benz School of Floral Design Principles of Floral Design Certification	168	46	214



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Rocha/Murphy	BASF Plant and Soil Science	133	9	142
Coppola	Elenco Veterinary Medical Application Certification	22	2	24
Coppola	TVMA	1	1	2
Powers	Certified Entry-Level Python Programmer	2	4	6
Flynn	Accounting Foundations	2	9	11
Coughlin/Pruitt	Stukent	57	9	66
Valderramos/Chiles	TEA Educational Aide 1	10	0	10
	Totals	732	135	867

CTE Highlights

Committee for the Recruitment of an Engineering Workforce (CREW)

After a Bay Area Houston Economic Partnership (BAHEP) Education and Workforce Development Committee meeting, Dickinson ISD began the charge of forming a steering Committee for the Recruitment of an Engineering Workforce (CREW) in conjunction with Bay Area Houston Transportation Partnership (BAYTRAN), University of Houston-Clear Lake, San Jacinto College, Texas Department of Transportation (TxDOT), Industry partners (53 businesses and municipalities), and Pasadena ISD. **The vision of CREW is to create a comprehensive approach to preparing the engineering workforce to serve regional challenges and demands.** The group will meet in June to discuss goals for 2024, identify barriers and strategies to help close educational gaps, discuss planning and programming for the academic year, establish a roadmap to implement activities for CREW, and determine next steps in the implementation process.

Jet Grant

DICD CTE received two **Jobs and Education for Texans (JET) grants in the amount of nearly 1.3 million dollars** for our Health Science and Welding/Ag Mechanics programs last year. Both programs offered courses this school year. We are diligently working with post-secondary institutions to offer students dual credit opportunities that lead to stackable credentials upon graduation, thus providing our students with a competitive edge in the global workforce.

Education & Training Heads to Nationals and Earns Record Number of Certifications

7 Texas Association of Future Educators (TAFE) Career & Technical Education (CTE) students will travel to Washington D.C. in the next few weeks to compete on the national level at the Educators Rising 2024 National Conference & Competition. **10 Education & Training students received their Educational Aide I certifications** and were honored at Signing Day on May 23rd. Students were guaranteed an interview by our Human Resources office and encouraged to begin working as paraprofessionals and substitutes in Dickinson ISD while seeking their degree in education.



Cosmetology and Barbering

The Cosmetology program **certified 8 students** as of May 24th and 4 more will test in the upcoming weeks. In addition, our newly implemented Barbering program is gaining momentum, two students will sit for their tests in June when they turn 18.

Mock Interviews Lead to Interviews and Signing Day for Health Science and Auto Tech

After interview sessions, several health science, auto, and Education & Training students **were offered jobs** from Memorial Hermann, CVS, Walgreens, Kroger, New Teeth Dental, Flanigan's Dental, Bacliff Dental, McRee Ford, Gay Family Auto, Clear Lake BMW, and Strawberry Fields of Learning.

Hospital Affiliation Agreements

The CTE department signed an **affiliation agreement with Houston Physicians Hospital and Klein Pediatrics** to serve as a location for our health science practicum students to complete their clinical rotation experience. We continue to work with UTMB, Methodist, and Memorial Hermann.

CTE Program of Study (POS) Updates

Veterinary Medicine: Dickinson High School began offering a *Veterinary Medical Applications course* to students this fall. The Veterinary Sciences program of study focuses on the science, research, and business of animals and other living organisms. Students learn how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, farm, or ranch. Students also research or diagnose diseases and injuries of animals. Instructor, Kaylee Phillips implemented a **Doggy Daycare** student run business in September which provides hands on experience for students to apply their coursework knowledge as they prepare to meet the requirements (*200 in class hours of Veterinary Medical applications and labs, and 300 hours of unpaid internship experience with a licensed veterinarian*) needed to sit for their **Certified Veterinary Assistant (CVA) certification**. We are excited to share we had our first student earn their CVA certification and 22 students who earn their Veterinary Medical Application certification this month.

Applied Agriculture Engineering: Dickinson High School began offering *Agriculture Mechanics and Metal Technologies* this fall. The pathway provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students are developing engineering communication skills, including computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments. New welding machines, plasma tables, and other equipment is in place thanks to the Jobs and Education for Texans (JET) grant we received for nearly \$550,000 this past year. Agricultural Structures Design and Fabrication course was implemented this fall. 45 students earned their **American Welding Society (AWS) D 1.1 certifications** in April.

Imaging Technology: DISD is the first in the state of Texas to provide students with a simulation and coursework leading to dual credit and a **Limited Licensed Radiology Technologist (LLRT) certification**



opportunity thanks to the Jobs and Education for Texans (JET) grant we received for nearly \$750,000 this past year. Instructor, Kristin Stewart taught nearly 50 students this year, and is slated to teach just over 100 in the fall of 2024. Our hospital partners are excited about the pipeline of future imaging students will be providing their institutions. This innovative program has enabled us to secure additional partnerships throughout the Bay Area to ensure students meet the clinical hours needed to sit for their certifications.

Bond 2023 Update

CTE began planning for the **new 100,000 sq ft facility in January**. The center will house all current programs except for Agriculture Mechanics and Automotive which will be renovated to meet current and future infrastructural needs. **Maritime, IT/Cyber Security, Culinary Arts, and Firefighting are all new programs slated to be implemented when the Center opens.**

CTE Summary

The CTE department continues to increase certification offerings and pass rates each year. As of May 24, 2024 students have earned **732 certifications** with an overall pass rate of **84%**.

Collaboration, strategic planning, and unconventional thinking continue to drive innovation in our department. We will be announced as the **largest FFA Chapter in the state of Texas** at State Convention in a few weeks. Districts from across the state are **inquiring about our new imaging program and requesting tours**. **Two rows of seats were added in the auditorium** at last Friday's Health Science Pinning ceremony to accommodate the number of students and parents in attendance. Our Career & Technical Student Organizations (CTSOs) are **increasing the caliber of programming** by providing students with opportunities to serve in leadership positions, engage in community service activities, and compete at the local, state, and national level. Dr. Melissa Everett continues to serve on the Career & Technical Association of Texas (CTAT) Board of Directors to ensure the Gulf Coast area CTE districts are informed and active in advocacy, legislation, and policy.

DICKINSON ISD

Fine Arts

Creating Excellence-Inspiring Futures

10,764 TOTAL STUDENTS

997-BAND
447 CHOIR
5,756 ELEM MUSIC / ART
995 THEATRE
1,990- SECONDARY ART
579 - DANCE

MORE THAN 150 PUBLIC PERFORMANCES



OVER 900 AWARDS

NATIONAL RECOGNIZED BAND - KRANZ JH



FINE ARTS REPORT 2023-2024

Dickinson ISD Band Program

DHS Directors: Trevor Braselton, Risa Hsu, Todd Sommer, Robbie Wang and Alex Hedden

MJHS Directors: John Hinojosa and Robert Baker, Rebekah Delgado

Kranz Directors: Kelby Koch, Juan Castillo, and Brittleigh Nettuno

Dickinson JH Directors: Rinaldo Saenz, Justin Garcia

Brief summary of new procedures/events/activities:

- DHS student leadership continues to be the backbone of our success. This year, we hired SASI to lead a two day workshop with our student leaders as well as 2 days with our Drum Majors.
- Continued use of the Charms management system allows for effective communication with parents. Working on transitioning to CutTime.
- We continue with Smart Music technology and the Harmony Director on all campuses.
- Additional extrinsic awards for the school year include a Main Event Day for students consistently showing musicianship and growth in the classroom for sixth to eighth grade district band students and a sixth grade end of the year rewards party also held at Main Event.
- Various clinicians are used to enhance the students' learning opportunities.

Pertinent statistics

DHS Band

- Total Enrollment 267 ; Male 120 , Female 147
- Ethnicity Breakdown: White 86, Black 31, Hispanic/Indian 138, Asian/ Pacific Islander 12
- Freshman 98, Sophomore 77 , Junior 54 , Senior 38

McAdams J.H. Band

- Total Enrollment 198: 79-6th graders 77-7th graders, 56-8th graders,
- Male 98, Female 100
- Ethnicity Breakdown: White 36, Black 12, Hispanic 143, Asian/Pacific Islander 7

Kranz J.H. Band

- Total Enrollment 280 total: 86-6th graders, 74-7th graders, 120-8th graders
- 149 Female, 131 Male
- Ethnicity Breakdown: White 86, Black 39, Hispanic 148, Asian 7

Dickinson JH Band

- Total enrollment: 186; 76-6th graders, 73-7th grader, 37-8th graders
- 68 Female, 118 Male
- Ethnicity Breakdown: White: 66, Black: 36, Hispanic 79, Asian 5

Plans for improvement/modification/enhancement of efforts:

- Honors credit is offered this year at DHS.
- Continue to develop and encourage the private lesson program to improve individual playing skills.
- Developing a plan to work with individual students and provide one-on-one instruction at little to no additional costs to the students.
- Retaining of music arranger, drill writer and program coordinator for the DHS Marching Band for 2024 season.
- Develop a way to split band's regularly for more specialized instruction.
- Constantly balance instrumentation at the 6th grade campuses to ensure no shortages occur at the JH.
- Utilize Smart Music for future assignments next school year.
- Help students practice more intelligently with a type of focused approach, so they can become more efficient.
- Middle school bands are working to find ways to help students with financial difficulties afford private lessons.
- Our goal is to maintain this momentum to serve the community with the finest instrumental music program available anywhere.

Evidence of success/student performance:

DHS Band

- All three concert bands earned straight 1's at the UIL Concert and Sight reading contest. The Concert 2 band received a first division rating on stage at the GMF.
- Marching Band placed 1st at the US Bands contest. The band also placed 2nd at Area and top 23 at the State Marching Contest.

Region Orchestra Results

- William Creel- Trombone
- Samuel Sheffield – Trumpet
- Trevor Seeley- Trumpet
- Carlos Marquez – Percussion
- Jahir Blanco - Percussion

Freshman Region Band Results

- Mikayla Rios- Flute
- Kealynn Price- Flute
- Maribeth Reed- Flute
- Barbara Baeza- Clarinet
- Isabella De La Cruz- Clarinet
- Vallerie Carden- Clarinet
- Jaelyn Waller- Trumpet
- Jasmine Vega- Trumpet
- Autumn Hodges- French Horn
- William Creel- Trombone
- Arian Saavedra- Trombone
- Bryson Eames- Trombone
- Brenden Griffith- Euphonium
- Austin Robinson- Euphonium
- Tristen Burkhardt- Tuba
- Nathan Darrow- Percussion

All-District Band

- Annie Velazquez-- Flute
- Kelly Nguyen-- Flute
- Brooke Tarpley- Oboe
- Viviana Perez- Bb Clarinet
- Jazlynn Davis- Bass Clarinet
- Abigail Messina- Bassoon
- Trey Greer- Bassoon
- Trae Allen- Alto Saxophone
- Remy Farrar- Alto Saxophone
- Jaelynn Waller - Trumpet
- Liam Spaw- Trumpet
- Peyton Jensen- Trumpet
- Bryan Dryer- French Horn
- Manuel Dodson- Tenor Trombone
- Geovanny Yanez- Tenor Trombone
- Riley Akins- Tenor Trombone
- Brenden Griffith - Euphonium
- Isaiah Gonzalez- Tuba
- German Rodriguez- Percussion

All-Region, Area, State Band

- Arely Contreras- Piccolo
- Kiersten Spaw- Flute
- Kealynn Price- Flute
- Mikayla Rios- Flute

- Alex Duran- Bb Clarinet (qualified for Area and All State)
- Angel Hernandez- Bb Clarinet (qualified for Area)
- Barbara Baeza- Bb Clarinet
- Caroline Korenek- Bb Clarinet
- Nayeli Jaramillo- Bb Clarinet
- Elias Rodriguez- Bass Clarinet
- Luke Ryan- Contra Bass Clarinet
- Jason Gregory- Tenor Saxophone (Qualified for Area)
- Daniel Renovato- Baritone Saxophone (Qualified for Area and All State)
- Samuel Sheffield- Trumpet (Qualified for Area and ALL-STATE)
- Trevor Seeley- Trumpet (Qualified for Area and All State)
- Daniel Ontiveros- Trumpet (Qualified for Area)
- Natalee Diaz- Trumpet
- Jacob Moseley- French Horn
- Brady Korenek- French Horn
- William Creel- Tenor Trombone (Qualified for Area)
- Arian Saavedra- Tenor Trombone
- Ethan Messina- Tenor Trombone
- Angelo Bigueras- Euphonium
- Cole Lacey- Euphonium
- Justin McLaren- Tuba (qualified for Area)
- Tristen Burkhardt- Tuba
- Carlos Marquez- Percussion (qualified for Area)
- Jahir Blanco- Percussion (Qualified for Area)
- Devin Dunn- Percussion
- Collin Wilson- Percussion

MJHS Band

- **Region Band**

7 of our students made the All-Region Band

- Shelby Hanson, Flute
- Angel Martinez, Flute
- Itzel Jaramillo, Clarinet
- Jessie Williams, Contra-Bass Clarinet
- Abrianna Ortiz, French Horn
- Agustin, Perez, Euphonium
- Diego Martinez, Percussion

3 of our students made the All-District Band

- Danielle Williams, Flute
- Daysi Ortiz, Clarinet
- Gabriel Duran, Bass Clarinet

- **Solo and Ensemble Competition**

98% of our Concert, Symphonic, and Honors Band students received a First Division Rating on their solo and or ensemble. 100% of our participating Beginner Band students received a First Division Rating on their solo.

- **UIL Concert and Sight-Reading Evaluation**

Honors and Concert Bands earned the Sweepstakes Award (1's on Stage and Sight-Reading). Symphonic Band received a superior rating in sight-reading and an Excellent rating on their stage performance.

- **Music Festival**

The Beginner All-Star Band performed at the Gator Music Festival and received straight one's (Superior Rating) and outstanding section awards from all three judges.

KJHS Band

- **Region Band-** 48 out of 65 students who auditioned made District Band. 41 students made the Region Band. 10 students reached the highest chairs and placed in the Region Orchestra. Kranz for the 4th consecutive year has the most students making Orchestra, Region, and district compared to every school in the region. In the past 4 years the Dickinson Junior Highs have had 206 students make region band, significantly more than any other school district in our region. Results Here: [+ KRANZ REGION RESULTS](#)
- 100% participation at solo contest every year from our second year and third year players. 98% of students earned a 1st division.
- **UIL competition:** Honors and Symphonic Bands earned a Sweepstakes Award and Concert Band received Superior in sight-reading. The Honors band performed a Lincolnshire Posy this year which is the highest level of literature possible that only high school top bands consider playing. The Symphonic Band also played music above their required grade level.
- **National Recognition:** For the third year in a row the Kranz Band was recognized as one of the top bands in the nation for the Mark of Excellence Competition. We will resubmit this year again and hope to be recognized again! In 2023 the band placed 1st in state prelims and finished 6th in state finals for the Honor Band competition. In addition to this the band was one of 4 bands in the Nation selected to perform at the Midwest Clinic which is the most prestigious band clinic in the United States! Band directors from across the state frequently visit to observe and call to emulate our practices at Kranz.
- **Kranz Jazz Band-** has performed numerous times for the Dickinson community this school year and has been a spotlight on our students playing different styles of music and learning how to improvise and be creative. Students competed at the Clear Falls Jazz Festival and received 1st place and finished 2nd place overall against high school jazz ensembles!
- **Music Festivals-** Kranz Honors Band was crowned grand champion at the Shadow Creek Showcase which we competed against some top level schools that consistently place top 5 in the state on a consistent basis. Concert Band received 2nd place for the Sub Non-Varsity group and Beginner Band placed 3rd at Gator Music Festival.

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

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

Dickinson ISD Choral Program

Zachary Foster (DHS), Gracie Stutterheim (DHS), New Hire 2024-25 (MJH), Imani James (KJHS) Mark Patterson (DJH)

Brief summary of new procedures/events/activities:

- The choir program at DHS gave 5 full concerts this year, our Fall Preview Concert, Broadway on the Bayou, Sounds of the Season Christmas Concert, our Pre- UIL concert, “Earth, Wind, and Choir”, our 70s themed Pop Show and a send off concert for Madrigal Concert. All were well received, featuring a number of individual performances alongside full choral performances.
- The JH Choirs have continued to retain a friendly but competitive spirit.
- Successful mock UIL was attached to the already established “Pre-UIL” event that we host for the JH Choirs and was held at Kranz.
- The JH and HS Choirs collaborated for a successful rehearsal/ National Anthem performance at Jr.High night.
- The HS Varsity Choir toured during the holiday season, visiting 4 of our 7 elementary schools as well as several spots around town, including the Rotary Club, the Clear Creek Retired Teachers Association, and at UTMB.

- The DHS choir department co-taught the 6th period Musical Theatre class, teaching basic technique and literacy skills, as well as preparing them for the Musical Revue.
- The DHS varsity choir attended Madrigal Festival in Dallas in March, bringing home a superior performance trophy.
- The choir department attended Solo/Ensemble contest, with 33 students bringing home medals with 8 advancing to state.

Pertinent Statistics:

- DHS Choir enrollment: 142 (male 58, female 84), with expected growth of approx. 25% for the Fall of 2024, including the addition of AP Music Theory now under the umbrella of the choral department
- MJHS Choir enrollment: 74
- KJHS Choir enrollment: 86
- DJH Choir enrollment: 75

Plans for Improvement:

- DHS will be attending the brand new Houston Madrigal and Chamber Festival in March 2025. DHS will continue to take 4 choirs to UIL (Varsity Mixed, Non-Varsity Treble, Non-Varsity Tenor-Bass, Sub-Non Varsity Treble) with a possibility of taking a 5th new Non-Varsity Mixed Choir. Additionally, The DHS Choir will be competing at Festival Disney in March of 2025 as well.
- Keep working on growth and quality of the choral program at DHS and district wide. The district directors collaborated this past year on a successful JH Night at the Varsity Football game and look forward to even more success next year..
- Continued implementation of a “mock” UIL for the 6th grader choirs (hosted by the JHs).
- Continue to work closely with the choral team to vertically align the choral curriculum through all levels.
- BMS is gaining ground on changing the culture of choir at school and working closely with theatre to provide other outlets and opportunities for performances.

Evidence of student success/performance:

DHS

- 44 students auditioned for the Region 17 Mixed and Treble Choirs. 8 students advanced with 7 placing into a Region Choir. Of those, 3 qualified for the Pre-Area Round of the All-State Choir.
- DHS greatly improved their UIL Concert and Sight Reading scores with 3 Non-Varsity Choirs each earning 1's (Superior) on their Stage performance and 2 of them earning straight 2's (Excellent) in Sight Reading
- Additionally, the Varsity Choir earned Superior ratings at the North Texas Madrigal Festival bringing home a trophy.
- The DHS choir department was vital to the success of our musical productions. The majority of our Varsity choir was involved in some capacity in the All-District Musical either as a lead or chorus, receiving Tommy Tune nominations across the board, specifically Best Musical, Best Ensemble, and Best Musical Direction.
- 33 students medaled at the Region 17 Solo and Ensemble Contest earning 1s across 25 Solo performances and 1 Non Varsity Ensemble (a district first!)
- An increase in inter-program recruitment.
- Noticeable increase in program and classroom morale as well as many social events throughout the year led by our officers.

McAdams Junior High

- NO report this year due to the teacher leaving. We have had a long term sub that did make the choir Christmas concert a success, but then the sub left the program.
- We have successfully secured the top prospect graduate from Texas State and he will work to rebuild this program in the 2024-25 school year.

Kranz Junior High

- Kranz Choir hosted the joint junior high holiday concert (DHS brought a choir to participate in the event).
- The Kranz Choir program was the host for the choir Pre-UIL which included junior high and middle school programs.
- Kranz hosted one of the after school Region Choir Sectionals for DISD Junior high schools (Carrie Davis, Zach Foster and Imani James were section leaders).
- Kranz Choir had 7 students to make the Region choir.

- Kranz Choir participated in UIL, earning superior (1) ratings for sight reading and excellent (2,2,1) ratings for Concert.
- Varsity and Non-Varsity soprano/alto combined choirs attended the Shadow Creek Festival, achieving superior ratings.

Dickinson Junior High

- Fall, Winter, and Spring Concert. Other performances include: Dedication Ceremony, Veterans Day Program, In-class pop up shows, and School Meet and Greets
- 13 Region choir auditionees (38% of 7-8 graders), 5 Region Members (38% of auditionees) , 11 Superior rated soloist at Solo Contest 2 Excellent rated soloist. 2 Sweepstakes at Concert and Sight-Singing Contest.

General evaluation

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

Dickinson ISD Elementary Music Program

Melanie Wiggen (HRES), Tyler McCord (KELES), Angela Guidry (SLES), Landon Petersen (LES), Ashley Brown-Endler (CRES), Jasmine Pulliam (BCES), and Kelsey Helton (JSES)

1. New procedures

- We are working to complete a new district aligned curriculum to ensure students leave elementary school with a strong foundation for middle school music education. Middle School music is now under the elementary umbrella so we are able to plan together for a well-organized vertical team for students PK-5. Elementary schools have implemented full-day PreKindergarten and each PreK student receives music instruction every week.

2. Statistics – total of 5,756 students taught Elementary Music in DISD

San Leon-524	Calder Road-672	Lobit ES- 567	Lobit (5 th) - 247
K.E. Little-577	Hughes Road-670		Barber (5 th) -337
Silbernagel-634	Bay Colony-675		Dunbar (5 th) - 327

3. Plans for improvement and enhancement of efforts

- DISD elementary music teachers are using every opportunity to connect music to concepts and TEKS the students are learning in other subject areas.
- Rewrite the DISD curriculum for elementary music to ensure all students are receiving the instruction necessary to be successful in both middle school and secondary fine art programs.
- ALL elementary music teachers have been to Kodaly Level 1 and will attend Orff Level 1 in the summer being trained in both methodologies will support both our choral and instrumental programs in the higher grades
- Orff and Kodaly will be implemented in 2024-2025 as a blended approach, supplemented with Quaver Music..

4. Evidence of success/student performance

- We continue to have Quaver’s Marvelous World of Music serve as a curriculum resource, assessment, and grading platform. This will be the starting point for ensuring our students are ready for secondary programs after exiting elementary.
- Every student in K-5 has the opportunity to perform each year at every school.
- Many schools offer extracurricular musical ensembles and programs that are available to all students on campus, including after-school choirs, UIL Music Memory and more.

At Silbernagel, each grade level receives 60 minutes of music instruction per week and each student has at least one opportunity to perform for an audience. We were delighted to add full-day PreK to our schedule, which has been nothing but a joyful experience.

PreK and Kinder focus on the Kodaly Comparatives “high vs low, fast vs. slow, etc”, 1st grade focuses on reading pitch through solfege and 2nd grade focuses on instrument technique on drums and xylophones. My favorite is 3rd grade, where students learn to read music through learning the recorder!

Performances and programs included a Hispanic Heritage Showcase, Veteran's Day program, 2 holiday programs, Open House Music In Our Schools Program, 3 Kindergarten Celebrations, 2 PreK Showcases, the Multicultural Fair and an all-school talent show. We continued our after-school choir program, rebranded as "Silbernagel Sound," with fifty students, and were able to perform several times for the Dickinson Rotary, Dickinson City Council and on campus. We participated in UIL Music Memory and other special private lesson offerings throughout the year.

The elementary music teachers received a Dickinson Education Foundation grant for \$6000 for supplies to enhance our Kodaly instruction. Each campus received manipulatives, puppets and other class supplies, as well as two professional resource libraries, which will be housed at Silbernagel and Lobit Elementaries.

Mrs. Helton was recognized as a H-E-B Excellence in Education finalist and was a guest clinician at the Nebraska Music Educators Association at the University of Nebraska in Lincoln. On campus, she serves as the auxiliary team lead and sits on the PBIS committee, Guided Coalition PLC committee, the district TIA committee and district DEIC committee, as a representative of the fine arts department. She also collaborates with Kranz Junior High as a judge for their solo and ensemble festival, and a guest musician for Barber Middle School and Dickinson Junior High.

The music program at Lobit Elementary has been thriving this academic year. Each grade level has received 60 minutes of music instruction per week, and students have had at least two chances to perform for an audience. Our new classroom instruments have been available throughout the school year, and students have showcased their skills during events such as Go Texan Day, Veteran's Day, Winter Holidays, and the spring season. Third graders were able to use these new instruments during their 'Music of Our World' drum and singing program! Mr. Petersen's Kodaly Level 1 certification has been instrumental in developing music and creativity skills in our students, who can now sight-sing based on hand movements, understand a variety of musical concepts, and learn a rich repertoire of folk and cultural songs.

At San Leon Elementary we have had a great year exploring our instruments this year. We played several different melodic and rhythmic ostinatos on various pitch and unpitched percussion instruments. This was pivotal in developing and extending the students' knowledge of the musical concepts in our Elementary Scope and Sequence. The Kodaly training Ms. Guidry participated in, helped our program by including lots of Folk Songs that students grew to love through singing games and then moving those songs to instruments where we played simple sol, mi, la patterns. Each grade level received 60 minutes of music each week. We added PreK this year and a whole new PreK curriculum. Grade levels Pre Kindergarten - 3rd grade all had the opportunity to perform on stage for the whole school and at night for the parents. We did a Veteran's Day program, a Christmas musical, a musical written from a book about Jungle animals that featured a song played on orff instruments, and two that included color songs and songs we had sung over the year. Our kindergarteners used some instruments in their end of year program to play along on different songs that highlighted simple rhythm patterns and steady beats. This year our 3rd graders had the opportunity to learn to play the recorder. We will end the year with a Talent Show! San Leon also participated in UIL Music Memory. It was a great year in Music at San Leon!

At Calder Road Elementary we have had a marvelous year in music! Students experienced learning musical concepts through movement, instruments, puppets, and singing. Grade levels 1st-3rd received 60 minutes of musical instruction every six days. This year we were thrilled to experience a full day Pre K. We had a total of four PreK classes this year. Each PreK class attended music for 30 minutes every other day during a six day rotation. With the utilization of Kodaly resources and the Quaver curriculum, students have enhanced their knowledge of rhythm and melody. We discussed the connection of emotion to music. As well as, musical connections to other core subjects. Students had the opportunity to perform for an audience at least once. We had performances for Veteran's Day, Christmas, Go Texan Day, and celebration for the end of the year. Students show their knowledge through instrumentation and singing skillfully. Calder Road also participated in UIL + Music Memory this year. Music has been filled with dancing, singing and playing instruments throughout this year. It has truly been an amazing year for Calder Road music!

The Hughes Road Elementary music program gives all Pre K-3 students the opportunity to shine and learn about the many aspects of music. They receive 60 minutes of music every 6 school days. Through singing, playing, movement, listening, playing games and discovery, the students utilize the instruments, manipulatives, puppets, and new resources we received this year. They perform for our campus and for our families with a Veterans' Day program, a Christmas program, grade level music celebrations, and holiday and end of year all-school singalongs. Hughes Road's UIL Music Memory team of 3rd graders took home 2nd, 4th, and 5th place out of 134 contestants. Our year has been jam packed with steady

beat, creative movement, solfege, rhythm reading and playing, and using our voices to sing amazing songs. We love our music at Hughes Road Elementary!

In Bay Colony Elementary, we learned concepts through movement, games, dancing, discussion, and playing with the wonderful manipulatives, puppets and instruments we received this year. We not only explored grade level concepts in rhythm, melody, beat, performance markings, form, partwork, singing, and instrumentation, but also took the time for social-emotional skills and conversations. We discussed how music can make us feel, as well as how we treat ourselves and others as musicians, as well as in general. One practice of such discussions was to be kind audience members while listening to three pages of live piano music. This practice exercises listening, patience, empathy, and both observing and imitating performance behavior that is not overly self-critical but rather gracious and reflects a growth mindset. This directly led us into the students being the pianists in a short series of group piano lessons the following weeks, for a brief break from our other methods of learning in the classroom. For this, we utilized the new digital piano the school fundraised for this year and also utilized the beginning portion of the Quaver Keyboard Course from the district's Quaver Curriculum. Outside of the classroom, Bay Colony displayed their passion for music at grade level shows for the three upper grades and an upcoming Talent Show, as well as at UIL Music Memory. In UIL Music Memory, Bay Colony left with 1st place in the 3rd grade division and 1st and 2nd place in the 2nd Grade division. Through teamwork across the other competing groups outside of music, Bay Colony was awarded Elementary Grand Champion for UIL A+ 2024.

At K.E. Little Elementary the students had such a wonderful year exploring all of the instruments we have. The Music Club at Little also had a tremendous year as we finished our 3rd annual concert. We played 2 Orff songs, 2 Bucket Drum songs, 1 Boomwhacker song, played in a Drum Circle, and sang 1 song in a different language (that also incorporated a dance with the song). In regular music class the students play on Orff instruments, Ukulele, Recorders (from time to time), Drums, Drum sets and a bunch of other percussion instruments. Each class gets a total of 60 minutes each time they come to music. Each grade has a program that we perform both for the school and families. 3rd Grade had their Veterans Program, 2nd Grade had their Christmas Program, 1st Grade did a program named "It's Saturday" and PreK/Kindergarten are preparing for their Graduation Program at the end of the year. 6 years ago, Little was awarded a \$10,000 grant to acquire a great assortment of new instruments and they get used daily. On top of playing instruments, we also sing every single day. We sing folk songs and the games that accompany them. We also sing and play movement activities as well. To say this year was great is an understatement and I can not wait to see what is in store for next year!

Dickinson ISD Theatre Program

DHS-Laurel Powell, Marisa Hataway, Roxanne Sheffield; KJHS- Jonathan Kyle Crawford, Elizabeth Brown; MJHS-Tara Jones; Dickinson JH-Jake Wadkins and Gerik Lyssy

DHS Theatre enrollment has continued to grow this year. Enrollment in the upper level theatre classes has grown to 163 students. The level one classes are at 161 students. Courses offered are Theatre Arts 1-4, Musical Theatre 1-4, Technical Theatre 1, Technical Theatre 2, and Advanced Technical Theatre 3 & 4, Theatre Production 1-4, Theatre Production MENTOR and Advanced Theatre 1-2.

This year we had a full season. The season included two full length musicals, 25th Annual Putnam County Spelling Bee (which was a high school only production that went to the State Texas Thespian Festival and performed on the Mainstage), SEUSSICAL(which was the All District Musical), a Black Box production of Over the River and Through the Woods (which was fully produced by our Theatre 4 and Advanced Technical Students), our Regional Qualifying One Act Play, The Library, two senior directed productions, and our Annual Musical Revue. For Seussical, we had 114 students throughout the district attend our auditions. Seussical, the all district musical, ran for two successful weekends. We entered the Tommy Tunes with this production and were nominated for numerous categories. (see below for the entire list). The 25th Annual Putnam County Spelling Bee, the High School Theatre Production musical, ran two very successful weekends as well as on the Mainstage at the State Texas Thespian Festival in San Antonio in November. This musical was also entered in the Tommy Tunes Awards and was nominated for numerous categories. (see below for the entire list).

In November we traveled to San Antonio for the Texas Thespians Festival with 67 students. Of these 67 students, 21 of these students came home with trophies and 25 students qualified for the International Thespian Festival (Nationals) at Indiana University in June. The National Qualifiers are competing in the following categories: Monologue, Duet Acting, Group Acting, Solo Musical, Duet Musical, Duet Musical Dance, Solo Musical Dance, Costume Design,

Marketing, & Lighting Design. The musical we performed with at the State Festival, The 25th Annual Putnam County Spelling Bee, was awarded 6 individual awards (see the list below).

The 2nd semester continued our full season of shows including Over the River and Through the Woods, our UIL One Act Play - The Library, Musical Revue, and Senior Directed One Act Plays. Our One Act Play was extremely successful this year and advanced to the Regional UIL OAP Contest. Many awards were received throughout the process (please see the list below).

For the Tommy Tune Awards, we were announced as Finalists in three categories with 6 students being named. The detailed list is below.

We had 27 seniors graduate from the program this year with 7 of those 27 seniors going on to study Theatre or Film in college.

Next year will include an All District Musical, a high school only musical, a play, our One Act Play, Musical Revue, Senior Directed One Act Plays, a possible Underclassman play, and an Improvisation Show.. Students will also be traveling to Corpus Christi for our annual State Thespian Festival where students will compete in various acting, musical theatre, dance, and college scholarship competitions as well as attend workshops.

All three theatre teachers will attend our annual Texas Educational Theatre Association Convention in Galveston during September where we will present workshops and attend other's workshops to further our own training. Lead Director at the high school will serve on the UIL One Act Play Advisory Committee for the 4th year where she will attend various meetings throughout the summer and the year to further the success of the OAP contest in the state. The Lead Theatre Director will also attend the Texas Thespians Educators Conference in January. Our Thespian Officers will attend Troupe Officer Training in the Houston area. this year as well as work on the steps to continue our Honor Troupe status. . The department applied for a Theatre School of Distinction through TxETA and will be notified prior to our convention in September. Directors will also host numerous summer camps for area theatre students and our upcoming production students in order to strengthen the performing arts in the district.

Dickinson High School Theatre Accolades include

2023-2024 School Year

Our ITS Troupe 2362 was recognized as an HONOR TROUPE by the state of Texas.

The 25th Annual Putnam County Spelling Bee

Tommy Tune Nominations

Outstanding Musical

Outstanding Ensemble

Outstanding Lead - Kennady Spies as Olive Ostrovsky

Outstanding Singer - Kennady Spies as Olive Ostrovsky

Outstanding Costume Design - Jasper Dodd, Megan Adams & Laurel Powell

Texas Thespians Festival

Mainstage Show (1 of 2 mainstage shows) - The 25th Annual Putnam County Spelling Bee

Mainstage Awards

Best Ensemble

Best Sound

Best Lighting

Best Cameo - Natalia Marin as Olive's Mom

Best Supporting Performer - Noah Nuetzmann as Leaf Coneybear

Best Performer - Kennady Spies as Olive Ostrovsky

11 National Qualifiers

Monologue - Kaylie Hanson

Monologue - Sofia Mercado

Duet Acting - Jewel Richards & Maia Morales Morales

Solo Musical - Kennady Spies

Solo Musical - Andrew Johnson
Solo Musical - Sara Faulkner
Solo Musical - Tahlyn Mobley
Duet Musical - Natalia Marin & Mason Shirley
Solo Musical Dance - Kaydence Austin
Costume Design - Leah Luna (Mainstage Callback meaning perfect score)
Lighting Design - Kenzington Bass

Improv Team advanced to the Quarterfinals and finished in 4th place

2nd Place in Team Costume Design - Megan Adams, Kaylee Curry, Jasper Dodd & Leah Luna

3rd Place in Team Hair & Makeup Design - Kiah Abshire, Audrey Brooks, Maia Morales Morales & Adrianna Smith

All Star Troupe Table Design - Kenzington Bass, Kennady Spies, Michael Flores, Ruthie Rutovic, Sofia Mercado & Briley Valencia

Mainstage Callback - Leah Luna for Costume Design

Virtual Submissions

14 National Qualifiers

Monologue - Grayson Kylen
Monologue - Gabriel Lynch
Monologue - Audrey Brooks
Monologue - Christian Bruce
Duet Acting - Michael Flores & Kaylie Hanson
Duet Acting - Luke Barajaz & Annie Calzoncit
Duet Acting - Kaydence Austin & Ruthie Rutovic
Duet Acting - Dereon Jones & Emilio Martinez
Group Acting - Audrey Brooks, Michael Flores & Grayson Kylen
Solo Musical - Noah Nuetzmann
Solo Musical - Chloe Celeste Robles
Duet Musical - Andrew Johnson & Kennady Spies
Duet Musical Theatre Dance - Kaydence Austin & Leah Luna
Theatrical Marketing - Kenzington Bass

Over the River and Through the Woods

3 sold out performances

All-District Musical Seussical

Tommy Tune Nominations

Outstanding Musical

Outstanding Ensemble

Outstanding Technical Achievement

Outstanding Lead - Sofia Mercado as Cat in the Hat
Andrew Johnson as Horton the Elephant
Kennady Spies as Gertrude McFuzz
Natalia Marin as Mazie LaBird

Outstanding Supporting Lead - Michael Flores as General
Sara Faulkner as Sour Kangaroo
Ethan Flores as Mr. Mayor

Outstanding Singer - Sara Faulkner as Sour Kangaroo

Outstanding Actor - Sofia Mercado as Cat in the Hat
Michael Flores as General¹³⁷

Andrew Johnson as Horton the Elephant
Outstanding Director - Laurel Powell
Outstanding Music Direction - Zach Foster & Gracie Stutterheim
Outstanding Choreography - Carissa Matthiason & Olivia Powell
Outstanding Lighting Design - Roxanne Sheffield
Outstanding Sound Design - John Reyes, Tristan Perez & Alayah Davis
Outstanding Scenic Design - Roxanne Sheffield & Alais Reiter
Outstanding Costume Design - Kay-Cee Pride, Colleen Sparks & Monica Galvan
Outstanding Stage Management - Haedyn Lynch & Mallory Snyder

Tommy Tune Finalists

Outstanding Supporting Lead - Michael Flores as General
Outstanding Actor - Andrew Johnson as Horton the Elephant
Outstanding Singer - Kennady Spies as Olive Ostrovsky
Outstanding Sound Design - John Reyes, Tristan Perez & Alayah Davis

UIL Theatrical Design

Marketing Design - Kenzington Bass
Kenzi is in the top 12 6A Marketing Design Students in the state of Texas

UIL One Act Play

District Contest

Advancing Play to the Bi-District level
Ranked 1st place by all 3 judges
Outstanding Technician - Kaylee Curry
Honorable Mention All-Star Cast - Jacob Brunet
All-Star Cast - Kennady Spies
Best Performer - Maia Morales Morales

Bi-District

Advancing Play to the Area level
Ranked 1st place
Outstanding Technician - Ruthie Rutovic
All-Star Cast - Maia Morales Morales
Best Performer - Kennady Spies
Michael Flores

Area

Advancing Play to the Region level
Outstanding Technician - Kenzington Bass
Honorable Mention All-Star Cast - Jacob Brunet
All-Star Cast - Kennady Spies

Region

Outstanding Technician - Viva Bass
Honorable Mention All-Star Cast - Jewel Richards
All-Star Cast - Kennady Spies
Best Technical Crew

UIL Prose and Poetry

Prose - Sofia Mercado placed 1st and is advancing¹³⁸ to the Region Level

Poetry - Jordan Emmitte was named the District Alternate participant

Senior Directed One Act Plays

Five students directed original works with underclassmen

Musical Revue

13 fully student choreographed musical numbers from Musical Theatre 1, 2, 3, and 4 as well as Theatre Production 1, 2, and 3.

The MJHS Theatre Department led by Tara Jones-Wright serves 160 students in various sections of Intro to Theatre, Theatre 1, 2, and Theatre 3 Production classes. The Theatre 3 Production class continues to be filled with highly motivated 7th and 8th grade theatrical students committed to putting on productions for the campus. Within the first 9 Weeks of school, the Production class kicked off with auditions and rehearsals for the first play of the year, *Any Body for Tea?*. This production was performed for the public over two evenings and had audiences roaring with laughter. The company included 10 actors and 5 technicians. The show was rehearsed entirely during class and every student had a role or technical job that served the production. Set construction, Lighting Design, and Sound was also accomplished through the Production Theatre Class.

The Intro to Theatre classes (6th Graders) put on the First Annual *Charlie Brown and Snoopy Show*. 3 sections of Intro classes performed where a total of 74 students performed for invited parents and elective classes during the school day. Of those 74 students, 22 were featured in the evening performance: *The Best of the Best in The Charlie Brown & Snoopy Show*. 4 Production Class students served in Technical Crew roles during the school day and evening performances. This has been a goal of the Royalty Theatre Company for years! We are so excited to have 6th grade housed on our campus to grow the department.

Before the winter break, the Production Students performed a 10 minute version of *Charlie Brown Christmas* for the incoming 5th grade students. The performance was a collective showcase of the campus Fine Arts Programs to showcase student talents and increase awareness of the program before spring course selections were to begin.

The McAdams Theatre Department transitioned into the UIL One-Act Play Season with the play *The Drowning Girls*. This show was open to all Theatre Students to audition for and was rehearsed entirely after school. The play was performed for the public in the evening and for all the 8th grade RLA classes during the school day. The company included 10 actors and 5 Technicians. This year, McAdams also served as the Host Site for the entire contest: On-Site Rehearsals, Zone A, Zone B, and District. The success of hosting would not have happened without the collective efforts of the 3 Junior High Directors and the many Parent Volunteers from the 3 campuses. We owe them all great thanks.

Zone Awards

- 1 All-Star Tech Award - Josey Hall
- 1 Honorable Mention All-Star Cast Awards - Ethan Biggars
- 2 All-Star Cast Awards - Kharington Hubert, Bella Liccketto
- Outstanding Technician Overall - Malina Canales
- 1 Best Performer - Elizabeth Cauthron
- 1st Place Ranking (Out of 6 Schools)

District Awards

- 1 All-Star Tech Award - Cierra Grecco
- 3 Honorable Mention All-Star Cast Awards - Elizabeth Cauthron, Kharington Hubert, & Bella Liccketto
- 1 All-Star Cast Award - Ethan Biggars
- Outstanding Technical Crew Overall
- 1st Place in the Contest (12 Schools Total)

Every company member was recognized for their contribution to the play's story-telling at the District Board Meeting. The company appreciated the love and support they received from the other competing schools, the campus administration, and the District School Board for their efforts and accomplishments.

With the completion of the UIL One-Act Play Season, the entire department switched gears to produce the final show of the year, a musical, *Legally Blonde, Jr*. Since McAdams continues to serve as the host site for many Band events in the final 9 weeks of the school year, the McAdams Theatre department continued its tradition of a Spring Black Box Theatre Show. The *Legally Blonde, Jr* set was mounted in the Black Box Theatre room with the set constructed by the Theatre 3 Production students. The show once again utilized the entire Traveling Sound System including wireless microphones received through an Education Foundation Grant in 2019 and the original UIL Traveling Light System purchased by the department in 2018, through the student activity account. The Dickinson Education Foundation awarded

the department a brand new Traveling Lighting System for UIL OAP in order that the old system could serve as the official Black Box Theatre Lights! Through upgrades in the Black Box, the lights were able to be mounted in the grid system above the Black Box Stage. The company included 22 actors (4 of which were non-theatre students) and 4 technicians. The musical was a great success with all 3 evening performances completely SOLD OUT!

McAdams is looking forward to next school year and making final preparations. We finish off the final days of the school year with auditions for the Theatre 3 Production Class and hosting the End of Year Talent Show. We look forward to next year and the chance to continue growing and making lasting memories for our students.

Kranz Theatre Department welcomed 6th grade students to its campus this year and currently serves 246 students in various levels of Theatre 1, 2, 3 and Intro to Theatre classes. During the 2023-2024 school year, Kranz Theatre was able to produce a 5 show season (Two productions were completely put together by our amazing 6th graders)! In the Fall, the Theatre 3 class put together *Container Of Sharks*. The show was rehearsed completely in class and every student had a role in the show. This continued the Kranz tradition of the fall play coming from the Theatre 3 class. This show featured 18 student actors and 4 student technicians. Before the winter break, The Kranz Theatre 6th Grade Jr. Players performed *A Charlie Brown Christmas* for our incoming 5th graders, for our campus, and for the public. This work was able to showcase the growing talents of our students, bring visibility to the program and lay the groundwork for recruitment at the middle school level.

The Kranz Theatre Department then shifted gears to UIL One Act Play. This year Kranz produced *Lafayette No. 1*, which featured a company of 23 student members. In February 2023 the UIL OAP Company competed at Zone and District Contests. Kranz Theatre advanced from Zone (placing 2nd) and received several awards including: 1 All Star Technician, 3 Honorable Mention All-Star Cast Awards, 2 All-Star Cast Awards and 1 Best Technician Overall. At the District contest, Kranz saw continued success placing 2nd place overall and receiving 1 All-Star Technician, 1 Honorable Mention All-Star Cast Award, 1 All-Star Cast Award, and 1 Best Performer. This is the 3rd consecutive year that Kranz Theatre placed in the top 2 overall at the District Contest. The show was a huge success and was well received by parents, faculty members and the community. Our public show was also the most attended UIL One Act Play in Kranz history! We were even recognized by the DISD School Board for all of our UIL success!

In April, the 6th grade Theatre classes (under the direction of Elizabeth Brown) put together an original adaptation of *Peter Pan and Wendy*. All 6th grade Theatre classes were involved in some aspect of the production. It was yet another amazing opportunity for students on our campus to be onstage!

In May, the Kranz Theatre Department put on their Spring Musical, *Mean Girls Jr.* This show featured 33 student performers and 11 student technicians. *Mean Girls Jr.* was a complete joint effort between Crawford and Brown Bear. The show was a huge success and was enjoyed by all audiences. *Mean Girls Jr.* was the highest attended show in Kranz Theatre history (More than UIL OAP Public Show and last year's Musical)! The Kranz Theatre program will continue with its traditional 3-show season for the 23-24 school year (Fall Play, UIL One Act Play, Spring Musical). Kranz is also planning to incorporate a Musical Theatre Revue for the 6th grade program and we are planning how to add 6th grade/7th grade into the Fall Play. We are looking forward to another amazing year of Kranz Theatre under the direction of J. Kyle Crawford and Elizabeth Bear Brown.

In their opening school year, the DJHS Theatre Department, the DJH Players, hit the ground running with all things Theatre and Performing. We have a total of 215 Students enrolled in Intro to Theatre, Theatre 1, Theatre 2, and Theatre 3, all led by the Theatre Teachers/Directors, Jake Wadkins and Gerik Lyssy.

We started the school year with auditions for our Fall Play where 147 students across all Theatre classes came out to be a part of the first show, "The Morning of the 8th Day". All rehearsals were after school, where students dedicated their time to building the set, design the lights, painting the scenery, and altering costumes. We were very fortunate to have our Superintendent, Carla Voekel, donate money to our DJH Players Booster Club by buying the first signed show poster at DJHS. The show featured 9 Main Roles, 11 Ensemble Members, and 8 Technicians, most of them performing their first ever Theatre Performance.

Following the success of the Fall Show, the 23-24 UIL OAP journey for the DJH Players was up next. To show our students the difference between cutting a show and how that can make an impact in telling the story, our One Act Play was "The Morning of 8th Day", where students get to build their dramatic play structure for the story we are telling. February 29th, 2024, 2 Directors and 20 Company Members competed at our first UIL OAP Zone Competition where we placed 2nd Overall of 6 Schools, where we advanced to the next level of competition. Some accolades the students were honored with are as follows: Adelaide Barker for Best Technician Award, Shyer Ferguson and Elise Pointdexter for Honorable Mention Cast, Josie Bishop and Luciana Sparks for All-Star Cast, and our Technical Crew won Best Overall Technical Crew, the first kind of this award to given out at the Junior High Level, as well as advancing Play. February 24th, 2024, we had our District Competition where we placed 5th overall out of 12 schools. Some accolades the students were honored with are as follows: Caroline Bergan for Best Technician, Josie Bishop for Honorable Mention Cast, Emory Guajardo for All-Star Cast, and Luciana Sparks for Best Performer. After the dust settled from our amazing UIL OAP

journey, we were honored by the DISD Board of Trustees, February 27th, 2024 for the hard work and dedication by these students. To end off our play, “The Morning of the 8th Day”, we had our Public Performance March 1st, 2024 for a great crowd from our community, who supported us on this whirlwind of a ride.

The final show of our season was our first Spring Musical, “Finding Nemo the Musical Jr.”. We had 113 students across the entire school come out to audition, even students who were not currently enrolled in Theatre. Most of our spectacular Fine Arts Team each had a hand in this musical with Mark Patterson as Music Director, Allyson Loving as Choreographer, Gerik Lyssy as Technical Director, Jake Wadkins as Acting Director, even Regina Bishop creating hand drawn and painted posters that went up around the school promoting the performance. The day before Opening Night, we had a “dress rehearsal” performance for our incoming 5th Graders from Lobit MS, where they got to tour the school, watch our amazing students perform the show, and even had time for a quick talk back about all things costumes, set, musicals v.s. plays, and taking Theatre classes next year. We had a record number of Opening Night Ticket sales equalling to over 400 sold seats for Friday Night. With over 40 students onstage and 10 students backstage and in the booth, the entire show was student run.

With the 2023-2024 school year coming to a close, we are so excited to plan our season and curriculum for the 2024-2025 school year, growing this department with all the new ideas to come.

Dickinson I.S.D. Art Program

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

The Dickinson High School Art program services 1,002 students, providing a comprehensive art education comprised of classes of Art I; Design; Drawing II, III, IV, AP; Painting II, III, IV; Sculpture II, III, IV, AP; Rodeo Art Drawing; and Structured Needs Art. We currently have 504 Art I students, 462 upper-level Art students, and 36 Special Needs/Mentor students. The DHS art students competed in various art shows such as Houston Livestock Show and Rodeo. Visual Arts Scholastic Event (V.A.S.E.) had 78 entries. 53 of which were awarded the highest score. Two pieces advanced to the state competition: both Monique Villanueva and Trish Nguyen received Gold medals at state. 10 students became eligible for letter jackets for receiving a 4 at VASE for the 2nd year in a row. The DHS students also competed at the Texas City Art Festival, with 112 entries; in 2D, DHS had many HONORABLE MENTIONS, Juan Castro, Maya Wright, Emmalee Adams, Jacey Long, Angeles Fuentes- Vasquez, and Angelica Sanchez-Moya in 3D, DHS took, second (Sevan Edens) and third (Hartley Cronin). 7 DHS 3D pieces earned Honorable Mention, Monique Villanueva, Andrea Vargas, Nathan Anderson, Mia Alvarez, Inez Fa’Atoafe, Jimena Martinez and Sayda Guerra). DHS art students and teachers participated in the community Blue Heron Project, painting a heron that will be placed at the Gulf Coast Realty. 18 new members have been inducted into NAHS with a total of 100 members. 30 (th grade Art 1 students went on an Art field trip to the Houston Center for Contemporary Craft and the Asia Society Texas Center. Senior Painting and Sculpture students traveled to Galveston to to plein aire paint and build sandcastles.

The MJHS Art program now serves around 323 students and KJHS serves around 295 students where fundamental skills to develop artistic abilities are taught daily which enable success at various levels. Students participated in various contests during the school year such as the Holiday Board Member Cards Contest, Texas City Art Festival, Doodle for Google, and Houston Livestock Show and Rodeo Contest. MJHS had 6 finalists in the Houston Livestock Show and Rodeo Contest with one of them being a gold medalist. Students also used their creative ideas to participate in different areas around the school building. 6th, 7th, and 8th grade students are continuing to build on their area of skills in design, drawing, sculpture, painting, and art history.

Our Art program served approximately 450 students during the 2023-2024 school year at Kranz Jr High. They learned about many different styles of Art and gained experience with drawing, painting, sculpture, collage, fiber art, and clay. Our Kranz artists participated in 2 different contests this year; Lions Club International Art Contest, and Houston Livestock and Rodeo Art Show. KJH had 25 of our 8th grade art students submit entries for the Lions Club International Art contest and we had 13 students place in 1st, 2nd, and 3rd. Our 1st place student went on to represent KJH at the regional level and placed 3rd. KJH had all 450 students participate in the Houston Livestock and Rodeo Art show and 8 of those submissions earned awards. We look forward to another exciting, creative year at KJH next year!

Our inaugural year at Dickinson Junior High School, has seen approximately 300 Visual Art students from 6th-8th grade. Our program has introduced various artists and techniques while developing creative skills utilizing the elements

and principles of art in drawing, painting, sculpture, collage, and textiles. Our students competed in the Houston Livestock Show and Rodeo student art competition winning Best of Show for Josephine Bishop's work titled Natural Beauty. Our students also competed in the Texas City Art Festival student show winning 1st place with Josephine Bishop's work titled Seriously Dramatic, 3rd place with Cade Thompson's work Untitled, and Honorable Mention with George Templeton's work Untitled. Our students also participated in the DJHS Dedication Ceremony with a Jen Stark inspired collaborative piece, DJHS curriculum night with a display of various works to represent the Art classes, DJHS Rising 6th grade event with a display of various works, and created posters for our first DJHS spring musical Finding Nemo, Jr. Our program is growing tremendously! We look forward to another successful year!

At Barber, Dunbar, and Lobit Middle Schools, 5th grade students experience Art through a 9 week sampling course which will help them determine what Fine Arts path to pursue beginning in 6th grade. Fifth grade students develop and review basic coloring and sketching skills outlined in the TEKS, in addition to learning about famous artists and artworks. Sixth grade Art students (BMS-80; DMS-93, LMS-58) participate in Art class throughout the entire school year and practice more refined technical skills using a wider variety of media. We focus on elements of art and introduce the principles of design. Students gain a better understanding of interpreting the meaning behind artworks through use of color and movement. They become more willing to take risks and try new things as they gain confidence in their skills. Students are given the opportunities to participate in art contests such as Rodeo Art, District Holiday Card Contest, Yearbook Cover Contest, Texas City Art Show, Galveston County Fair and Rodeo, and a variety of local and state art contests. Some campuses even offered after school art programs where students had the opportunity to do community projects and different art pieces not represented in normal art classes.

Dickinson ISD Elementary Art is a part of every student's curriculum from Kinder- 3rd grade. This year all seven of elementary campuses included PreK in the art rotations. Art is a vital part of the child's education and is capably taught by our talented elementary art staff. The art teachers work collaboratively to share, create, and explore new projects and techniques during a week-long summer training. During the year, they continue to work closely together to continually support each other and share important information in order to keep our DISD art program fluid and strong.

The art programs are well supported by the school, community and the district. Our students are fortunate to have their own art class, since art is a language that all people speak. Art cuts across racial, cultural, social, educational, and economic barriers. Through art we are enhancing our student's cultural appreciation and awareness. The elementary art program has given students an opportunity to learn for themselves that problems can have more than one solution and that questions can have more than one answer. It has encouraged them to take chances and not be afraid of making mistakes, maybe even try something new. Art gives the students the opportunity to express themselves creatively while building skills (a foundation) that can be applied across the DISD curriculum from PK to 12th grade.

The elementary art program allows the elementary students to build vocabulary skills through art and make connections with core classes. They learn how art is cross curricular by collaborating and creating art for the various music programs we perform and they learn the requirements for competition art. This year students participated in various contests / Art Shows such as: Dickinson Public Library Bookmark Contest, Texas City Art Festival, Tar Wars Anti-Tobacco Campaign, Disd Food and Nutrition art contest, Texas Public School Bus Safety, Campus Yearbook Art Contest, City of League City Water Conservation Contest, Houston Livestock Show and Rodeo Art Contest, Galveston Mardi Gras Art Competition and the ESC Holiday Art Show.

Dickinson ISD Dance Program

Brianne Sisson (DHS) Alyson Loving (DJH) Brittany Evans (KJHS) Kayla Holder (MJHS)

The Dickinson High School dance program is flourishing and continuing to grow as we have worked hard to promote all aspects of the dance department. For the 2023 - 2024 school year we had a total of 170 in the program, with 29 of those being Diamonds and 141 being dance class students ranging from Dance I - Dance IV. This past year we enjoyed watching our Diamonds perform at football games, parades, master classes, and our spring show. The Diamonds have continued to shine this year as they took first and second place in our division at our varsity level competitions that we competed at. We had senior Jaden Cooper named Senior Solo Champion at both contest, senior Payton Landolt named Senior 2nd place Solo winner, and junior Reagan Guinon named Junior 2nd place Solo winner. Through their hard work and determination, the Diamonds are continuing to advance the level of our technical dance team. The DHS dance class students have been developing their technique in ballet, jazz, modern, drill, musical theater, hip hop, world dance,

contemporary, and student choreography throughout the year as well as performing in our annual Dance Department Fall Showcase and Spring Show. We plan to continue the growth of the DHS Dance Department by working to vertically align dance curriculum across the district dance classes as well as our dance teams.

The McAdams Royal Dance Team continues to display superior skills in technique and performance while participating at various events throughout the year. Performances included the 2023 MJHS Winter Showcase, DHS Dance Department Fall Showcase, school pep rallies, school football games, school basketball games, 2024 MJHS Spring Showcase, and the 2024 DHS Diamonds Spring Show. The Royals Dance Team competed at the Ascension Dance Contest in February. The Royals Dance Team received Runner Up in their size division among many other awards. They also received 2nd place in their Kick, Contemporary, Jazz, and Pom routines. The dance program continues to grow both in numbers and potential. The Royals Dance Team is extremely grateful for the support from the administration and community.

The Kranz Rubies Dance Team has displayed their technique and performance skills during this school year at various events in the district. Performances included the 2023 KJHS Winter Showcase, 2024 KJHS Spring Showcase, 2023 DHS Dance Department Fall Showcase, school pep rallies, school football games, school basketball games, and the 2024 DHS Diamonds Spring Show. Our Rubies Dance Team received 1st Place Grand Champions in their division at their Ascension Dance Contest in February among many other awards. Overall (regardless of size) they placed 1st Best in Category in Kick and Contemporary. They received additional awards such as "Challenge Elite" and "Judges Award" for above average high scores. The Kranz dance program is grateful for the support from the administration and community. Rubies will continue to make Gator Nation Proud!

The Dickinson Junior High Emeralds Dance Team and dance department had an outstanding founding year! We had a total of 143 students in our Intro to Dance, Dance 1, Dance 2, and Emeralds Dance Team classes. The dance department produced two showcases this year, the Winter and Spring show. All dance class students and the Emerald Dance Team performed for two sold out audiences! The Emerald Dance Team also performed in the 2023 DHS Dance Department Fall Showcase, the opening dedication ceremony for DJHS, school football games, school pep rallies, school basketball games, the Dickson Christmas parade, and the 2024 DHS Diamond Spring Showcase. The Emeralds Dance Team attended two competitions this year, MA at South Houston High School and the Ascension Northeast Houston Challenge at Atascocita High School. At the MA competition, the Emeralds received 1st place in all team routines, a super sweepstakes award, a judge's award for our team pom routine, 1st place in the large junior high team division, and 3rd place team for the entire competition. At the Ascension competition, the Emeralds received 1st place in all team routines, 2nd place medium junior high team, a judge's award, and 2nd place for our kick routine out of all junior high teams regardless of size classification. The Dickinson Junior High dance department and Emeralds Dance Team is extremely grateful for the support from the administration and community!

Dickinson High School Color Guard

Robbie Wang

The DHS Color Guard had a very successful year with a total of 60 students participating. The guard received high praise for their work with the DHS Marching Band throughout the season. The squad performed at all DHS football games, marching contests, and TCGC winter guard. Alongside the band, the group was able to secure 2nd place at Area Finals continuing to beat several groups that Dickinson rarely beats. The colorguard continues to grow both in numbers and ability, enhancing the DHS Marching Band performance and by developing choreography fundamentals and refining individual and group skills. As our program grows, interest in being in front of these students has grown as we've kept four instructional technicians to our program's educational power! This year, we also added a winterguard team. The Junior Varsity program in addition to the Varsity program allows the high school to continue to educate large numbers of students and provide more performance opportunities. The winterguards competed in the TCGC, a new circuit for the high school. The winterguards in the future will look at competing in the Winter Guard International regionals and power regionals. This new circuit in addition to TCGC will allow Dickinson to get national exposure and to be one of the most competitive groups in the world, not just the state of Texas!

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 4, 2024

Item Title: 2023 Athletic Reports

Agenda Item: John Snelson

Background Information:

The 2023 Athletic Report is attached.

Recommendation:

Information only

Action Item: _____ Yes No

DHS FOOTBALL
Coach John Snelson

1. Summary of procedures/events/activities.

We participated in Football and fielded SIX teams: 3-Freshman, 2-Junior varsity, and a Varsity team. A total of 289 student/athletes participated in football.

2. Pertinent Statistics

Our participation numbers grew this year at the High School level; we had a large amount of freshman come over from the Junior High this year and we retained more kids that had been in the program from the previous year.

Ethnicity Report			
	Varsity	Combined JV	Combined Freshman
Asian	0%	1%	2%
Black	70%	55%	50%
Hispanic	8%	15%	20%
White	22%	29%	28%
Total	65	110	114

2024 DHS Football Records

Varsity	Overall: 9-2	District: 6-0	District Champions
JV Blue	Overall: 8-2	District: 5-1	
JV White	Overall: 9-0	District: 6-0	District Champions
Freshman Blue	Overall: 10-0	District: 6-0	District Champions
Freshman White	Overall: 8-2	District: 5-1	
Freshman Red	Overall: 2-1	District: 0-0	

2024 Team Awards

- District Champions
- 12 straight years to make the playoffs
- Coach Snelson wins his 100th game at Dickinson High School
- Coach Snelson elected President-Elect of the Texas High School Coaches Association, the largest coach's association in the world.

24-6A District MVP

John Solomon

24-6A Defensive MVP

Ja'Marcus Anderson

24-6A Newcomer of the Year

Chase Lewis

1st Team All-District (Offense)

Devin Caldwell, Aaron Moran, Emory Allen, Jeremiah Scoby, Leonard Brown, John Solomon, Doug Eader, Mason Peterson,

2nd Team All-District (Offense)

John Martinez, Levi Miller, Lance Eader, Jamal Mason, Josh Arther

1st Team All-District (Defense)

Ja'Marcus Anderson, Jeffrey Mayon, Jontue Fears, Rodney Bimage, Diego Sanchez, Mason Williams

2nd Team All-District (Defense)

Adolpho Cruz, Chase Lewis, Cameron Jones, Josyah DeKelaita, J'Quan Hennigan, Nick Peace, Kanye Armstrong, Chance Gage

Honorable Mention – All District

Jaiden Lusk, Lorenzo Aguirre, Izaak Arias

1st Team Academic All State

Doug Eader

2nd Team Academic All State

Terrance Trevino

Honorable Mention Academic All State

Chance Gage, Diego Sanchez, Andrew Silva, Levi Miller

Academic All District

Douglas Eader, Tyler Thomas, Jaycyn Mason, Carl Berneathy, Lance Eader, Camryn Jones, Mason Peterson, John Solomon, Diego Sanchez, Chance Gage, Jeremiah Scoby, Izaak Arias, Nick Peace, Emery Allen, Ja'Marcus Anderson, Navion Brown, Isaac Ramirez, Lorenzo Aguirre, Lance Kellum, Aydin Edison, Jeffrey Mayon, Carl Berneathy, Andrew Silva, Andra Crussell, Chase Lewis, Bryce Causey, Jon Martinez, Levi Miller, Braden Glover, Terrance Trevino

THSCA 6A SUPER-ELITE TEAM

Rodney Bimage

Houston Touchdown Club Pre-Season Player of the Year Nominee

Rodney Bimage

Houston Touchdown Club Player of the Year Finalists

Rodney Bimage

1st Team All Galveston County

Doug Eader, Mason Peterson, Devin Caldwell, John Solomon, Ja'Marcus Anderson, Rodney Bimage, Diego Sanchez

2nd Team All Galveston County

Leonard Brown, Aaron Moran, Jeffrey Mayon, Kanye Armstrong

3rd Team All Galveston County

Jeremiah Scoby, Lance Eader, Chance Gage, Jontue Fears, Nick Peace

DHS VOLLEYBALL

Coach Kati Farias

1. SUMMARY OF PROCEDURES/EVENTS/ATHLETICS: The Dickinson High School Volleyball Program participated in District 24-6A. Varsity participated in a pre-season and 3 tournaments. 9th grade teams participated in 3 tournaments and a pre-season and JV participated in 3 tournaments and a pre-season. All four teams were able to complete a full district schedule.

2. PERTINENT STATISTICS-SUCH AS NUMBERS, DESCRIPTIONS OF VARIABLES, CURRENT STATUS RELATIVE TO PRIOR YEAR, ETC: We had approximately 55 student/athletes play on four teams – Varsity, Junior Varsity, Freshmen A, and Freshmen B. Each team was able to play a full pre-season and district schedule.

DHS Volleyball Ethnicity

	<u>Varsity</u>	<u>JV</u>	<u>Freshmen</u>
Asian	0	1	1
Black	5	8	5
Hispanic	4	2	11
White	5	4	7

The Varsity team improved as the season progressed. Varsity finished district tied for second place. They qualified for playoffs for the first time since 2008. They had a strong showing against Pearland in the first round Bi-District game. They also qualified for the Gold Bracket in the Dickinson Gator Classic and won the Consolation of the Gold Bracket at the LCISD Battle of the Brazos tournament

2023 DHS Volleyball Records

Varsity	Overall: 26-16	District: 8-4(tied for 2 nd)
Junior Varsity	Overall:	District: 3-9
Freshmen A	Overall:	District 4-8
Freshmen B	Overall:	District 1-11

3. PLANS FOR IMPROVEMENT/MODIFICATIONS/ENHANCEMENT OF EFFORTS. In pre-season, we will continue to play more competitive teams to prepare us for district and add higher skilled teams to our Gator Classic Volleyball Tournament. Varsity will travel to Austin to play teams we would normally not play. We will also find tournaments of higher level for our 9th and JV teams.

We will encourage our athletes to play “Club Volleyball” outside of school in order to compete with district schools. To stay competitive in 6A, our athletes must gain experience beyond their high school season. We will also host a 6th grade league/camp in the spring to get our younger kids in the school district involved in the DISD volleyball program.

We will also have skill sessions in the spring as well as the summer for our athletes to attend.

As a staff, we will attend coaching clinics, etc. to improve our knowledge of the game. We will also continue to offer 5th-8th grade and High School volleyball camps to improve the skills of all our players. We will rotate going to both Junior Highs in off- season to work with the incoming freshmen (8th graders at this time) to better prepare them for High School volleyball. Our potential Varsity and JV players will participate in a two-day Spring Volleyball League in May at Absolute Volleyball Academy.

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

4. EVIDENCE OF SUCCESS/STUDENT PERFORMANCES/#'S INVOLVED/GROWTH/SAFETY RECORD, ETC: We are seeing improvement at the sub-varsity levels. We competed with every district team. Sub-varsity growth will help with future years at the varsity level.

The Varsity team had numerous All-District Honors as well as AVCA, TGCA, and THSCA honors awarded to the following players:

Rebecca Ajong Second Team All-District

Daryeon Allen Second Team All-District and Academic All-District

Keely Anderson First Team All-District and Academic All-District; 3rd team All Galveston County; Post Season Team Greater Houston Volleyball Coaches Association; All Academic Greater Houston Volleyball Coaches Association

Aaliyah Barnett Second Team All-District and Academic All-District, Texas High School Coaches Association 2nd team Academic All-State; AVCA Best and Brightest First Team, TGCA Academic All-State; Honorable Mention All Galveston County; All-Academic Team Greater Houston Volleyball Coaches Association

Caroline Boone First Team All-District and Academic All-District; 2nd team All Galveston County

Sinclair Coleman Academic All-District

Azelia Lara Academic All-District

Maddison Lewis Academic All-District; All Academic Team Greater Houston Volleyball Coaches Association

Samantha Loyd First Team All-District and Academic All-District; 2nd team All Galveston County; All-Academic Team Greater Houston Volleyball Coaches Association

Caryss Magliolo Second Team All-District and Academic All-District; Honorable Mention All Galveston County;

Natalia Moreno Academic All-District; All-Academic Team Greater Houston Volleyball Coaches Association

Kobie Rodriguez Academic All-District

Gabriela Solis Academic All-District

Addison Stanley District Defensive Player of the Year, Academic All-District, Texas High School Coaches Association Honorable Mention Academic All-State; AVCA Best and Brightest Second Team, TGCA Academic All-State; 1st Team All Galveston County; Post Season team Greater Houston Volleyball Coaches Association and All Academic Greater Houston Volleyball Coaches Association

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

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

The tradition and expectations are in place for our athletes to work hard and "give it your all" in every aspect of the program every day. The standard is to be competitive each and every season. We want to instill that you must work hard to be successful, and that attitude will help you throughout your life. We made playoffs this year and that has set the standard for future years to come. It is the start of something that will happen from now on. Our varsity is invested in keeping that tradition as well as our sub varsity who were there every step of the way.

6. FISCAL IMPACT OF ANY PROPOSED REVISIONS IN CURRENT PROGRAM.

As we grow the need for more equipment, practice gear, uniforms etc., will bring a continual need for an increase in budget.

Our goal every year is to put in the work and efforts to put Dickinson Volleyball back on the map! This year's group did that. Now our goal is to go beyond what we did this season. Past the first round is already a goal our players have written down and are working towards.

DHS GIRLS CROSS COUNTRY

Coach Gladys Sonnier

1.SUMMARY OF PROCEDURES/EVENTS/ATHLETICS: We participated in Girls Cross Country and yielded 1 team: Junior Varsity.

2.PERTINENT STATS: We had 6 girls run for us this season.

Ethnicity Report – Girls Cross Country

	Varsity	JV
Asian	0	0
Black	0	0
Hispanic	0	2
White	0	4
Other	<u>0</u>	<u>0</u>
Total		6

3.PLANS FOR IMPROVEMENTS/MODIFICATIONS/ENHANCEMENTS OF EFFORTS:

Great cross-country seasons start at the end of June with the athletes coming to Strength and Conditioning camp. We improved all personal times in meets and at district. Next season, we will begin in June at the Strength and Conditioning camp to have a great 2024 season. The entire goal for this season was to grow the program, get as many girls involved as possible and improve district times and place. We are hoping to increase the number of girls running next year

During the year we plan to go to all Junior High schools and talk to the 8th graders to find out who is interested in running cross country their freshman year to recruit more runners. This will help get more girls interested and have their information so that they can be informed about the summer runs. We did go to the district junior high cross country meet and was able to put some faces with names and possible high school prospects. We will also send cross country athletes to the Junior High to help with meets to get more athletes involved to increase participants for next school year.

Needs: Our team needs to be healthy and be more dedicated. The biggest loss of eligibility came from dedication. At district we needed 5 runners to make a team and we did not have enough runners on the varsity level. We need to improve the number of runners by advertising around school and/or putting it on the school's social media pages.

We are still in need of a permanent campus loop to run on so that we can lessen the amount of running on Dickinson streets. We have a loop that when we can get DISD O&F to mow it, we have a mile track. This can be made permanent by installing cinders or gravel and making it a full-time jogging trail not only for cross country but to promote fitness of general students and staff as well.

Offseason: We came out of the summer with the goal of placing higher in district on the varsity level. Even though we did not meet that goal, we want to maintain that as our focus. We have some young talent and should

have some more coming up next year on the freshman and sophomore level that might be in contention for varsity spots. The secret to being competitive is getting cross country runners to stay active year-round. The programs that we want to be able to compete with do this and since we have taken this philosophy, we have been competitive.

4. EVIDENCE OF SUCCESS/STUDENT PERFORMANCE/GROWTH/SAFETY RECORD, ETC:

Overall, success for us was measured in the number of girls who competed and learned to finish 2–3-mile races in the late summer Texas heat. The girls improved their personal times each week. They also improved their times in district from last year and competed with class and character. We only had one team at district, and we were 7th on the JV team. We did not have any regional qualifiers. All runners will return next year along with some hopeful talent coming from the junior highs joining us to make DHS girls cross country very competitive.

District Finishes

Varsity – NA

JV – 7th

DHS BOYS’ CROSS COUNTRY

Coach Marvin Welch

1.SUMMARY OF PROCEDURES/EVENTS/ACTIVITIES: We participated in Boys Cross Country and yielded 2 teams: Junior Varsity, and Varsity.

2.PERTINENT STATISTICS: We had 5 Boys run for us this season.

Ethnicity Report – Boys Cross Country

	Varsity	JV	Freshman
Asian	0%	0%	0%
Black	0%	0%	0%
Hispanic	0%	50%	0%
White	0%	50%	25%
Other	0%	0%	0%
Total	0	4	1

3.PLANS FOR IMPROVEMENTS/MODIFICATIONS/ENHANCEMENT OF EFFORTS:

Plans for improvements/modifications/enhancement of efforts: Great cross-country seasons start at the end of June with the athletes coming to Strength and Conditioning camp. We improved all personal times in meets and at district. Next season, we will begin in June at the Strength and Conditioning camp to have a great 2023 season. The entire goal for this season was to grow the program, get as many Boys involved as possible and improve district times and place. We are hoping to increase the number of Boys running next year. During the year we plan to go to both Junior High schools and talk to the 8th graders to find out who is interested in running cross country their freshman year. This will help get more Boys interested and have their information so that they can be informed about the summer runs. We did help with the junior high cross country meet and was able to put some faces with names and possible high school prospects. We will also send cross country athletes to the Junior High to help with practices to get more athletes involved to increase participants for next school year. Needs: Our team needs to be healthy and be more dedicated. The biggest loss of eligibility came from dedication. At district we needed 5 runners to make a team and we did not have enough runners on the varsity

or JV level. We need to improve the number of runners by advertising around school or putting it on the schools social media pages. We are still in need of a permanent campus loop to run on so that we can lessen the amount of running on Dickinson streets. We have a loop that when we can get DISD O&F to mow it, we have a mile track. This can be made permanent by installing cinders or gravel and making it a full-time jogging trail not only for cross country but to promote fitness of general students and staff as well.

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

4.EVIDENCE OF SUCCESS/STUDENT PERFORMANCE/GROWTH/SAFETY RECORD, ETC:

Overall, success for us was measured in the number of Boys who competed and learned to finish 2–3-mile races in the late summer Texas heat. The Boys improved their personal times each week. They also improved their times in district from last year and competed with class and character. We finished in 7th place for varsity at district and we were 7th on the JV team. We did not have any regional qualifiers. Several runners will return next year along with some hopeful talent coming from the junior highs joining us to make DHS Boys cross country very competitive.

District Finishes

Freshman – 7th

JV – 7th

JV runners who saw some varsity meet action – 2

DHS TENNIS

Coach John Armstrong

1. SUMMARY OF PROCEDURES/EVENTS/ATHLETICS:

Athlete Enrollment: Athletes have the option to enroll in 7th period tennis or participate in after-school practice.

Grouping of Athletes: Athletes are grouped according to their playing level, likely to ensure fair competition and effective training.

Practice Structure: Practices consist of a mixture of drills, games, and competition, which is essential for skill development and team cohesion.

Two Seasons: There are two distinct seasons for tennis: Fall and Spring

Fall Season: Team Tennis format where two schools compete against each other. Matches consist of 12 singles matches (6 boys, 6 girls), 6 doubles match (3 boys, 3 girls), and 1 mixed doubles match. This format typically requires only one site for the matches.

Spring Season: Individual tournament tennis format where players compete in various events:

- A & B Boys and Girls Singles
- A & B Boys and Girls Doubles
- A & B Mixed Doubles

Each team is allowed one entry into each of these events. Since it is an individual tournament format, it typically requires several sites to accommodate all the matches.

This structure allows for both team-based competition and individual player development, catering to

different preferences and skill levels among the athletes.

2. PLANS FOR IMPROVEMENT/MODIFICATIONS/ENHANCEMENT:

Outline of rules and expectations Everything from practice, participation, effort, and behavior from day one. I feel like I got an extremely late start last year. If players do not practice, they will not play.

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

Ethnicity

	<u>Varsity</u>	<u>JV</u>	<u>Freshman</u>
<u>Asian</u>	<u>1</u>	<u>1</u>	<u>0</u>
<u>Black</u>	<u>2</u>	<u>3</u>	<u>3</u>
<u>Hispanic</u>	<u>8</u>	<u>8</u>	<u>5</u>
<u>White</u>	<u>13</u>	<u>9</u>	<u>7</u>

2023-2024 DHS Records

Varsity-Overall: Fall 2023-Team Tennis 7-7, District 0-6

Throughout the fall season, our team showcased remarkable performances and demonstrated a high level of competitiveness in every match. Despite facing tough opponents (All CCISD), we consistently remained in contention and had several opportunities to secure victories. One of the most memorable moments was our close match against Brazoswood, where we narrowly lost 11-10. Despite not always emerging victorious, our team's resilience and determination were evident in every game. We learned valuable lessons from the close matches, identifying areas for improvement and growth. Overall, it was a season characterized by exceptional effort, competitive spirit, and the Gator Fight!

Spring Tennis 2024

Our spring season proved to be highly successful as we excelled in most of our tournaments. Although we did not qualify for regionals at the District tournament, our performance was outstanding, and we had several opportunities to shine. Here is a list of awards and medals that we received this year.

Pasadena Kramer Invitational 1st Girls A Singles Consolation

Pearland Invitational 1st Girls B Singles Consolation

Baytown Invitational 2nd Girls B Doubles, 1st Girls B Singles
2nd Boys A doubles Consolation

LaPorte Invitational 2nd Girls B Singles, 2nd Girls B doubles

Goose Creek Invitational

Gold Flight 2nd Girls B Singles

Silver Flight 1st & 2nd Mixed Doubles, 1st Girls Doubles

Bronze Flight 1st Boys Doubles

Junior Varsity Fall Team Tennis Overall: 1-5 District: 1-5

Spring Tennis

Deer Park Invitational 2nd Girls A Singles Consolation

Goose Creek Invitational 1st A Mixed Doubles Consolation

1st Boys A Doubles Consolation, 1st Boys B Doubles
 Consolation, 3rd Boys A Singles, 1st Girls A Singles, 1st Girls
 B Singles
 Clear Falls Invitational 2nd Girls A Singles, 1st Girls B Singles
 1st A Mixed Doubles

Freshmen A District:
 Freshmen B District:

4. EVIDENCE OF SUCCESS/STUDENT PERFORMANCES/#’S INVOLVED/GROWTH:

Our spring season was a resounding success, evidenced by the significant number of medals won during competitions. The high level of tennis performances and the number of finals and closes matches. Despite starting from scratch, they have honed their skills to a level where they can confidently compete.

5. EVALUATION STATEMENT REGARDING CURRENT PROGRAM AND POTENTIAL:

I have enjoyed coaching the team and will continue if needed or wanted for up to 2 or 3 years. While it would be difficult finding someone with my experience and knowledge of tennis. I honestly feel like a younger person with a strong background in tennis would be a better fit. I would be more than happy helping with the selection process if needed.

DHS GOLF

Coach Jimmy Hardilek

1.SUMMARY OF PROCEDURES/EVENTS/ATHLETICS:

Enter Gym in timely manner, be prepared with the correct attire/shoes, get dressed in the locker room (5 minutes), warm up jog before the workout, daily workout, cool down stretches, 10 minutes to get dressed at the end of class. I try to get in 8 Varsity tournaments 6 JV tournaments and 4 beginner tournaments. We started the year off with the Top Golf tournament hosted by Katy Taylor High School. The Top Golf tournament is held at Top Golf, and each team competes for the best overall scores on the 2 games Top Golf offers. The kids like it and it gives them a chance to compete against other schools while they practice refining their golf swings in a fun way. I have talked with some of the organizers of TRASH BASH and let them know that the DHS boys and girls golf team wants to participate this year in the annual Trash Bash. Participating in community service activities would help clean up our Bayou and other areas of Dickinson and help the Gator golf program become better known throughout Dickinson. Golf Athletic class: Students enter the golf athletics class by trying out in the fall and in the spring. Dates of tryouts will be put on the DHS announcements a few weeks in advance at the beginning of each fall and spring semester. Tryouts will also be posted on the DHS golf website.

2. Ethnicity Boys Golf

	BOYS	WHITE	AFRICAN AMERICAN	HISPANIC	OTHER
Varsity	9	4		4	1
JV	2	1		1	
FRESHMAN	1	1			

Ethnicity Girls Golf

	GIRLS	WHITE	AFRICAN AMERICAN	HISPANIC	OTHER
VARSIITY	3	2		1	
JV	2			2	
FRESHMAN		1			

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

Golf Athletic class and continuing improvements on the Golf program will begin with the coach instilling good work habits and structured practice routines for returning athletes. As the number of student-athletes increases in the golf program, more equipment and training aids are needed. To help supplement this, the golf program will perform a fundraiser in the Fall and a Fall and Spring golf tournament. I spoke with Bayou Golf Course and have already made plans to try and host at least one tournament in the fall at their course, date TBA. The closest course/driving range we can practice at is in Texas City at Bayou Golf Course. This Course is great but has some serious drainage issues and shuts down for the week due to a day of rain. Just like anything else, time and a lot of practice are needed to improve the student's skills. Having a place to practice here at the high school would be greatly beneficial to the DHS golf program. It would not only give the kids more consecutive practice times but would also help recruit more golfers to the team. It is my goal next year to receive a grant through the education foundation to turn the area beside the old ag Barn into a chipping and putting green.

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

Boys Varsity Team- Jacob Brunette, Nico Castresana, Jace Jerald, Cole Jerald, Bryson Arrellano, Reed Augustine, Sam Skipper, Cohen Dunham, and Braiden Nicolas. Out of the 9 varsity golfers, I have had several golfers place in tournaments. In the Sieanna Plantation tournament Nico Castresana placed 2nd and Cole Jerald & Sam Skipper tied for 3rd. Jacob Brunette placed 2nd in 2 separate tournaments, once in the Texas City tournament at Bayou Golf Course and once in the LaPorte tournament at Battle Ground Golf Course. Cole Jerald placed 4th at the Baytown tournament. **The Boys Varsity A team** is made up of 5 golfers - Jacob Brunette, Nico Castresana, Cole Jerald, Jace Jerald, Bryson Arrellano placed 1st in a team scramble tournament at Bayou Golf courses Texas City tournament. I had 3 boys on the **Boys JV/Beginner team** –Ethan Venezuelan, Sullivant Parks and Colton Farris.

I had 3 girls play at the Varsity level this year, one being a Freshman Caris Reyes, a skilled golfer who can possibly play at the college level. The other two Varsity girl's golfers are Juniors who also play on the Varsity softball team. During the spring season, they split time between softball and golf. I am very proud of these two young ladies for being able to handle all the difficulties that come with being a multi-sport student-athlete and making it look easy. I had two girls on the **Girls JV/Beginner team**, Vivian Smith, and Alissa Alvarado. There were no injuries to report in golf this year.

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

The DHS golf program is always trying to strive academically as well as on the course. As of now, the program is improving, and I look forward to future success far and near. The program is always open for improvement and student-athlete success.

DHS BOYS BASKETBALL

Coach Jason Wilson

1. SUMMARY OF EVENTS: As a staff and program adhering to the UIL rules and guidelines, we completed our 23-24 Basketball Season. We were able to uniform five teams: Freshman A, Freshman B, Sophomore, Junior Varsity, and a Varsity team. A total of 77 student/athletes participated in basketball.

2. PERTINENT STATISTICS: Having 3 Junior High Schools participating in sports, our numbers continuing to incline; having full rosters for every team.

Ethnicity Report			
	Varsity	Combined Soph-JV	Combined Freshman
Asian	0%	0%	3%
Black	80%	88%	70%
Hispanic	13%	6%	17%
White	7%	6%	10%
Total	16	32	29

2024 DHS Basketball Records

Varsity	Overall: 15-18	District: 11-1	District Champions
JV	Overall: 18-1	District: 12-0	District Champions
Sophomore	Overall: 15-1	District: 11-1	District Champions
Freshman A	Overall: 18-0	District: 12-0	District Champions
Freshman B	Overall: 16-1	District: 11-1	District Champions

2024 Team Awards

District Champions 7 out of the last 10 Seasons (2015-2024)

-Bi District Champions (1st Round Playoffs) 7 out of the last 10 Seasons

-9 straight years to make the playoffs

2024 District Awards

Coach of the Year- Jason Wilson

District MVP- Qasim Boyd

Defensive DPOY- Diego Sanchez

1st Team- David Chong, Emery Allen

2nd Team- Jeremiah Scoby

DHS GIRLS BASKETBALL

Coach Toya Peterson

1. Summary of Events/Season

The function of a coach is to educate students through participation in interscholastic competitions. An interscholastic program should be designed to enhance academic achievement and should never interfere with opportunities for academic success. Each student should be treated with the utmost respect and his or her welfare should be considered in decisions by the coach at all times. Athletes will work out starting in August, tryouts are in mid-October, districts start in December, Playoffs start mid-February, State is 1st week in March, off-season starts in March-end of school May, and summer strength and conditioning camp is June-July.

2. PERTINENT STATS:

Player Participants

	<u>Ethnicity</u>		
	<u>Varsity</u>	<u>JV</u>	<u>Freshmen</u>
Asian	0	0	0
Black	12	1	5
Hispanic	0	4	1
White	<u>1</u>	<u>2</u>	<u>3</u>
Total:	13	7	9

2024 DHS Records

VARSITY Season 30-5 District Record 12-0

FRESHMAN PASADENA DOBIE TOURNAMENT CHAMPS
9TH AND JV DISD Tournament Runners up

VARSITY Barbers Hill ISD TOURNAMENT 3rd place

Magnolia Varsity Tournament Champs

2023-2024 Record

Varsity	Overall: 30-5	District: 12-0 District Champs
Junior Varsity	Overall:	District:
Freshmen A	Overall:	District
Freshmen B	Overall:	District

MANAGERS

SINCLAIR COLEMAN
IYANNAH BOYER

ILEYAH KELLY
LILLY SCOTT

FRESHMAN

GATOR SPORTSMANSHIP AWARD
MOST VALUABLE PLAYER AWARD
DEFENSIVE PLAYER AWARD-
MOST IMPROVED AWARD-

Lillian Cano
Tessa Treat
Anja Miller
Kylie Cleveland

JV

GATOR SPORTSMANSHIP AWARD-
MOST VALUABLE PLAYER AWARD
DEFENSIVE PLAYER AWARD-
MOST IMPROVED AWARD-

Jordyn Rodriguez

Samia Nash
Yalaya Hogues-Braggs

VARSITY

GATOR SPORTSMANSHIP AWARD
MOST VALUABLE PLAYER AWARD
OFFENSIVE PLAYER AWARD
DEFENSIVE PLAYER AWARD
MOST IMPROVED AWARD

Lindsey Scott
Jazmine Hansley
Ciara Williams
Troi'sha Frederick
C'Niyah Williams

1st Team:

Jr Jazmine Hansley Vype Player of the week and All Region for Region 3
Jr Ciara Williams
Senior Cniah Williams
Soph Lindsey Scott

2nd Team:

Mariah Jackson
Kyndall Hosea
Devyn Turner

Honorable Mention

Troi'Sha Frederick

Academic All-District with a 90 and above

Tariyah Ford
Sinclair Coleman
Iyannah Boyer

Coach of The Year:

Head Coach Toya Peterson

3. PLANS FOR IMPROVEMENT/MODIFICATIONS/ENHANCEMENT OF EFFORTS

Host community youth event
Assist with more community service opportunities
Have a 6th Spring league similar to Volleyball

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

Participated in the School wide Carnivals
Had a homecoming float
Following events Lady Gators GBB team participated in Galveston County Food Bank
Hosted a DISD tournament
Varsity won the Magnolia SD Holiday Classic Tournament

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

Basketball presents challenges that demand discipline and passion. Our aim is to mentor with consistency, treating players as cherished family members, offering kindness, affection, and empathy, fostering personal growth. In my observation, Senior players who wholeheartedly commit to a team greatly contribute to its

prosperity. Their dedication, diligence, and perseverance are crucial for achievement, exemplifying a profound commitment to excellence. Our main daily goal is to be successful on and off the court.

Our aspiration for our athletes is to support them in reaching their maximum potential and readying them to participate/compete at a higher level if they opt to do so. We emphasized the importance of mastering the basics, fostering a spirit of competitiveness, and aiming for outstanding achievement! The program must have faith in, endorse, and deem your concepts and values as crucial to the program's prosperity. Alignment can be achieved when the leader guides and executes the vision effectively. This season, the senior members and the team precisely executed this approach.

6. FISCAL IMPACT OF ANY PROPOSED REVISIONS IN THE CURRENT PROGRAM.

Figure out campus refrigerator access for next season

Order a new Table for home games

Order a new Dr. Dish for open gym and drill purposes only

Replace uniforms since items were not returned from previous seasons

Have a backdrop for signing day

More items to host banquets

DHS POWER LIFTING

Coach Earl Ricicar

1. SUMMARY OF PROCEDURES/EVENTS/ATHLETICS:

The Dickinson Power Lifting program began its season after the football season ended. The season ran from late December 2023 to the end of March 2024. The program had three teams this season, a varsity boys' team that competed in 6 contests, a varsity girls' team that completed in 6 contests and a junior varsity boys' team that competed in 3 contests. In addition, the program had 26 athletes that competed in regional and state competition. The power lifting program ended the season with 15 athletes advancing to the state championship

2. PERTINENT STATISTICS:

Varsity – 15 State Qualifiers

Ethnic participation data

	Numbers	White	African American	Hispanic	Other
Varsity	32	8	7	15	2
JV	14	6	3	4	0
<u>TOTALS</u>	<u>46</u>	<u>30%</u>	<u>22%</u>	<u>43%</u>	<u>4%</u>
Coaches	2				

3. PLANS FOR IMPROVEMENT/MODIFICATIONS:

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

4. EVIDENCE OF SUCCESS/STUDENT PERFORMANCES:

Out of the 32 varsity lifters, 10 boys and 16 girls qualified for the Regional Finals. There were 7 boys and 8 girls that qualified for State. Twenty-two of the regional 158 lifters will return for next year. Through the whole

season, there was one injury to report.

5. EVALUATION STATEMENT REGARDING CURRENT PROGRAM:

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

6. FISCAL IMPACT OF ANY PROPOSED REVISIONS IN CURRENT PROGRAM:

As the program increases in number of student-athletes, the weight room is a big help in their success. Also, with the increase in participation levels along with the increase in pricing for equipment there is a much-needed increase for the supply budget to provide the best support for each athlete. The powerlifting program will also be performing a fundraiser in the Fall.

DHS SWIM

COACH Jason Lind-Olson

1. SUMMARY OF PROCEDURES/EVENTS/ATHLETICS.

Swimming

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

12 boys & 16 girls on Varsity

The Matthew T. Doyle natatorium quit working during Thanksgiving break 2022. It has not reopened. The first part of this season, the team practiced outside at the Dickinson Civic Pool on 3000 Spruce Rd. The second half of the season, the team practiced at Clear Falls between their JV team practice and their private club team—South Shore Sails.

Girls 200 Free Relay, 400 Free Relay, and Boys 200 Medley Relay advanced from Districts to Regional Prelims. Junior Valeria Madrid also advanced to Regional Prelims in both of her individual events. Girls 200 Free Relay and Girls 400 Free Relay advanced to Regional Finals, and Junior Valeria Madrid advanced to Regional Finals in the 200 Freestyle and 100 Freestyle.

Mollie Harmon, Diana Lystopad, Parker Roberts, and Emily Boles finished 14th in the 200 Free Relay. Maria Volk, Kobie Rodriguez, Abigail Lawlar, and Valeria Madrid finished 13th place in the 400 Free Relay. Valeria Madrid finished 4th place in the 200 Freestyle, and 7th place in the 100 Freestyle. Valeria Madrid swam the 100 Freestyle in 54.49 seconds—which broke a school record that stood since 1998.

	<u>Ethnicity</u>		
	<u>Varsity</u>	<u>JV</u>	<u>Freshmen</u>
Asian	1		
Black	4		
Hispanic	8		
White	15		

2023-2024 DHS Records

Varsity

Overall: Valeria Madrid 54.49 100 Freestyle

DHS SOFTBALL

Head Coach: Jaclyn Molenaar

1. SUMMARY OF PROCEDURES/EVENTS/ATHLETICS.

The Dickinson High School Softball Program participated in District 24-6A. The varsity softball team participated in pre-season games, scrimmages and 3 tournaments. The JV team participated in preseason scrimmages, games and 3 tournaments. Both teams were able to complete a full district schedule.

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

We had 33 student athletes play on two teams- Varsity and junior varsity. Both teams played complete seasons for district play. Both teams competed in 3 tournaments. The varsity team finished district play in 4th place which secured a spot in the playoffs.

Ethnicity

	<u>Varsity</u>	<u>JV</u>
Asian	0	1
Black	1	1
Hispanic	7	7
White	8	8

2023-2024 DHS Records

Varsity	Overall: 16-20	District: 6-6 (4 th place)
JV	Overall: 21-2-1	District: 11-1

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

Our program will continue to play competitive teams in pre-season to help prepare us for district play. Additionally, we will find tournaments of higher-level game play for our JV team. We will continue to encourage athletes to play “select softball” in the off-season in order to keep up with their skills. It is imperative that our athletes gain experience beyond the high school season in order for us to remain a competitive program at the 6A level.

Our program will continue to provide summer skills camp and strength and conditioning for our athletes to train and improve together during the summer months. We will also provide an opportunity for athletes to participate in a fall ball league when they return to school next August.

As a staff, we have begun reaching out to junior high athletes and visiting schools throughout the district to inform incoming athletes about our program before they attend DHS. We also invite incoming 9th graders to join Strength and Conditioning camp/summer skills.

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

Both teams were successful this season. Our JV team was one of the top performing JV teams in this area losing only 2 games all season. Our varsity team lost a large group of seniors last season, and I had a lot of returners step up and fill big roles this year. We will have 9 returners coming back next year, 8 of those will be seniors. We will have a lot of experience on our team next year, and the expectation for success will remain high.

The varsity team had multiple All-District Honors awarded to the following players: 1st Team All District Pitcher: Kadence Williams; 1st Team All District Outfielder: Bri Ramirez; 1st Team All District At Large: Alejandra Davila; 2nd Team All District Catcher: Sammie Paukert; Honorable Mention: Lilly McCafferty and Alana Smith; Academic All-District: Kadence Williams, Kirra Gonzales, Gavi Baecker, Alana Smith, Sammie Paukert, Bailey Barber, Payton Gibbs, Elise Payne, Kaylee Barajaz, Bri Ramirez, Kealey Buhl.

In addition, we had some of our seniors receive additional academic awards: THSCA 1st Team Academic All-State: Gavrielle Baecker; THSCA 2nd Team Academic All-State: Kirra Gonzales and Alana Smith; THSCA Academic All-State Honorable Mention: Kadence Williams.

We expect continuous growth and athletic depth in our program for the years to come. As we grow, we expect the overall improvements and success for the future of our program. It is our goal to enhance our skills/efforts in the off-season and prioritize academic success throughout the school year.

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

Expectations are in place for our softball athletes to pursue success, support each other, and be competitive as a team every day.

6. FISCAL IMPACT OF ANY PROPOSED REVISIONS IN CURRENT PROGRAM.

As our program grows, the need for more equipment, practice gear, uniforms etc., will bring a continual need for an increase in budget.

DHS BASEBALL

Coach: Michael Schwager

1.SUMMARY OF PROCEDURES/EVENTS/ATHLETICS:

The Dickinson baseball program began its season Friday, January 19, 2024 and finished Friday, April 26, 2024. There were 3 teams this season, a Sophomore, JV, and Varsity. The baseball program also held our 4th annual First Responder Appreciation night on April 9th, with representatives from DVFD, DPD, DEMS, State Trooper, GCSO, and the US Coast Guard. The baseball program also participated in the "Pack the Patrol Car Toy Drive" sponsored by The Dickinson Police Department.

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

	<u>Ethnicity</u>		
	<u>Varsity</u>	<u>JV</u>	<u>Freshmen</u>
Asian			
Black	1	3	2
Hispanic	8	6	5
White	6	5	8
Amer. Indian	1	1	

	<u>2024 DHS Records</u>	
	<u>Overall</u>	<u>District</u>
Varsity	9-17	2-10
Junior Varsity	8-16	4-8
Sophomore	17-4	7-4

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

The baseball program will continue with summer strength & conditioning workouts, and summer baseball league for incoming freshmen. (Mickey Mantle) In the Fall off-season, we will begin with even more weightlifting as well as agility and speed training during the baseball class period. We will then enter phase 2 of the off-season where baseball specific workouts will begin along with a fall baseball season. Phase 3 of the off-season will focus on game readiness workouts to prepare for the season, such as hitters seeing live at bats from pitchers and other game type situations. The baseball field will be open Monday thru Thursday until 3:30 for ANY student, as long as they have a physical on file. This will allow current baseball players and futures who will be trying out in the Spring to improve any of their baseball skills. There will be a coach present to supervise only, as we are not permitted to give any instruction after school in the Fall. If funds are available, purchasing a pitching machine will be of the highest importance. This will allow our hitters to see several different off-speed pitches to prepare for in game situations.

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

4 starters will be returning for the 2025 season. There were 46 players in the program this year, 16 Varsity, 15 JV, and 15 Sophomore team. There was one player moved from Varsity to JV during the 2nd week of district to give that player more playing time and remained with the JV for the remainder of the season. We did move a sophomore from the JV to the Varsity for 2 games to help with injuries, but he did not stay with the varsity as he was needing to play every day. The Sophomore team did have a significant injury where a player was limited to DH role only. This injury was communicated well the trainer and football staff and he eventually was able to play the infield as well. He was restricted to no pitching after his injury. The baseball program also had 4 Varsity Diamond Angels, 1 JV Diamond Angel, and 2 Sophomore Diamond Angels to assist with charts and Game Changer.

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

The baseball program will continue to build a strong academic and athletic foundation as we have in the past. Grades will continue to be a priority as we want to see every student graduate. Our first goal for next year is to

get back to the playoffs, with a district championship in sights as well. Our long-term goal is not only to help each athlete reach their highest potentials and success on the field, but also to grow mentally and academically to prepare them for their future endeavors.

6. FISCAL IMPACT OF ANY PROPOSED REVISIONS IN CURRENT PROGRAM.

The growth of the program will always require more equipment, gear, practice equipment for our facilities, and of course, baseballs, which is why an increased budget is desperately needed. Safety is a big concern with the batting cages, turf, L-Screens, and nets to be maintained or replaced. We do the best we can to fix, maintain, or upkeep these things, but we can only do so much with what we have. I have spent much of my own money the last few years to help with these issues. The turf in the batting cages is 6 years old and it does get a lot of wear and tear, several areas are in need repair.

**DHS GIRLS SOCCER
Coach Samuel Goodwin**

1.SUMMARY OF PROCEDURES/EVENTS:

We were able to fill 3 teams this year. JV-B overall record was 0-5-1 (4th), JV-A 1-7-4 (6th), varsity overall 4-13 and district 2-10 (6th). We attended the Waller Classic Tournament this year. Played against a tough Montgomery Lake Creek. We also played a tough preseason with having Katy, P. Memorial, and Angleton (Playoff/ District winning teams). I had 7 freshmen on Varsity this year and 5 of them started. I also had a big underclassmen presence on Varsity this season. (Rebuilding year). I am graduating 6 Seniors. 1 player signed to play at Centenary College in Louisiana.

2. STATISTICS FOR JV AND VARSITY:

	<u>Varsity</u>	<u>JV</u>
Asian	0	0
Black	2	0
Hispanic	14	14
White	4	3
<u>2024 DHS Records</u>		
Varsity Overall: 4-13		District: 2-10
Junior Varsity A		District: 1-7-4
Junior Varsity B		District: 1-4-1

3. PLANS FOR IMPROVEMENTS/MODIFICATIONS:

Players should participate in: Strength & Conditioning Camp, Summer league team. We will be starting a Girls Soccer club with 2 divisions. Previous Alum will coach each team. We will have an open tryout for 8th-12th girls that attend DISD.

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

Teams	2017	2020	2021	2022	2023	2024
High School	41- 2 teams	39- 2 teams	40- 2 teams	42-3 teams	38- 3 teams	60- 3 teams

Jr. High girls 7 th /8 th combined	30	No season	51- with both schools	44- total 22 at both schools	Both schools had a great season. Competed on a high level Large participations numbers	1 st year all 3 schools will have a A&B team. Both teams will have at least 15 players (mix of 7 th &8 th graders)
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5. EVALUATION STATEMENT REGARDING CURRENT PROGRAM AND POTENTIAL FOR NEAR AND LONG-TERM FUTURE.

However, we were able to purchase numerous amounts of balls and Athletic gear. From new uniforms, jackets, etc....This was approved and purchased by our athletic department and activity account.

6. FISCAL IMPACT OF ANY PROPOSED REVISIONS IN CURRENT PROGRAM.

The staff and budget are currently sufficient

Future plans for next year:

Send more girls to play in College next year. Be better than 2-10 in district.

DHS BOYS SOCCER

Coach Daniel Edinburgh

1.SUMMARY OF PROCEDURES/EVENT:

The Dickinson soccer program began its season on December 8th, 2023 with a scrimmage and finished on March 26th, 2024 with a playoff game. The program had 3 teams this season, a varsity, junior varsity and a sophomore team. Each team competed in scrimmages, tournaments and in district play. The sophomore team won 1st in their division, junior varsity did well but had room for growth and the varsity teams finished 4th in their division.

24-6A All-District Honors

District Newcomer of the Year

Jose Az

First Team All-District

Alexis Martinez Garcia

Ma'Kayle Robinson

Orlando Torres

Second Team All-District

Ty Cornelius

Aiden Hernandez

Omar Trejo

Honorable Mention for District

Ethan Garcia

Miguel Moreno

Angel Sanchez

2. PLANS FOR IMPROVEMENT/MODIFICATIONS:

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

Just like the past few years, scoring was a problem for us this season. It has steadily dropped since we have received fewer and fewer club players who go to practice outside of the school's involvement. What the club teams have access to year-round are soccer goals. It is extremely difficult to score goals constantly when you cannot practice shooting on a goal. We now have goals out year round but they need to be locked up after athletic scheduled practice due to people outside of school hours playing on the fields and leaving trash scattered around.

3. EVIDENCE OF SUCCESS/STUDENT PERFORMANCE:

Our record in the district this year was 2-4-6 from last year's 8-2-2. The games that we lost and tied were games that we simply could not put the ball away in the back of the net. We are losing 12 seniors this year, 6 of which were starters. About 1 junior, 2 sophomores and 2 freshmen consistently started each game so that gives us a little to go on and work on to grow. Next year our numbers should stay around 50 to 60 players divided up between the 3 teams. Trying to keep numbers around 18 to 20 players on one team is important. It makes the intensity much higher during practice when the boys have a smaller group to bond. The closer they are the more they push themselves. This year some players were not able to meet the high expectations the program has so they left on their own accord. We are expecting the number of athletes leaving each year will lower, which in the end will streamline our program. We will continue to have teams at the Jr. High to improve their skills so that one day they too might be the future varsity. It is good for the Junior High players to meet the coaching staff at the High School, so they know what the expectations are at the next level. McAdams, Kranz and Dickinson Junior High have some room for improvement across the board..

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

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

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

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

DHS GIRLS TRACK

Coach Marvin Welch

1. SUMMARY OF PROCEDURES/EVENTS:

This was our 16th year competing in District 24-6A. We ended the season breaking the Sprint Medley Relay Record and leaving a new mark with a Mixed 4x400 relay Record. We are the 2024 District 24-6A Runner Up Champions and advancing 12 qualifiers to the next round. Placing 4th overall in the District 23/24 6A Area Championship Meet and advancing 7 qualifiers to the next round.

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

	<u>Ethnicity</u>						
	<u>VARSITY</u>		<u>JV</u>		<u>TOTALS</u>		<u>%</u>
	<u>2023</u>	<u>2024</u>	<u>2023</u>	<u>2024</u>	<u>2023</u>	<u>2024</u>	<u>2024</u>
Black	18	17	24	29	42	46	+9.5%
Hispanic	2	2	2	7	4	9	+125%
White	2	4	4	9	6	13	+117%
<u>Total</u>	22	<u>23</u>	30	<u>45</u>	52	<u>68</u>	<u>+31%</u>

2023 DHS Records

Varsity

Overall:

District 24-6A Runner up, Broke 1 School Record and Set 1 new school records.

Junior Varsity

District:

Won 3 out of 5 Track meets, 4th Place Team District.

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

There are two we are focusing on improving, that is the distance and throws. We will transition more distance athletes from cross country to track and field. Our Throwers will also participate in a throwers only local track club. With such a high number of athletes we had to divide our fall track class into two periods to accommodate the number of athletes.

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

District 24 6A Meet

24-6A District Runner Ups

Pole Vault: Emma Kidder finished 1st place and is the 2x defending District Champion.

Long Jump: Jalyn Green finished 2nd; Jazmine Hansley finished 3rd place.

Triple Jump: Jazmine Hansley finished 3rd; Jalyn Green finished 4th place.

Shot Put: C'Niyah Williams finished 4th; Devyn Turner 6th place.

Discus: C'Niyah Williams finished 5th place.

High Jump: Amarie Steele finished 5th place.

4x100m Relay: Nia Scott, Anaya Jones, Jaly Green, Delany Pope finished 1st place. **(District Champion)**

4x200m Relay: Amarie Steele, J’Nesis James, Nia Scott, Delany Pope finished 1st place. **(District Champion)**

4x400m Relay: J’Nesis James, Payton Howard, Jaliyah Valdez, Payton Ray finished 5th place.

100m Dash: Anaya Jones finished 1st **(District Champion)**, Nia Scott 5th and Jaly Green 6th place.

200m Dash: Anaya Jones finished 2nd and Jaly Green 3rd place.

100 hurdles: Naomi Galvin finished 2nd and Payton Ray 6th place.

300 hurdles: Payton Ray finished 3rd and Naomi Galvin 5th place.

District 23/24 6A Area Meet

Pole Vault – Emma Kidder placed 1st **(Area Champion)**

100m – Anaya Jones placed 1st – Time of 11.63 **(Area Champion)**

200m – Anaya Jones placed 2nd

100 Hurdles – Naomi Galvin placed 4th

300 Hurdles – Naomi Galvin placed 4th

4x100 Relay – Nia Scott, Dalaney Pope, Anaya Jones, Jaly Green placed 2nd

4x200 Relay – Amaria Steele, Jaly Green, J’Nesis James, Nia Scott placed 3rd

Region III 6A Meet

Emma Kidder - placed 4th in the Pole Vault **#36 in the State.**

The 4x200m Relay of Nia Scott, Anaya Jones, Jaly Green, J’Nesis James - placed 4th, **#25 in the State and #41 in the Nation.**

Anaya Jones – placed 5th in the 100m **#26 in the State and #56 in the Nation.**

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

We are thankful for the way our Superintendent and Board of Trustees gives recognition to our student athletes. That is one key reason why this program will continue to grow and be successful. Gator Relays, the 24-6A District meet, and our many local summer track programs, we are exposing the sport to more of our community student-athletes. We will continue to strive to assist our junior high coaches and athletes. We continue to focus on academics with our student-athletes while pushing them to take advantage of our dual-credit and collegiate programs. We are only losing one senior this year; she will continue her college track and field career at Trinity University.

6. FISCAL IMPACT OF ANY PROPOSED REVISIONS IN CURRENT PROGRAM.

We are grateful for the updates that have been done to our track, this will improve safety for our student athletes.

DHS BOYS TRACK

Coach Mark Crooms

1. SUMMARY OF PROCEDURES/EVENTS:

The Dickinson track program began its season on February 02, 2024 and ended on April 19&20, 2024. The program had three teams this season, Varsity, JV and Freshman. In district our Varsity Boys were back-to-back District Champs at JV and our freshman were District Champs clean sweep for the Gators. Our athletes participated in district, area, and regional This season.

2. PLANS FOR IMPROVEMENTS/MODIFICATIONS:

Improvement for the program will be to continue working with each athlete in recognizing their strength and weakness on the field, and to motivate them and work them out in those areas. We will strive to organize and create a new team with clear ground rules, roles and responsibilities.

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

This year we had 40 freshman, 30 JV and 26 varsity kids to participate. We had 12 kids to advance to area, and 9 to regionals. There were no serious injuries, overall we had a very successful season.

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

As the DHS track program continues to grow we strive for success on the field as well as in the classroom. Our goal is to have more of our athletes qualify for area and regional. We are aiming to create drills and practice plans that are specific to each area of the track and field program. With a comprehensive list of drills we hope to provide a great training environment for skill development and specialized practice plans to pinpoint the skills that will make our athletes better.

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

We have been very fortunate this year to be able to provide the necessary items needed for our student-athletes. However, we anticipate more participation in the 2020 track season and an increase for the supply budget will afford us the opportunity to continue to be able to supply the necessary equipment for our athletes.

KRANZ JUNIOR HIGH

Girls Athletics

Volleyball, Girls Basketball & Girls Track 2023-2024

1. Summary of events:

Kranz filled 4 volleyball teams this season.

8th grade A and B (22 athletes)

7th grade A and B (22 athletes)

8th grade A went 3 and 5 overall for the season, B went 4 and 4.

7th grade A went 1 and 7 this season, B went 2 and 6.

Kranz filled 4 basketball teams this season.

8th grade A and B (20 athletes)

7th grade A and B (22 athletes)

8th grade A went 2 and 6 overall for the season, B went 1 and 6.

7th grade A went 1 and 7 this season, B went 0 and 8.

Kranz filled 2 track teams this season.

8th grade – 7 athletes

7th grade – 19 athletes

8th grade – at the district meet: we had an athlete finish 4th in the 3200m and 5th in the 1600m.

7th grade – unfortunately, none of our 7th graders qualified for the finals at the district meet. But, they completed well and their times improved.

2. Evidence of success:

Our athletes showed improvement in volleyball, basketball & track from week to week and competed in every game/meet.

3. Potential for program growth:

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

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

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

VOLLEYBALL ONLY 2023

ETHNICITY	8th grade	7th grade
White	10	9
African American	4	4
Hispanic	8	9
Other	0	0
TOTAL	22	22

GIRLS BASKETBALL ONLY 2023-2024

ETHNICITY	8th grade	7th grade
White	6	6
African American	6	5
Hispanic	8	11
Other	0	0
TOTAL	20	22

GIRLS TRACK ONLY 2024

ETHNICITY	8th grade	7th grade
White	3	5
African American	2	9
Hispanic	2	5
Other	0	0
TOTAL	7	19

Girls Cross Country 2023

Kranz filled two Girls Cross Country Teams

8th grade (9 runners)

7th grade (8 runners)

8th grade girls placed 8th in district

7th grade girls did not place in district (4 runners in Elite, 4 runners in Masters)

5. Evidence of success:

Our runners showed improvement in their times every ~~month~~ ^{month}. One of our 8th grade girls placed 8th in district!

6. Potential for program growth:

I was very happy with the success we had on and off the course. The team camaraderie and the way the girls cheered each other one was wonderful. This was my second-year coaching and welcoming back my 7th graders and watching them turn into the leaders as 8th graders was awesome. I am looking forward to growing the program as my current 7th graders become leaders and welcome and encourage next year's incoming 7th grade runners.

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

As a program we can continue to grow by utilizing stretch and strength programs per our girls' athletic program on the off season. We will also continue to build/maintain camaraderie among the runners to encourage more students to join our program.

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

KRANZ JUNIOR HIGH

Football, Basketball and Track

1. SUMMARY OF PROCEDURES/EVENTS/ ATHLETICS

Football

2023 Season:

Our 8A team went 7-1 and took 1st place in the district. Our 8B went 4-4. Our 7A went 0-8 and due to lack of numbers did not have a B team.

Basketball

Our basketball teams struggled this year. 8A (6-12), 8B (3-13), 7A (1-15), 7B (0-15).

Track

We had several athletes earn medals at the district meet. This included the silver in the 8th grade 4X2, silver in the 1600, and 3200, bronze in the high jump.

2. Plans for improvements/modifications/enhancement of efforts.

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

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

Our football program was able to put up another banner as our 8A won the district championship. Our athletes overall have made significant gains in speed on the track and strength in the weight room. Our coaches make it a priority to implement the high school's coaching tactics, styles, and playbooks. We believe our athletes are ready to be successful at the next level.

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

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

5. Fiscal impact of any proposed revisions in current program.

We raised over \$6,000 in our fundraiser this year. Next year we plan on raising over \$10,000.

McADAMS JH GIRLS ATHLETICS

Lauren Bitner

1. SUMMARY OF PROCEDURES/EVENTS/ATHLETICS.

Daily Procedures: Enter Gym in timely manner, be prepared with correct attire/shoes, get dressed in the locker room (5 minutes), warm up agilities or warm up jog before workout, daily workout, cool down stretches, 10 minutes to get dressed at the end of class.

Events: MJHS Athletics hosts a teacher appreciation game for volleyball, a parent appreciation game for volleyball and basketball, two fundraisers (worlds famous chocolate and vertical raise), we participate in community service such as the annual trash bash and celebrate the end of the year by throwing 7th grade a slip and slide party and taking 8th Grade Athletes to Schlitterbahn.

Athletics: Students enter the athletic program by one of the following methods: observation of hustle, skills, and potential in their 6th grade PE class, by trying out for sports and making the teams during their 7th grade year or by being referred by another coach/program.

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

**Ethnicity
Athletics**

Ethnicity	7 th Grade	8 th Grade
Asian	0	2
Black	12	7
Hispanic	20	8
White	11	4

Volleyball

Ethnicity	7 th Grade	8 th Grade
Asian	0	1
Black	9	5
Hispanic	12	5
White	10	8

Basketball

Ethnicity	7 th Grade	8 th Grade
Asian	1	0
Black	5	7
Hispanic	8	2
White	7	3

Cross Country

Ethnicity	7 th Grade	8 th Grade
Asian	0	0
Black	1	1
Hispanic	7	1
White	2	1

Tennis

Ethnicity	7 th Grade	8 th Grade
Asian	0	0
Black	3	0
Hispanic	3	3
White	2	2

Track

Ethnicity	7 th Grade	8 th Grade
Asian	0	0
Black	7	5
Hispanic	8	1
White	2	2

Soccer

Ethnicity	7 th Grade	8 th Grade
Asian	0	0
Black	1	2
Hispanic	17	6
White	5	2

The most pertinent variable for this year was the opening of Dickinson Junior High. We saw our 8th Grade participation numbers decrease due to rezoning.

2023-2024 MJHS Records

VOLLEYBALL	W/L
8A	0/8
8B	0/8
7A	3/5
7B	4/4
BASKETBALL	W/L
8A	0/8
8B	n/a
7A	1/7
7B	1/7
CC	# OF STUDENTS PLACE
8TH	1 OUT OF 5
7TH	2 OUT OF 10
TRACK	# OF STUDENTS PLACE
8TH	2
7TH	4
8th TENNIS	Win/Loss
1 Singles	0/4
2 Singles	0/4
1 Doubles	0/4
2 Doubles	0/4
3 Doubles	0/4

7 th TENNIS	Win/Loss
1 Singles	1/3
2 Singles	1/3
1 Doubles	0/4
2 Doubles	1/3
3 Doubles	0/4

Soccer	Win/Loss
A Team	0/4 as of April 24th
B Team	0/4 as of April 24th

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

Athletics: Modifying our workouts for the athletic period is a high priority for 2024. Coach Williams and I want to increase the intensity of our workouts specifically to affect cardiorespiratory endurance, speed, and increased lactate thresholds. Our focus in the weight room will remain the same, perfecting our forms of the 3 major lifts (squat, deadlift/hang clean, bench) that we want 8th grade to have mastered upon leaving MJHS. Also, variations of other full body exercises to be included. See attachment WR Program. We will include more Athlete Mentality days and adhere to the following schedule:

Monday: Mindset Monday

Tuesday: Track/Weight Room

Wednesday: Stations, Stretching or Jump Training

Thursday: Track/ Weight Room

Friday: Skill Day (Athletes may only participate if they are passing, have 3 or less tardies for the week, brought dress out clothes every day, no lunch detention/ISS, were not tardy to the athletic attendance line after 5-minute timer to get dressed goes off). All those that do not meet the criteria will have an alternate workout NOT punishment.

McAdams Lady Gator Athletics is excited to implement the new BSN Surge program, utilizing powerful vocabulary and personal journaling for Female Empowerment. Each coach will be provided with the resources needed to make the implementation successful and seamless between each sport. Additionally, each Coach will receive a “Coaches Playbook” that will include all the organizational needs, task lists, schedules, handbooks, etc. required to run an awesome season.

All coaches also plan to further advance MJHS Athletics by attending Coach Snelson’s Professional Development this summer, July 30th -August 1st.

All Other Sports: Improvement is needed in our athletic program across all sports regarding discipline and make up practice requirements for student athletes that have unexcused absences at practice. After collaborating with Coach Farias, Coach Peterson, and Coach Welch, we feel as though we are prepared to execute these changes so we can increase not only the attendance rate at our practices but the accountability and moral of the team that follows when everyone shows up.

Basketball:

- Develop Summer Development with strength and conditioning and skill development.
- Develop a culture and philosophy that connects with the Dickison High School Lady Gator Basketball program.
- Attend clinics and sessions held by Coach Peterson as well as independently to better understand her expectations for future players in the program.
- Communicate with all coaching staff to gather input and develop a plan of action before, during, and after the season.
- Incorporate filming as a practice tool to improve player and team development.
- Continue to establish and set team and individual goals for the upcoming season,
- Weekly consult with coaches and self-evaluated the effectiveness of the season and make adjustments where needed.
- Incorporate rewards systems for player motivation and team improvement.

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

Google Doc- Mile Monday Attachment

- Summary: The average decrease in mile time is as follows o 1st Period 7th Grade Athletics: Decreased Mile time by an average of 26% o 2nd Period 6th Grade Pre- Athletics: Decreased Mile time by an average of 29%
o 6th Period 8th Grade Athletics: Decreased Mile time by an average of 4.7%

Google Doc- Attachment from Pelton (safety record)

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

Athletics: As my first year of being the Girls Athletic Coordinator ends, I am pleased with the growth our program has shown regarding fundamental skills and athlete mentality. Our daily participation rate in class is 100%, consistent discipline and character development has improved our attitudes, and I am confident that our efforts for building the foundations of a well-rounded athlete are in place.

Volleyball: Our Lady Gator Volleyball program is as strong as ever. We have amazing systems in place, the whole district coaching staff collaborates during summer camps and professional developments. If we continue to push foundational skills at the Junior High level, we will aid in the success of our program both now and in the future.

Basketball: With the help of Coach Toya Peterson, our ¹⁷⁵Lady Gator Basketball program is thriving. The

program is unified, offers professional development and Peterson's open-door policy allows for coaches to ask questions to align the program with the High School's. We finally have a solid staff in place that anticipates pouring their efforts into our athletes.

Cross Country: Lady Gator Cross Country has been continuously growing. We have great comradery and focus on personal improvement over the duration of the season. I believe if we continue to keep running fun that our participation levels will remain intact, and success will follow.

Track: The rezoning of students affected our participant numbers, which was an adjustment, not having a full track roster. Eventually the program will get its numbers back and our full track minded coaching staff will aid in their development of skills and knowledge.

Tennis: Overall, our tennis program is struggling to find a consistent coach that will aid in the growth of participants and the learning of foundational skills. Moving forward, working with the high school coaches for professional development of the new Coach will be implemented.

Soccer: With the increased opportunities through Dickinson ISD such as summer programs, leagues and the junior high revamping of the Strength and Conditioning to include soccer skills, the growth of the Lady Gator Soccer Program is eminent.

6. FISCAL IMPACT OF ANY PROPOSED REVISIONS IN CURRENT PROGRAM.

As it stands, the head Junior High Soccer Coach makes a \$500 stipend to coach TWO teams each filled with 15 players. To maintain quality coaches, I propose an increase in this specific stipend.

In years past, our coaching staff has greatly benefitted from attending the THSCA Seminar for professional development, budget cuts do not allow for us to attend this year, but I hope in the future we can make accommodations for us to receive this knowledge

McADAMS JUNIOR HIGH ATHLETICS

Coach Michael Guillory

1. SUMMARY OF PROCEDURES/EVENTS/ATHLETICS.

This year with Dickinson jr. High opening up we took a major hit on all of our programs. Most of our players from last year ended up attending DJHS this year. 8th grade started off with two teams with 39 kids. We had 3 returning players in total with half of the team being first year players. Later in the season we had to combine to one team due to numbers. (Kids moving and grades) 7th grade filled one team with 28 players total this year but managed to recruit a projected 2 teams for next year.

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

Last year McAdams won district in all 4 teams for Football, 8A and 8B District champs for basketball, and Won District in 8th grade Track. This year we won 2 games outside of the zone and one game inside of the zone. Basketball made it to the playoff bracket and went out in the 2nd round. Track we made 12th place in district.

Ethnicity

<u>Football</u>	7 th	8 th
Asian	0	0
Black	8	16
Hispanic	14	20
White	6	3

<u>Basketball</u>	7 th	8 th
Asian	0	0
Black	10	8
Hispanic	6	7
White	2	2

<u>Cross Country</u>	7 th	8 th
Asian	0	0
Black	0	2
Hispanic	4	1
White	3	1

<u>Tennis</u>	7 th & 8 th
Asian	0
Black	5
Hispanic	2
White	0

<u>Track</u>	7 th	8 th
Asian	0	0
Black	6	5
Hispanic	10	6
White	1	2

<u>Soccer</u>	7 th	8 th
Asian	0	0
Black	0	0
Hispanic	12	8
White	0	0

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

New and updated equipment. PD Trainings

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

Attend professional development at Dickinson ISD PD for improvement.

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

New school opened in the district we lost a lot of kids because of this. We will get better with time.

6. FISCAL IMPACT OF ANY PROPOSED REVISIONS IN CURRENT PROGRAM. A rezoning for the district would help even things out looking at the future DJHS will get bulk of the athletes and fundraising while MJHS and KJHS will Struggle.

**Dickinson Jr. High
Cat Flores**

1. SUMMARY OF PROCEDURES/EVENTS/ATHLETICS.

Volleyball End-of-Season Ranking 7A: 5th, 7B: 4th, 8A: 5th, 8B: 6th

7th Grade Participation: 24 8th Grade Participation: 21

Basketball End-of-Season Ranking 7A: 4th, 7B: 4th, 8A: 5th, 8B: 5th

7th Grade Participation: 20 8th Grade Participation: 17

Cross Country

7th Grade Participation: 10 8th Grade Participation: 6

Track End-of-Season Ranking 7: 6th, 8: 4th

7th Grade Participation: 17 8th Grade Participation: 15

Soccer End-of-Season Ranking A: 5th B: 5th

7th Grade Participation: 19 8th Grade Participation: 8

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

8th Grade Athletics: 39

7th Grade Athletics: 55

Since this was our first year at DJHS, we don't have prior statistics to compare our current status; however, we do anticipate our numbers to increase.

Ethnicity

	<u>8th</u>	<u>7th</u>
Asian	1	1
Black	24	28
Hispanic	10	22
White	12	23

2023-2024 Records

	Volleyball:	Basketball:	Track:	Soccer:
8A	4-4	3-5	8th: 4 th overall @ District	A: 2-4
8B	4-4	3-5		B: 1-3-2
7A	4-4	5-3	7th: 6 th overall @ District	
7B	5-3	5-3		

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

New equipment for agility, conditioning & strength work

Attend out-of-district Professional Development (THSCA) & Dickinson ISD PD for improvement.

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

Last semester, we had about 55% of the girls able to complete their timed mile in ten minutes or less. As of now, we have about 90% who can complete their timed mile.

To enhance motivation, we established a friendly competition in efforts to increase their PRs in the weight room. (Iron Maidens Club). Girls with the highest PRs are given a club shirt as an incentive.

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

Currently, our program follows a set weekly schedule:

Monday - Mile Monday

Tuesday/Thursday - Weight Room/Strength Training

Wednesday - Workout Wednesday

Friday - Stretch Day

We plan to continue this routine with improvements on strength training, conditioning and flexibility. The girls will have journals so that they can log their mile times and the amount of weight they are lifting in order for them to see personal growth. Journals will also be used to begin Mental Toughness journaling as a way for them to develop their mental skills which will not only help with their performance, but life. We want to bring the importance of mind into our training.

6. FISCAL IMPACT OF ANY PROPOSED REVISIONS IN CURRENT

At this moment, no fiscal impact is foreseen.

**Dickinson Jr. High
Rodney Smith**

1. SUMMARY OF PROCEDURES/EVENTS/ATHLETICS.

Daily Procedures: Enter Gym in a timely manner, be prepared with correct attire/shoes, get dressed in the locker room (3 minutes), warm up and agilities or warm up jog before workout, daily workout, cool down stretches, 10 minutes to get dressed at the end of class.

Events: DJHS Athletics hosts a teacher appreciation game for volleyball, one fundraiser (worlds famous chocolate).

Athletics: Students enter the athletic program by one of the following methods: observation of hustle, skills, and potential in their 6th grade PE class, by trying out for sports and making the teams during their 7th and 8th grade year or by being referred by another coach/program.

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

Ethnicity

Athletics

Ethnicity	7 th grade	8 th grade
Asian	0	0
Black	21	31
Hispanic	28	15
White	22	19

Football

Ethnicity	7 th grade	8 th grade
Asian	0	0
Black	21	31
Hispanic	28	15
White	22	19

Basketball

Ethnicity	7 th grade	8 th grade
Asian	0	0
Black	13	18
Hispanic	5	1
White	5	2

Cross Country

Ethnicity	7 th grade	8 th grade
Asian	0	0
Black	1	1
Hispanic	2	1
White	2	2

Tennis

Ethnicity	7 th grade	8 th grade
Asian	0	0
Black	2	0
Hispanic	1	0
White	8	0

Track

Ethnicity	7 th grade	8 th grade
Asian	0	0
Black	15	21
Hispanic	6	3
White	10	3

Soccer

Ethnicity	7 th grade	8 th grade
Asian	0	0
Black	2	1
Hispanic	8	8
White	1	1

2023 DJHS Records

Football	W/L
8A	6-1
8B	6-1
7A	4-3
7B	7-0

Basketball	W/L
8A	10-5
8B	6-9
7A	7-8
7B	11-4

Cross Country	# of Students Placed
7 th grade	0
8 th grade	0

Track and Field	# of Students Placed
7 th grade	7
8 th grade	10

7 th Grade Tennis	W/L
1 Singles	3-4

2 Singles	4-3
1 Doubles	4-3
2 Doubles	4-3
3 Doubles	3-4

8 th Grade Tennis	W/L
1 Singles	0
2 Singles	0
1 Doubles	0
2 Doubles	0
3 Doubles	0

Soccer	W/L
DJHS Boys	0-7

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

Modifying our workouts for the athletic period is a high priority for 2024. Coach Lewis and I want to increase the intensity of our workouts specifically to affect cardiorespiratory endurance, speed, and increased lactate thresholds. Our focus in the weight room will remain the same, perfecting our forms of the 3 major lifts (squat, deadlift/hang clean, bench) that we want 8th grade to have mastered upon leaving DJHS. Also, variations of other full body exercises to be included. See attachment WR Program. We will include more Athlete Mentality days and adhere to the following schedule:

Monday: Monday- Mile

Tuesday: Track/Weight Room

Wednesday: Stations, weight room, agility drills

Thursday: Track/ Weight Room

Friday: Skill Day (Athletes may only participate if they are passing, have 3 or less tardies for the week, brought dress out clothes every day, no lunch detention/ISS, were not tardy to the athletic attendance line after 5-minute timer to get dressed goes off). All those that do not meet the criteria will have an alternate workout NOT punishment.

All coaches also plan to further advance DJHS Athletics by attending Coach Snelson's Professional Development this summer, July 30th -August 1st .

All Other Sports:

Improvement is needed in our athletic program across all sports regarding discipline and make up practice requirements for student athletes that have unexcused absences at practice. After collaborating with Coach Coleman, Coach Crooms, and Coach Welch, we feel as though we are prepared to execute these changes so we can increase not only the attendance rate at our practices but the accountability and morale of the team that follows when everyone shows up.

Basketball:

- Develop Summer Development with strength and conditioning and skill development.
- Develop a culture and philosophy that connects with the Dickinson High School Boys Basketball program.
- Attend clinics and sessions held by Coach Wilson as well as independently to better understand his

expectations for future players in the program.

- Communicate with all coaching staff to gather input and develop a plan of action before, during, and after the season.
- Incorporate filming as a practice tool to improve player and team development.
- Continue to establish and set team and individual goals for the upcoming season,
- Weekly consultation with coaches and self-evaluated the effectiveness of the season and make adjustments where needed.
- Incorporate rewards systems for player motivation and team improvement.

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

Google Doc- Mile Monday

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

Athletics: With my first year of being the Boys Athletic Coordinator ends, I am pleased with the growth our program has shown regarding fundamental skills and athlete mentality. Our daily participation rate in class is between 90%-100%, consistent discipline and character development has improved our attitudes, and I am confident that our efforts for building the foundations of a well-rounded athlete are in place.

Football: Our Football program is our best sport here at DJHS, We have amazing systems in place, the whole district coaching staff collaborates during summer camps and professional developments. If we continue to push foundational skills at the Junior High level, we will aid in the success of our program both now and in the future.

Basketball: With the help of Coach Wilson, our Boys Basketball program is thriving. The program is unified, offers professional development and Wilson's open-door policy allows for coaches to ask questions to align the program with the High School's. We finally have a solid staff in place that anticipates pouring their efforts into our athletes.

Cross Country: DJH Gator Cross Country has been continuously growing. we need more participation with CC.

Track: DJHS Track program is thriving. The program is unified, offers professional development and Coach Crooms open door policy allows for coaches to ask questions to align the program with the High School's. We have a solid staff in place that anticipates pouring their efforts into our athletes.

Tennis: Overall, our tennis program is thriving for 7th grade. 8th grade there were no participants. We will continue to grow and recruit more participants from within the school.

Soccer: Our Soccer program is struggling; we went 0-7 for the season. We saw a lot of growth throughout the season. We will continue to grow our Soccer program.

6. FISCAL IMPACT OF ANY PROPOSED REVISIONS IN CURRENT PROGRAM.

As it stands, the head Junior High Soccer Coach makes a \$500 stipend to coach TWO teams each filled with 15 players. To maintain quality coaches, I propose an increase in this specific stipend.

In years past, our coaching staff has greatly benefitted from attending the THSCA Seminar for professional development, budget cuts do not allow for us to attend this year, but I hope in the future we can make accommodations for us to receive this knowledge.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: June 4, 2024

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:

The Monthly Tax Collection Report for April 2024 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
2023	\$6,246,405,369	\$1.178	\$73,582,655	\$69,695,256	94.72%
2022	\$6,425,908,920	\$1.294	\$83,151,261	\$81,255,889	97.72%
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%

2023 Tax Year	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Totals:	% To Total
Current Year Tax	Pending Billing	\$346,649	\$4,201,147	\$10,690,333	\$43,704,416	\$9,237,281	\$821,637	\$693,793					\$69,695,256	
YTD % Collected	0.00%	0.47%	6.18%	20.71%	80.10%	92.66%	93.77%	94.72%	94.72%	94.72%	94.72%	94.72%	94.72%	94.72%
Prior Years Tax	\$142,604	\$124,455	\$79,328	\$99,097	\$117,632	-\$317,660	\$5,285	\$37,637					\$288,379	
Subtotal Taxes	\$142,604	\$471,103	\$4,280,476	\$10,789,431	\$43,822,048	\$8,919,621	\$826,923	\$731,429	\$0	\$0	\$0	\$0	\$69,983,635	95.11%
Penalty & Interest	\$29,785	\$49,310	\$33,568	\$23,906	\$37,414	\$65,942	\$78,589	\$62,681					\$381,195	
Total Taxes & P&I	\$172,390	\$520,413	\$4,314,043	\$10,813,336	\$43,859,463	\$8,985,563	\$905,511	\$794,111	\$0	\$0	\$0	\$0	\$70,364,830	95.63%
Attorney Fees	\$24,342	\$40,901	\$19,529	\$20,430	\$18,526	\$26,759	\$24,840	\$18,574					\$193,901	
Total Collections	\$196,731	\$561,314	\$4,333,573	\$10,833,766	\$43,877,989	\$9,012,322	\$930,351	\$812,685	\$0	\$0	\$0	\$0	\$70,558,731	N/A

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	\$1,302,975	\$728,414	\$799,984	\$1,089,117	\$484,760	\$469,356	\$81,255,889	
YTD % Collected	0.00%	0.72%	5.95%	22.78%	77.17%	91.86%	93.43%	94.30%	95.26%	96.57%	97.16%	97.72%	97.72%	97.72%
Prior Years Tax	\$153,260	\$29,557	\$47,929	\$75,934	\$99,395	\$100,283	\$71,407	\$51,012	\$21,329	\$55,885	\$34,958	\$39,149	\$780,098	
Subtotal Taxes	\$153,260	\$625,915	\$4,395,215	\$14,077,806	\$45,321,879	\$12,313,567	\$1,374,382	\$779,426	\$821,313	\$1,145,002	\$519,718	\$508,505	\$82,035,987	98.66%
Penalty & Interest	\$38,472	\$32,224	\$19,037	\$19,655	\$25,336	\$145,626	\$101,723	\$67,653	\$64,845	\$70,246	\$47,543	\$60,367	\$692,728	
Total Taxes & P&I	\$191,732	\$658,140	\$4,414,252	\$14,097,461	\$45,347,215	\$12,459,193	\$1,476,105	\$847,079	\$886,158	\$1,215,248	\$567,260	\$568,873	\$82,728,715	99.49%
Attorney Fees	\$30,498	\$24,692	\$13,336	\$14,523	\$20,326	\$16,952	\$25,855	\$11,129	\$12,193	\$19,202	\$36,317	\$56,533	\$281,555	
Total Collections	\$222,229	\$682,832	\$4,427,588	\$14,111,984	\$45,367,541	\$12,476,145	\$1,501,960	\$858,208	\$898,350	\$1,234,450	\$603,577	\$625,406	\$83,010,271	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	\$15,775	\$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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2024

Item Title: Public Notice of Intent to Apply for Federal Grants

Agenda Item: Dr. Jeff Pack

Background Information:

The following public notice of intent to apply for federal grants is posted on our website (<https://www.dickinsonisd.org/page/nclb.grant>):

ESSA Title I, Part A, Title II, III and IV, Carl D. Perkins V, IDEA Parts B and C

DICKINSON ISD NOTICE OF INTENT TO SUBMIT AN APPLICATION FOR THE FOLLOWING FEDERAL GRANTS: EVERY STUDENT SUCCEEDS ACT (ESSA): Title I, Part A; Title II, Part A; Title II, Part A; Title IV, Part A; PERKINS V; and SPECIAL EDUCATION CONSOLIDATED.

EVERY STUDENT SUCCEEDS ACT (ESSA): Title I, Part A; Title II Part A; Title II, Part A; Title IV Part A

The Dickinson Independent School district is providing public notice to the community and stakeholders of its intent to submit an application for the 2024-2025 ESSA Consolidated Federal Grant. For more information about ESSA, visit our Federal Programs page.

Please email Kathy Behrendsen at kbehrendsen@dickinsonisd.org by July 1, 2024 to share suggestions or comments.

PERKINS V: Strengthening Career and Technical Education for the 21st Century

The Dickinson Independent School district is providing public notice to the community and stakeholders of its intent to submit an application for the 2024-2025 PERKINS V: Strengthening Career and Technical Education for the 21st Century grant. For more information about Perkins V, visit the TEA Perkins V Executive Summary.

Please email Dr. Melissa Everett at meverett@dickinsonisd.org by July 1, 2024 to share suggestions or comments.

SPECIAL EDUCATION CONSOLIDATED GRANT APPLICATION

The Dickinson Independent School district is providing public notice to the community and stakeholders of its intent to submit an application for the 2024-2025 Special Education Consolidated Federal and State Grants under the Individuals with Disabilities Act (IDEA) Parts B and C. The intent and purpose of these grants is to assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities ages three through 21 and providing early intervention services for infants and toddlers birth through age two and their families.

Please email Laurie Rodriguez at lrodriguez@dickinsonisd.org by July 1, 2024 to share suggestions or comments.

Recommendation:
Information only

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 4, 2024

Item Title: 23-24 District Improvement Plan Summative Review

Agenda Item: Dr. Jeff Pack

Background Information:

The 2023-2024 District Improvement Plan Summative Review is attached.

Recommendation:

Information only

Action Item: Yes No

Dickinson Independent School District

District Improvement Plan

2023-2024 Formative Review with Notes



Mission Statement

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

Vision

WHAT WE ASPIRE TO BE

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

Value Statement

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**CONFIDENT LEARNERS
TODAY**

**CHANGE MAKERS
TOMORROW**

**GATORS
FOREVER!**

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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

Summative Evaluation: Met Objective

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>	<p>Nov November Evidence of Progress</p> <p> District staff have attended Solution Tree Assessment at Work training (2 of 6 sessions). Campus teams continue to use reproducibles provided by Solution Tree for unpacking standards, student work analysis protocols, data analysis, and more. 192</p> <p>Jan January Evidence of Progress</p> <p> District staff continue to focus collaborative team time around Solution Tree practices. All staff attended training by Regina Owens for January professional learning.</p> <p>Mar March Evidence of Progress</p> <p> Solution Tree Assessment at Work sessions are complete. Campuses continue to use Solution Tree resources as the focus for collaboration, planning, intervention, and assessment.</p> <p>June June Evidence of Progress</p> <p> All training is complete.</p>

 No Progress

 Accomplished

 Continue/Modify





 Discontinue





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





Summative Evaluation: Met Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Provide targeted phonics instruction in grades K-3 in all classrooms: El Camino, El Proximo, Foundations, Heggerty, 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> Teachers continue to use district purchased phonics resources to provide Tier 1, 2, and 3 phonics instruction to students. Additional resources are being purchased as needed for new teachers, etc.</p> <p>Jan January Evidence of Progress</p> <p> Teachers continue to use district purchased phonics resources to provide Tier 1, 2, and 3 phonics instruction to students. Additional resources are being purchased as needed for new teachers, etc. 193</p> <p>Mar March Evidence of Progress</p> <p> Classroom visits provide evidence that phonics instruction is happening regularly in elementary classrooms.</p> <p>June June Evidence of Progress</p> <p></p>

Strategy 2 Details	Reviews
<p>Strategy 2: Math: Build foundational fluency skills through the use of Building Fact Fluency. Campuses will be provided additional support by Region 4 consultants. All teachers will be trained on best instructional practices through targeted GLC (Gator Learning Community) sessions.</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>	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p>Nov November Evidence of Progress</p>  <p>Teachers continue to implement Building Fact Fluency kits to build strong foundational number sense skills for students K-4. Classroom observations provide evidence of implementation.</p> </div> <div style="margin-bottom: 20px;"> <p>Jan January Evidence of Progress</p>  <p>Teachers continue to implement Building Fact Fluency kits to build strong foundational number sense skills for students K-4.</p> </div> <div style="margin-bottom: 20px;"> <p>Mar March Evidence of Progress</p>  <p>Classroom visits provide evidence that Building Fact Fluency is being used to support numerical fluency foundations for students K-5. Region 4 consultant continues to support secondary math with the implementation of Desmos and development of high quality common assessments.</p> </div> <div> <p>June June Evidence of Progress</p>  <p>Teachers have completed their first year of implementation of Building Fact Fluency.</p> </div> </div> <p style="text-align: right;">194</p>

Strategy 3 Details	Reviews
<p>Strategy 3: RLA/Social Studies: Teachers will be trained on how to implement 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> Teachers are provided ongoing training on differentiation and grade appropriate RLA/Social Studies tasks. We have purchased iReady resource to support teachers with differentiated texts.</p> <p>Jan January Evidence of Progress</p> <p> RLA and Social Studies curriculum specialists continue to collaborate around the work of integrating social studies content within RLA instruction. This work is being supported by consultant from Tummy Consulting.</p> <p>Mar March Evidence of Progress</p> <p> Plans are in place to provide training on small group instruction for secondary classes this summer. RLA curriculum specialists are using different apps to provide teacher with differentiated texts/tasks that provide students individualized feedback in their writing.</p> <p>June June Evidence of Progress</p> <p> Training is complete and will continue into Summer PD. 195</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>	<div data-bbox="1297 120 1352 147">Nov</div> <div data-bbox="1276 155 1377 256"> </div> <div data-bbox="1528 120 1906 147">November Evidence of Progress</div> <div data-bbox="1415 155 2018 337"> <p>Coaches have attend 2 of 4 sessions with Alissa Crabtree. The first session was focused on BOY goal setting and data analysis protocols for teacher teams. The second session provided coaches with a "Coaching Lab" to practice coaching teachers and providing feedback.</p> </div> <div data-bbox="1297 363 1352 391">Jan</div> <div data-bbox="1276 399 1377 500"> </div> <div data-bbox="1545 363 1894 391">January Evidence of Progress</div> <div data-bbox="1415 399 2018 488"> <p>Crabtree visited DISD and performed coaching labs on campus with all instructional coaches. The final 2 days of training are scheduled for this second semester.</p> </div> <div data-bbox="1297 514 1352 542">Mar</div> <div data-bbox="1276 550 1377 651"> </div> <div data-bbox="1556 514 1883 542">March Evidence of Progress</div> <div data-bbox="1415 550 1997 704"> <p>Three of 4 sessions are complete with Crabtree. The fourth session is being offered May 16th focused on amplifying team impact. This session will be open to administrators, instructional coaches, interventionists, or teacher leaders.</p> </div> <div data-bbox="1297 727 1352 755">June</div> <div data-bbox="1276 763 1377 863"> </div> <div data-bbox="1566 727 1873 755">June Evidence of Progress</div> <div data-bbox="1415 763 1814 790"> <p>Trainings with Crabtree is complete.</p> </div> <div data-bbox="1940 786 1986 813">196</div>

Strategy 5 Details	Reviews
<p>Strategy 5: Science: Curriculum specialists will help build our teachers' understanding of the engineering design process in preparation for curricular changes due to the recently adopted science TEKS. Curriculum specialists will provide 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>	<div data-bbox="1281 121 2016 308"> <p>Nov November Evidence of Progress</p>  <p>Curriculum specialists have provided teachers training focused around the new Science TEKS to be implemented in the 2024-25 school year. Curriculum specialists have provided this learning themselves and using Lead4ward and Region 4 consultants.</p> </div> <div data-bbox="1281 332 2016 487"> <p>Jan January Evidence of Progress</p>  <p>Training on new science TEKS continues to be facilitated by curriculum specialists. Summer planning for continued teacher training is in the beginning phases of planning.</p> </div> <div data-bbox="1281 511 2016 722"> <p>Mar March Evidence of Progress</p>  <p>Curriculum specialists continue to grow teachers knowledge of the upcoming new TEKS implementation. Instructional materials have been selected and teachers are beginning to explore these new resources to better help them understand our new standards.</p> </div> <div data-bbox="1281 747 2016 868"> <p>June June Evidence of Progress</p>  <p style="text-align: right;">197</p> </div>

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 1356 147" data-label="Text">Nov</div> <div data-bbox="1276 155 1377 253" data-label="Figure"> <p>A circular progress indicator showing 20% completion. The green segment covers approximately one-fifth of the circle.</p> </div> <div data-bbox="1528 120 1902 147" data-label="Section-Header">November Evidence of Progress</div> <div data-bbox="1415 155 2018 215" data-label="Text"> <p>Paperless student google information folders, quarterly audit, PEIMS check</p> </div> <div data-bbox="1297 277 1356 305" data-label="Text">Jan</div> <div data-bbox="1276 313 1377 410" data-label="Figure"> <p>A circular progress indicator showing 60% completion. The green segment covers approximately three-fifths of the circle.</p> </div> <div data-bbox="1545 277 1892 305" data-label="Section-Header">January Evidence of Progress</div> <div data-bbox="1415 313 2018 431" data-label="Text"> <p>Paperless student google information folders, quarterly audit, PEIMS check; MJH & DHS did a training to remind staff about the SpED Info folder and how to use it.</p> </div> <div data-bbox="1297 456 1356 483" data-label="Text">Mar</div> <div data-bbox="1276 492 1377 589" data-label="Figure"> <p>A circular progress indicator showing 80% completion. The green segment covers approximately four-fifths of the circle.</p> </div> <div data-bbox="1556 456 1881 483" data-label="Section-Header">March Evidence of Progress</div> <div data-bbox="1415 492 1982 552" data-label="Text"> <p>CCFs have provided updated information to campus administrators for the purpose of this objective.</p> </div> <div data-bbox="1297 613 1356 641" data-label="Text">June</div> <div data-bbox="1276 649 1377 747" data-label="Figure"> <p>A circular progress indicator showing 100% completion. The entire circle is filled with green.</p> </div> <div data-bbox="1566 613 1871 641" data-label="Section-Header">June Evidence of Progress</div> <div data-bbox="1415 649 2018 859" data-label="Text"> <p>Our quarterly audits and data checks show that most teachers are consistently reviewing and uploading student progress data, and most teachers are using the agreed-upon accommodations. Plus, by going paperless and training our staff, we've made it easier for teachers to access and use this information, leading to better instruction for our special education students.</p> </div>

Strategy 7 Details

Strategy 7: Special Programs: Conduct FIIEs and ARDs within timelines and in compliance with TEA utilizing a district students records management system (including maintaining educational records).

Strategy's Expected Result/Impact: Meet Initial FIE timelines

Staff Responsible for Monitoring: Executive Director of Special Programs
Coordinator of Evaluation and Related Services

Results Driven Accountability

Reviews

Nov



November Evidence of Progress
Met all timelines to date; assessment log; skyward PEIMS data

Jan



January Evidence of Progress
Met all timelines to date; assessment log; skyward PEIMS data; did an in-depth training in January on initial timelines with all Assessment, OT/PT, Speech, and CCFs

Mar











March Evidence of Progress
Despite staffing shortages (Speech) the team has currently met all timelines. Principals have been reminded that any initial evaluation requests received for the remainder of the year will require an ARD on or before 1st day of school.









June



June Evidence of Progress
Despite staffing shortages, we have met all timelines for evaluations and ARDs this year, except for three initial evaluations. We've handled over 150 new evaluations and reminded principals that any new requests will need an ARD meeting by the first day of school, using our assessment log to keep track of everything.

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  Dyslexia training, Dr. Gomez for ID/Adaptive Behavior, TASP training, Dr. Cheramie for LD training</p> <p>Jan January Evidence of Progress  Upcoming training on ADOS, Bilingual Dyslexia evaluations</p> <p>Mar March Evidence of Progress  Dr. Gomez, Dr. Cheramie, Dr. Cole, Dr. Whittenberg have provided updated training to assessment staff. and 5 more days are scheduled,</p> <p>June June Evidence of Progress  Our evaluation staff has received extensive training on various disabilities, including sessions on dyslexia, intellectual disabilities, and adaptive behavior from Dr. Gomez, learning disabilities from Dr. Cheramie, autism evaluations from Dr. Whittenberg, and bilingual dyslexia evaluations from Dr. Cole. This 200 comprehensive training, which also included TASP training and an additional five days with Dr. Cheramie and Dr. Gomez on the evaluation process, ensures our team is well-equipped to accurately identify and support students with diverse needs.</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>	<div data-bbox="1297 120 1995 219"> <p>Nov November Evidence of Progress</p>  <p>We offer a continuum of services as evidenced in the A-Z guidelines</p> </div> <div data-bbox="1297 276 1995 397"> <p>Jan January Evidence of Progress</p>  <p>We offer a continuum of services as evidenced in the A-Z guidelines; we have students in all programs and continue to monitor to determine needs</p> </div> <div data-bbox="1297 430 2026 673"> <p>Mar March Evidence of Progress</p>  <p>We offer a continuum of services as evidenced in the A-Z guidelines; we just conducted a program evaluation for DHS to review Level 3/4 pull out pre-req classes and recommendations have been reviewed w/ campus admin and a summer training schedule has been set. Summer PD is organized around various continuum of services topics.</p> </div> <div data-bbox="1297 706 2026 982"> <p>June June Evidence of Progress</p>  <p>We have successfully provided a continuum of services for students ages 3-21, as detailed in our A-Z 201 guidelines, and have students enrolled in all our programs. Recently, we reviewed Level 3/4 pull-out classes at DHS, shared recommendations with campus administrators, and planned summer professional development focused on various service topics to continue meeting our students' needs.</p> </div>





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>	<p>Nov November Evidence of Progress</p>  <p>Administrators are completing the Monthly discipline data review, we are conducting job alike with secondary behavior teams; 2 campuses and the behavior coaches have received training from a behavior consultant; several administrators are attending Capturing Kids Hearts</p> <p>Jan January Evidence of Progress</p>  <p>Continuing job alike and discipline data review. We are currently at 19% removals. We had a behavior meeting in January for elementary, DHS, and DCC/ DALC</p> <p>Mar March Evidence of Progress</p>  <p>We have not gone over 50% referrals as of the last monitoring session (done monthly). We would be an RDA risk level of 2.</p> <p>June June Evidence of Progress</p>  <p>We have been actively working to keep the percentage of special education removals low, currently at 45%, through monthly discipline data reviews and training sessions for behavior teams and coaches. Although our goal is less than 29%, our efforts, including implementing Restorative Practice Techniques and Capturing Kids Hearts training for administrators, are keeping us on track within an estimated performance level 2, and we have no significant disproportionality issues.</p>
<p style="text-align: center;">  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 3: Develop and implement well-rounded programs of instruction to meet the unique needs of all students




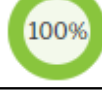




Summative Evaluation: Met Objective

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 All programs listed are fully implemented for the 23-24 school year to allow for enrichment opportunities for all students with a focus on advanced academic students.</p> <p>Jan  January Evidence of Progress</p> <p>Mar  March Evidence of Progress 203</p> <p>June  June Evidence of Progress All programs listed were fully implemented for the 23-24 school year to allow for enrichment opportunities for all students with a focus on advanced academic students.</p>

Strategy 2 Details	Reviews
<p>Strategy 2: 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>	<div data-bbox="1281 121 2005 251"> <p>Nov November Evidence of Progress Certifications for POS have been identified. Students test in April and May.</p>  </div> <div data-bbox="1281 267 2005 397"> <p>Jan January Evidence of Progress Students are preparing to certify in April and May. Business and Industry partnerships have increased for paid/unpaid internships</p>  </div> <div data-bbox="1281 414 2005 544"> <p>Mar March Evidence of Progress Certifications have been purchased. Students test in April and May.</p>  </div> <div data-bbox="1281 560 2005 690"> <p>June June Evidence of Progress Students have certified. A Signing Day was held to recognized students hired by business and industry partners.</p>  </div>

Strategy 3 Details	Reviews
<p>Strategy 3: Math Use programs such as ST Math, IXL, 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  Classroom visits and professional learning agendas provide evidence that implementation for these 3 resources (STMath, IXL, Desmos) is ongoing for this school year. The programs are among the most accessed district apps by students.</p> <p>Jan January Evidence of Progress  Students and teachers continue to use ST Math, IXL, and Desmos to build strong foundations in conceptual mathematics thinking.</p> <p>Mar March Evidence of Progress  Students and teachers continue to use ST Math, IXL, and Desmos to build strong foundations in conceptual mathematics thinking. A districtwide competition is being facilitated for STMath usage to encourage and inspire more student usage. Secondary math leaders met to revisit the implementation of Desmos for the 2024-25 school year and it was decided for all teacher teams to commit to 2-3 lessons per unit as a district for each essential standard. 205</p> <p>June June Evidence of Progress  End of year meetings have been scheduled to discuss implementation and next steps moving forward.</p>



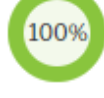

Strategy 4 Details	Reviews
<p>Strategy 4: Provide ongoing cross-curricular training through Texas A&M University's "We Write" program for the implementation of consistent and meaningful writing opportunities in grades 5-8 science classroom.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction and student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists</p>	<div data-bbox="1283 120 2030 341"> <p>Nov November Evidence of Progress</p>  <p>We are continuing to work with Texas A&M to implement We Write across the district. In addition, some teachers are participating with Texas A&M and Dr. Kay on the PRISM grant. This grant trains teachers to incorporate Reading and Writing strategies specific to Science instruction.</p> </div> <div data-bbox="1283 363 2030 519"> <p>Jan January Evidence of Progress</p>  <p>We are continuing to work with Texas A&M to implement We Write across the district. RLA Curriculum Specialist are presenting our work in DISD at the TASA mid-winter conference.</p> </div> <div data-bbox="1283 542 2030 665"> <p>Mar March Evidence of Progress</p>  <p>We are continuing to work with Texas A&M to implement We Write across the district and across all content areas.</p> </div> <div data-bbox="1283 688 2030 812"> <p>June June Evidence of Progress</p>  </div> <div data-bbox="1934 786 1986 812"> <p>206</p> </div>





Strategy 5 Details	Reviews
<p>Strategy 5: 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  We continue to train and coach teachers on SRSD strategies within KAT, We Write, and DBQ. SRSD is evident as we complete classroom observations.</p> <p>Jan January Evidence of Progress  Curriculum specialist are continuing training on Visible Learning through campus-based professional development with teachers throughout the year.</p> <p>Mar March Evidence of Progress  We are continuing to work with Texas A&M to implement KAT and We Write across the district and across all content areas.</p> <p>June June Evidence of Progress </p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> <p style="text-align: right;">207</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.









Summative Evaluation: Met Objective

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</p> 	<p>November Evidence of Progress</p> <p>All programs listed are fully implemented for the 23-24 school year to support language and literacy development.</p>
	<p>Jan</p> 	<p>January Evidence of Progress</p> <p>Complete</p>
	<p>Mar</p> 	<p>March Evidence of Progress</p> <p>Complete 208</p>
	<p>June</p> 	<p>June Evidence of Progress</p> <p>Complete</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  Avid has been implemented for the 23-24 school year. Planning for Summer Bridge has started.</p> <p>Jan January Evidence of Progress  Planning for Summer Bridge is in progress; discussing staffing, transportation, and budget.</p> <p>Mar March Evidence of Progress  Extra duty agreements for Summer Bridge have been sent to teachers, planning is happening, and resources have been ordered. The AVID Excel program is being eliminated next year due to budget concerns.</p> <p>June June Evidence of Progress  Summer Bridge Planning day is May 13 - 24 not to exceed 8 hours for each teacher. Summer Bridge Program is June 3rd - 20th.</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 for the Summer Newcomer classes has begun, 7 Steps to a Language-Rich Interactive Classroom was provided to new hires in August, review of the 7 Steps to a Language-Rich Interactive Classroom has been provided to returning teachers, and Avid Excel has been fully implemented for the 23-24 school year.</p> <p>Jan January Evidence of Progress</p> <p> Planning for the Summer Newcomer classes are in progress; discussing staffing, transportation, and budget. TELPAS afterschool and Saturday sessions are in progress to support Emergent Bilingual and ESL students.</p> <p>Mar March Evidence of Progress</p> <p> Summer school newcomer applications have been sent to campus principals for teacher and paraprofessionals.</p> <p>June June Evidence of Progress</p> <p> Bilingual Summer School Newcomer planning day is June 1st. Newcomers will attend June 3rd to June 27th.</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 2023 and make sure they score Masters in 2024. Provide extra instructional support for students who 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  Director of Assessment has been to campuses to provide training as well as provided training videos to administration.</p> <p>Jan January Evidence of Progress  Back to school PD days used to explain the transition table and how performance levels are used to calculate student growth</p> <p>Mar March Evidence of Progress  Director of Assessment has met with campus principals on an individual basis to explain growth measures and support as needed.</p> <p>June June Evidence of Progress  Trainings have been attended and scheduled to help campus leaders better understand data reports of district assessments. These efforts support campus leaders to make instructional and staffing plans in alignment with campus needs.</p>
Strategy 5 Details	Reviews 211
<p>Strategy 5: Train stakeholders (principals, instructional coaches, and teacher teams) through Solution Tree's "Assessment Coaching Academy" to high-quality, TEKS-aligned student assessments throughout the 23-24 school year.</p> <p>Strategy's Expected Result/Impact: Improved student achievement.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services Director of Curriculum and Instruction Director of Assessment, Accountability, and Compliance</p>	<p>Nov November Evidence of Progress  Staff have completed 2 of 6 Solution Tree's Assessment at Work sessions with Cassie Erkens.</p> <p>Jan January Evidence of Progress </p> <p>Mar March Evidence of Progress  Complete.</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/Amplify/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  Program Implementation initiated and links provided in Curriculum Playbook</p> <p>Jan January Evidence of Progress  Intervention continues to be a focus at the district and campus level utilizing intervention programs/resources and process learned through RTI at Work (Solution Tree).</p> <p>Mar March Evidence of Progress  District has worked closely with campus interventionists and assistant principals to improve the systems and processes in place to implement and document interventions at Tier 2 and Tier 3.</p> <p>June June Evidence of Progress </p>
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="display: flex; gap: 20px;">  No Progress  Accomplished </div> <div style="display: flex; gap: 20px;">  Continue/Modify  Discontinue </div> </div> <div style="text-align: right; margin-top: 10px;">212</div>	









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


Summative Evaluation: Met Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Hire armed security officers throughout the district</p> <p>Strategy's Expected Result/Impact: Safe school environment</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration</p>	<p>Nov November Evidence of Progress Security guards in place at various schools</p>  <p>Jan January Evidence of Progress We added three new deputies and have one more on the way.</p>  <p>Mar March Evidence of Progress All deputies are hired, and our final hire is finishing on campus training.</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</p> <p>Strategy's Expected Result/Impact: Safe school environment</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration</p>	<p>Nov November Evidence of Progress P3 Implemented </p> <p>Jan January Evidence of Progress P3 Anonymous Reporting is on all campus webpages. </p> <p>Mar March Evidence of Progress P3 Anonymous Reporting is on all campus webpages. </p> <p>June June Evidence of Progress P3 Anonymous Reporting is on all campus webpages. </p>
Strategy 3 Details	Reviews
<p>Strategy 3: Implement safety protocols from the Texas School Safety Center and TEA: required safety updates, 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>	<p>Nov November Evidence of Progress 214 Ongoing through the year </p> <p>Jan January Evidence of Progress Ongoing through the year </p> <p>Mar March Evidence of Progress We are on track for our third quarter measurement, . </p> <p>June June Evidence of Progress We are on track for our third quarter measurement, . </p>

 No Progress

 Accomplished





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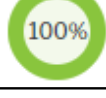




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Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

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

Summative Evaluation: Met Objective





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>	<div data-bbox="1281 121 2016 373"> <p>Nov November Evidence of Progress</p>  <p>Current total referrals to outside agencies: Communities in Schools: 661 students Family Service Center: 175 students UTMB TCHAT: 85 students GCC Substance Screener & Support: 5 students GCC Crisis Hotline: 22 students Community Health Network: 6 students</p> </div> <div data-bbox="1281 389 2016 641"> <p>Jan January Evidence of Progress</p>  <p>Current total referrals to outside agencies: Communities in Schools: 661 students Family Service Center: 211 students UTMB TCHAT: 127 students GCC Substance Screener & Support: 13 students GCC Crisis Hotline: 30 students Community Health Network: 13 students</p> </div> <div data-bbox="1281 657 2016 941"> <p>Mar March Evidence of Progress</p>  <p>Current total referrals to outside agencies as of March 5, 2024: Communities in Schools: 661 students Family Service Center: 268 students 217 UTMB TCHAT: 157 students GCC Substance Screener & Support: 24 students GCC Crisis Hotline: 37 students Community Health Network: 27 students</p> </div> <div data-bbox="1281 958 2016 1242"> <p>June June Evidence of Progress</p>  <p>Current total referrals to outside agencies as of May 20, 2024: Communities in Schools: 1210 students Family Service Center: 312 students UTMB TCHAT: 219 students GCC Substance Screener & Support: 39students GCC Crisis Hotline: 44 students Community Health Network: 45 students</p> </div>





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>	<p>Nov November Evidence of Progress  Campus Counselors are implementing training in their faculty and PD days.</p> <p>Jan January Evidence of Progress  Training continue to occur at meetings and on PD days. Lessons continue to be taught on campuses.</p> <p>Mar March Evidence of Progress  Training continue to occur at meetings and on PD days. Lessons continue to be taught on campuses.</p> <p>June June Evidence of Progress  Lessons and training continue to occur until the last day of school.</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> <p style="text-align: right;">218</p>	



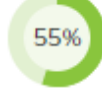





Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

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

Summative Evaluation: Some progress made toward meeting Objective

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</p> <p> Training was provided by Eduhero to new staff. Counselors are utilizing Second Step curriculum for PK-5th grade. Counselors are providing refresher trainings at staff meetings.</p> <p>Jan January Evidence of Progress</p> <p> Counselors continue to support staff and provide training. Lessons are scheduled for the Spring.</p> <p>Mar March Evidence of Progress</p> <p> Counselors continue to support staff and provide training. Lessons are scheduled for the Spring. 219</p> <p>June June Evidence of Progress</p> <p> Due to Responsive Services, not all child abuse prevention lessons were implemented. An action plan has been made for the 2024-2025 school year.</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  BACODA is currently in the process of implementing their Substance Use Prevention presentations. Due to our district growing and BACODA not having enough staff, we have partnered with Crime Stoppers to provide prevention presentations to several campuses. We have a meeting on 11/16 with Crime Stoppers to plan implementation.</p> <p>Jan January Evidence of Progress  BACODA continues to implement their program on their assigned campuses.</p> <p>Mar March Evidence of Progress  BACODA continues to implement their program on their assigned campuses.</p> <p>June June Evidence of Progress  BACODA and Crime Stoppers have provided Substance Abuse Prevention. All Secondary campuses have implemented a Fentanyl prevention lesson as well.</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Special Programs: Implement Human/Sex Trafficking Prevention Program</p> <ul style="list-style-type: none"> - Training for staff - Curriculum for students <p>Staff Responsible for Monitoring: Social/Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress  Counselors are currently working on a plan for implementation.</p> <p>Jan January Evidence of Progress  A meeting is scheduled to review a plan to train new staff . We are also discussing a plan to offer a refresher course to those that have been trained.</p> <p>Mar March Evidence of Progress  3Strands Global presents at our counselor meeting on 3-6-24. We will then create a training plan for those that have not received training.</p> <p>June June Evidence of Progress  3 Strands Global will be providing an in person training Fall 2024. The facilitators would like additional training prior to implementing the curriculum.</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> <p style="text-align: right;">221</p>	

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.

Summative Evaluation: Exceeded Objective









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  25% November Evidence of Progress The GWC clerk has processed 289 referrals this school year.</p> <p>Jan  50% January Evidence of Progress The GWC clerk has processed 390 referrals this school year.</p> <p>Mar  75% March Evidence of Progress The GWC clerk has processed 494 referrals this school year. 222</p> <p>June  June Evidence of Progress The GWC clerk has processed 636 referrals this school year.</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

Summative Evaluation: Met Objective



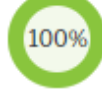
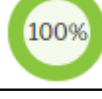




Strategy 1 Details	Reviews
<p>Strategy 1: Provide needed school supplies, clothing and snacks Strategy's Expected Result/Impact: Improved social, emotional and academic performance Staff Responsible for Monitoring: Director of Federal and State Programs</p>	<p>Nov  November Evidence of Progress Provisions ongoing as needed; transportation provided</p> <p>Jan  January Evidence of Progress Provisions ongoing as needed; transportation provided</p> <p>Mar  March Evidence of Progress Provisions ongoing as needed; transportation provided</p> <p>June  June Evidence of Progress Homeless services were provided continuously throughout the year.</p>
<p style="text-align: center;">  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

Summative Evaluation: Met Objective





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  25% November Evidence of Progress Translation is provided throughout the school year on campuses and at the district level.</p> <p>Jan  100% January Evidence of Progress Translation is provided throughout the school year on campuses and at the district level.</p> <p>Mar  100% March Evidence of Progress Translation is provided throughout the school year on campuses and at the district level. 224</p> <p>June  100% June Evidence of Progress A designated translator is provided at the district level and the campus level to create documents in Spanish.</p>
<p style="text-align: center;">  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

Summative Evaluation: Met Objective

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>	<div data-bbox="1283 443 1381 574"> <p>Nov</p>  <p>10%</p> </div> <p>November Evidence of Progress FAFSA and college parent night is being planned.</p> <div data-bbox="1283 597 1381 729"> <p>Jan</p>  <p>75%</p> </div> <p>January Evidence of Progress DHS Parent University is January 22nd from 6:00pm to 7:30pm.</p> <div data-bbox="1283 751 1381 883"> <p>Mar</p>  <p>100%</p> </div> <p>March Evidence of Progress FAFSA Family Night is February 5th 6:00pm to 8:00pm in the Dickinson High School Library. DHS will partner with College of the Mainland to help parents with tools to use FAFSA.</p> <div data-bbox="1283 906 1381 1037"> <p>June</p>  <p>100%</p> </div> <p>June Evidence of Progress Complete</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>	<p>Nov November Evidence of Progress</p> <p> Session 1 adult ESL classes at McAdams Junior High School and Silbernagel Elementary started on August 29 and ended on October 24th. Session 2 began October 24th and will end on December 14th.</p> <p>Jan January Evidence of Progress</p> <p> Session 3 adult ESL classes at McAdams Junior High School and Silbernagel Elementary started on January 16th and will end on March 7th.</p> <p>Mar March Evidence of Progress</p> <p> Session 4 adult ESL classes at McAdams Junior High School and Silbernagel Elementary started on</p> <p>June June Evidence of Progress</p> <p> Complete</p>
<p style="text-align: right;">226</p> <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	









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


Summative Evaluation: Met Objective

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 on campuses as part of their PFE activities</p>  <p>Jan January Evidence of Progress Ongoing on campuses as part of their PFE activities</p>  <p>Mar March Evidence of Progress 227 Ongoing on campuses as part of their PFE activities</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  Transition day held prior to the school year for all students transitioning to the new school</p> <p>Jan January Evidence of Progress  Planning a PK/kindergarten program for parents this spring.</p> <p>Mar March Evidence of Progress  The school calendar for the following year has a scheduled transition day for students moving to a new campus.</p> <p>June June Evidence of Progress  The school calendar for the following year has a scheduled transition day for students moving to a new campus. PreK/Kinder Registration will be May 3, 2024.</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>	<p>Nov November Evidence of Progress 228  PFE Coordinators trained on each campus.</p> <p>Jan January Evidence of Progress  Each campus has a PFE Coordinator working on parent engagement activities.</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress  Each campus has a PFE Coordinator working on parent engagement activities.</p>

 No Progress

 Accomplished

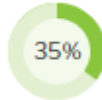



 Continue/Modify









 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.

Summative Evaluation: Met Objective

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>	<p>Nov November Evidence of Progress  HR continually monitors neighboring districts' pay scales and recommends adjustments in order to increase retention rates.</p> <p>Jan January Evidence of Progress  HR continually monitors neighboring districts' pay scales and recommends adjustments in order to increase retention rates.</p> <p>Mar March Evidence of Progress  HR continually monitors neighboring districts' pay scales and recommends adjustments in order to increase retention rates.</p> <p>June June Evidence of Progress </p>

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>	<p>Nov November Evidence of Progress</p> <p> Teachers are using the state's GYO curriculum. We have plans to offer DC opportunities in the 2024-2025 school year. Students actively compete at the local, state, and national level in TAFE CTSO. We will hold our 3rd annual signing day in May with DISD's HR Dept. Students will apply for their Educational Aide I certification in the spring. HR visits with graduating seniors to talk about substitute and para professional positions post high school graduation in the spring.</p> <p>Jan January Evidence of Progress</p> <p> We WILL offer DC opportunities in the 2024-2025 school year. Students will compete at the STATE TAFE CTSO. We will hold our 3rd annual signing day in May with DISD's HR Dept. Students will apply for their Educational Aide I certification in the spring. HR visits with graduating seniors to talk about substitute and para professional positions post high school graduation in the spring.</p> <p>Mar March Evidence of Progress</p> <p> We WILL offer DC opportunities in the 2024-2025 school year with COM. Students will compete at the National TAFE contest this summer. We will hold our 3rd annual signing day in May with DISD's HR Dept. Students will apply for their Educational Aide I certification in the spring. HR visits with graduating seniors to talk about substitute and para professional positions post high school graduation in the spring.</p> <p>June June Evidence of Progress</p> <p> Teachers are using the state's GYO curriculum. We will offer DC opportunities in the 2024-2025 school year. Students at the national level in TAFE CTSO. We held our 3rd annual signing day in May with DISD's HR Dept. 17 students have secured their Educational Aide I certification. HR visited with graduating seniors to encourage them to apply for open substitute and para professional positions post high school graduation.</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

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

Summative Evaluation: Met Objective

Strategy 1 Details

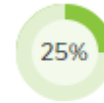
Strategy 1: Continue to provide quality and relevant staff development aligned to district needs by offering expanded professional development opportunities, including travel to relevant conferences, across all departments and content areas utilizing various resources and consultants such as: Lead4Ward, Solution Tree, Kelly Tummy, Region IV ESC, Restorative Practices, Seidlitz, AVID, etc.

Strategy's Expected Result/Impact: Improved teacher instruction and retention resulting higher student academic achievement

Staff Responsible for Monitoring: Director of Leadership Development & Professional Learning
Director of ESL/Bilingual and At-Risk
Director of Curriculum and Instruction

Reviews

Nov



November Evidence of Progress

Campus leadership teams are participating in an assessment training series by Cassandra Erkens of Solution Tree, as well as a culture building series by Dr. Anthony Muhammed of Solution Tree. Lead4ward presented to teachers in October.

Jan



January Evidence of Progress

Campus leadership teams continue to participate in an assessment training series by Cassandra Erkens of Solution Tree, as well as a culture series by Dr. Anthony Muhammed of Solution Tree. Lead4ward's Justin Richardson presented to teachers in October, and Lead Partner's Michelle Whatley has ongoing presentations to leadership teams on Special Education leadership. Regina Stephens-Owens presented on the culture of Professional Learning Communities to all DISD teachers in January. Planning for the summer CHOMP Conference and RTI@Work conference are underway.

Mar



March Evidence of Progress

Solution Tree's Cassandra Erkens presented to campus and district leadership teams in February and March; each team created goals and action plans based on her assessment training. Summer PD has been planned and will be shared with teachers in April.





June



June Evidence of Progress





DISD has offered comprehensive professional development to support district goals including DISD-created content and contractual presentations from Lead4ward, Solution Tree, Region IV, and Seidlitz among others. Summer 2024 professional learning was planned around district goals and staff needs; a wide variety of PD is available to teachers including our RTI@Work Wired event on June 12-13.





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 Leadership Development & Professional Learning</p>	<p>Nov November Evidence of Progress</p> <p>First Year Teachers have met for three sessions using Lead4ward resources; 2nd Year Teachers have met three times for after-school training sessions using the Teach Like a Champion resource. All of these trainings allow time for teachers to practice new strategies.</p> <p>Jan January Evidence of Progress</p> <p>First Year Teachers are continuing to meet and will meet again in February. They continue to work through the Lead4ward framework for new teachers, as well as utilize resources from Teach Like a Champion.</p> <p>Mar March Evidence of Progress</p> <p>First Year Teachers met in March for classroom observations of master teachers across various campuses. Small groups traveled to district schools to observe effective strategies and debrief on next steps.</p> <p>June June Evidence of Progress</p> <p>First Year Teachers met for five sessions throughout the year; sessions included explicit instruction in academic and classroom management strategies, modeling best practice, time for practice and repetition, and ongoing observations by campus and district administrators with targeted feedback.</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 Leadership Development & Professional Learning</p>	<p>Nov November Evidence of Progress</p> <p> The following academies have been created: Aspiring Assistant Principals, Aspiring Principals, 1st Year Assistant Principals, and Current Assistant Principals. All academies develop timely and relevant leadership skills.</p> <p>Jan January Evidence of Progress</p> <p> District academies including Aspiring Principals, Aspiring Asst. Principals, 1st Year Assistant Principals, and Current Assistant Principals continue to meet and receive relevant and timely content. Groups are learning and growing together, sharing resources each time they meet.</p> <p>Mar March Evidence of Progress</p> <p> Our district academies: Aspiring Principals, Aspiring Assistant Principals, 1st Year Assistant Principals, and Current Assistant principals continue to meet regularly to receive professional learning and collaborative time.</p> <p>June June Evidence of Progress</p> <p> Our Aspiring Principal Academy and Aspiring 235 Assistant Principal Academy met each 9 weeks to cover campus leadership strategies, mindsets, and ideals. Candidates participated in ongoing professional learning, a campus improvement project, and culminating interviews.</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>	<div data-bbox="1297 120 1356 147">Nov</div> <div data-bbox="1276 155 1377 253"></div> <div data-bbox="1528 120 1902 147">November Evidence of Progress</div> <div data-bbox="1415 155 1965 215">We have provided training in all areas through in-district offerings, consultants, and a dyslexia grant.</div> <div data-bbox="1297 277 1356 305">Jan</div> <div data-bbox="1276 313 1377 410"></div> <div data-bbox="1545 277 1892 305">January Evidence of Progress</div> <div data-bbox="1415 313 1965 431">We are continuing trainings including training for administrators, job alike, case manager training at DHS, CCFs are training at campuses, Coordinators trained middle schools and junior highs on SDI</div> <div data-bbox="1297 456 1356 483">Mar</div> <div data-bbox="1276 492 1377 589"></div> <div data-bbox="1556 456 1881 483">March Evidence of Progress</div> <div data-bbox="1415 492 1997 552">Ongoing training has been provided; summer sessions have been developed.</div> <div data-bbox="1297 613 1356 641">June</div> <div data-bbox="1276 646 1377 743"></div> <div data-bbox="1566 613 1871 641">June Evidence of Progress</div> <div data-bbox="1415 646 2018 889">We have provided comprehensive training on the Student Success Triangle and other supports through in-district offerings, consultants, and a dyslexia grant, covering all grade levels. Ongoing training sessions, including those for administrators and case managers, along with planned summer sessions, ensure we continue to expand and enhance our professional development efforts.</div>

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>	<div data-bbox="1297 120 1356 147" data-label="Text">Nov</div> <div data-bbox="1276 155 1377 253" data-label="Figure"> <p>A circular progress indicator showing 40% completion. The green segment covers approximately 40% of the circle.</p> </div> <div data-bbox="1528 120 1906 147" data-label="Section-Header">November Evidence of Progress</div> <div data-bbox="1415 155 2003 310" data-label="Text"> <p>We have provided dyslexia training through the grant, all staff did a back to school dyslexia 101 training through Eduhero, all campuses did a dyslexia update through faculty meetings, we have offered RBD training, and UFLI and KAT strategies trainings.</p> </div> <div data-bbox="1297 331 1356 358" data-label="Text">Jan</div> <div data-bbox="1276 367 1377 464" data-label="Figure"> <p>A circular progress indicator showing 65% completion. The green segment covers approximately 65% of the circle.</p> </div> <div data-bbox="1549 331 1892 358" data-label="Section-Header">January Evidence of Progress</div> <div data-bbox="1415 367 1948 456" data-label="Text"> <p>We have done an RBD Secondary, RBD Zero, Handwriting/Dysgraphia, Bilingual and Dyslexia training.</p> </div> <div data-bbox="1297 485 1356 513" data-label="Text">Mar</div> <div data-bbox="1276 521 1377 618" data-label="Figure"> <p>A circular progress indicator showing 80% completion. The green segment covers approximately 80% of the circle.</p> </div> <div data-bbox="1556 485 1885 513" data-label="Section-Header">March Evidence of Progress</div> <div data-bbox="1415 521 2003 643" data-label="Text"> <p>Dyslexia training from the Dyslexia grant is ongoing and expected to wrap in late June / early July. This grant has significantly increased dyslexia instructional capacity in the district.</p> </div> <div data-bbox="1297 664 1356 691" data-label="Text">June</div> <div data-bbox="1276 699 1377 797" data-label="Figure"> <p>A circular progress indicator showing 100% completion. The entire circle is filled with green.</p> </div> <div data-bbox="1562 664 1871 691" data-label="Section-Header">June Evidence of Progress</div> <div data-bbox="1415 699 2024 943" data-label="Text"> <p>We have provided extensive professional development on dyslexia and at-risk student services, including back-to-school dyslexia training, campus updates, and specialized trainings like Reading by Design and UFLI. Ongoing training funded by the dyslexia grant, which will continue through late June or early July, has significantly boosted our district's instructional capacity for supporting students with dyslexia.</p> </div>

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>	<div data-bbox="1297 120 1352 147" style="text-align: center;">Nov</div> <div data-bbox="1276 155 1373 253" style="text-align: center;"></div> <div data-bbox="1528 120 1906 147" style="text-align: center;">November Evidence of Progress</div> <div data-bbox="1415 155 1982 215" style="text-align: center;">We have provided Solution Tree Training, Michelle Whatley, and in-district training.</div> <div data-bbox="1297 277 1352 305" style="text-align: center;">Jan</div> <div data-bbox="1276 313 1373 410" style="text-align: center;"></div> <div data-bbox="1545 277 1890 305" style="text-align: center;">January Evidence of Progress</div> <div data-bbox="1415 313 1982 373" style="text-align: center;">We have provided Solution Tree Training, Michelle Whatley, and in-district training.</div> <div data-bbox="1297 435 1352 462" style="text-align: center;">Mar</div> <div data-bbox="1276 470 1373 568" style="text-align: center;"></div> <div data-bbox="1556 435 1879 462" style="text-align: center;">March Evidence of Progress</div> <div data-bbox="1415 470 2003 618" style="text-align: center;">Solution tree RTI sessions are still ongoing, coordinators have provided specific sessions, summer training is scheduled. DHS requested assistance with their level 3 & 4 pull out pre-requisite and this process is ongoing.</div> <div data-bbox="1297 643 1352 670" style="text-align: center;">June</div> <div data-bbox="1276 678 1373 776" style="text-align: center;"></div> <div data-bbox="1566 643 1869 670" style="text-align: center;">June Evidence of Progress</div> <div data-bbox="1415 678 2024 953" style="text-align: center;">We have provided extensive professional development for staff, teachers, and administrators on working with students with various challenges, including training from Solution Tree, Michelle Whatley, and in-district sessions. Ongoing Solution Tree RTI sessions, specific coordinator-led trainings, and scheduled summer sessions are helping to increase inclusive opportunities for students with disabilities, with continued support for DHS's level 3 & 4 pull-out classes.</div>





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 did training at the beginning of the year, targeting specific age groups to address key issues, with a focus on reading across the district</p> <p>Jan January Evidence of Progress</p> <p> We have been providing targeted training for specific staff with follow up in class support.</p> <p>Mar March Evidence of Progress</p> <p> We have been providing targeted training for specific staff with follow up in class support. Administrators are encouraged to include special education staff in relevant core academic trainings.</p> <p>June June Evidence of Progress</p> <p> We've provided professional development for special education teachers at the start of the year, focusing on key issues and reading strategies across different age groups. Additionally, we've offered targeted training and in-class support for specific staff members, while encouraging administrators to involve special education staff in relevant core academic trainings. We have a teacher choice customized training on June 12 and DHS life skills teachers will attend 3 days of focused PD.</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>	<p>Nov  November Evidence of Progress We are doing CBVIs, we utilize the community and have a partnership with Moody Gardens, we are working with Gulf Coast Center (mounting horizons) and Texas Workforce commission.</p> <p>Jan  January Evidence of Progress We are continuing CBVIs, we utilize the community and have a partnership with Moody Gardens, we are working with Gulf Coast Center (mounting horizons) and Texas Workforce commission. We are continuing to partner with Imagine Enterprises</p> <p>Mar  March Evidence of Progress In addition to items listed in January update, campuses have been invited to participate in Galveston County Fair, and a group went to HLSR. Campuses also have individual activities planned specific to their needs.</p> <p>June  June Evidence of Progress We're actively engaging in Community Based Vocational Instruction (CBVI) by partnering with local organizations like Moody Gardens, Gulf Coast Center, Texas Workforce Commission, and Imagine Enterprises to explore employment opportunities for our students. Furthermore, we're facilitating visits to college campuses, including the COM and ACC Strive Program, while ensuring all activities adhere to county health guidelines related to COVID-19.</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews	
<p>Strategy 1: Implement Teacher Incentive Allotment, monitor, evaluate, and refine processes, and continue to communicate program to stakeholders</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</p>  <p>Jan</p>  <p>Mar</p>  <p>June</p> 	<p>November Evidence of Progress The Director of Assessment, Accountability, and Compliance submitted the data file (33 teachers).</p> <p>January Evidence of Progress The Director of Assessment, Accountability, and Compliance is preparing for the TIA Review Committee and amendment submission (April 15, 2024)</p> <p>March Evidence of Progress Superintendent notified the 35 recipients. 241</p> <p>June Evidence of Progress TEA notified the recipients.</p>









Strategy 2 Details	Reviews
<p>Strategy 2: Implement DISD Wellness Program (SWAMP).</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 style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="margin-bottom: 20px;"> <p>Nov November Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Continuing to provide health and wellness information through monthly newsletters (Gator Pulse and SWAMP). Continue to collaborate with the SEL coordinator and other entities to bring preventative support to the employees (Rose Mobile Mammogram, Flu/COVID shots, etc.).</p> </div> </div> <div style="margin-bottom: 20px;"> <p>Jan January Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>We continue to provide health and wellness information through monthly newsletters and our collaboration with the SEL coordinator and other entities to bring preventative support to the employees (Rose Mobile Mammogram, Flu/COVID shots, etc.). DISD was recently honored with the American Heart Association's Gold level of recognition for our 2023 Workforce Well-being Scorecard assessment, based on the district's commitment to promoting employee health and well-being.</p> </div> </div> <div style="margin-bottom: 20px;"> <p>Mar March Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>The benefits team continues to offer incentives. 242</p> </div> </div> <div> <p>June June Evidence of Progress</p> <div style="display: flex; align-items: center;">  </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; align-items: center;">  No Progress </div> <div style="display: flex; align-items: center;">  Accomplished </div> <div style="display: flex; align-items: center;">  Continue/Modify </div> <div style="display: flex; align-items: center;">  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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews
<p>Strategy 1: Provide resources for students which facilitates the effective use of technology in the classroom such as typing programs, technology application software and other needed resources</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</p> <p> Typing program was purchased and has been implemented at the campus level.</p> <p>Jan January Evidence of Progress</p> <p> Since August, we have had 49,316 launches of Typing.com, according to our ClassLink Analytics. Top campuses are Bay Colony, Calder, and Barber.</p> <p>Mar March Evidence of Progress</p> <p> Typing.com has been launched 90,181 times by ²⁴³ Dickinson ISD Students this year. Barber, Bay Colony, Calder Road, Silbernagel, and Lobit Middle School are the district's power users.</p> <p>June June Evidence of Progress</p> <p> We will continue to use Typing.com for the next school year to get students ready to use computers effectively in the classroom.</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2024
Item Title: Roof Replacement Proposals/Hail Damage and Stucco Replacement
Agenda Item: Ryan Boone

Background Information:

Due to a hailstorm in May 2023, we have been working with our insurance adjusters on several of our roofs that were damaged.

We received two Buyboard co-op proposals for the replacement of the roof at McAdams JH, Hughes Rd Elementary and partial replacement of the roof at Facility Services. The pricing was received and the low proposals are as follows:

- 1) Division 7 Roofing – Hughes Rd and Facility Services
- 2) Atlas Universal Roofing-McAdams JH

The proposal from Division 7 Roofing is for \$2,312,400 and the proposal from Atlas Roofing is for \$3,432,079. The funding source would come from insurance less our deductible of \$100,000.

As part of the 2020 Bond, we received proposals from Division 7 and Atlas Roofing for the replacement of the stucco at McAdams JH.

Atlas Roofing had the lowest proposal, \$742,977, for stucco replacement at McAdams JH. We will award the Sam Vitanza press box stucco project at a later date.

Recommendation:

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

Action Item: X Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2024
Item Title: School Bus Purchase
Agenda Item: Ryan Boone

Background Information:

We would like to purchase 6 new buses from Longhorn Bus Sales for \$662,568. We buy our buses through Buy Board which is one of our corporative purchasing (co-op) entities. The purchase would be 6 gasoline 14 passenger buses. These buses are smaller and do not require the driver to have a CDL. This will help with routes where we use a 71 passenger bus but only have a small number of students who ride.

The estimated delivery time is 180 days. The funding source would be the 2020 bond fund.

Recommendation:

The Superintendent, Deputy Superintendent for Business and Operations and Director of Transportation recommend approving the purchase of 6 buses from Longhorn Bus Sales for \$662,568

Action Item: X Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 4, 2024

Item Title: Walk Zones

Agenda Item: Ryan Boone

Background Information:

Attached are maps and information for proposed walk zones.

Recommendation:

The Superintendent, Deputy Superintendent for Business and Operations and Director of Transportation recommend approval.

Action Item: X Yes _____ No

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

DICKINSON HIGH SCHOOL WALK ZONE

- Entire Briar Glen Subdivision.
- There are no sidewalks in this area, other than on Owens Dr on the school side.
- We have not routed a DHS bus in this entire area for the past 3 years.
- The Walk Zone **will not** include the Green River Townhomes or Banyan Bay Apts on FM 517 E.
- Securing a walk zone in this area will allow us to not have to route a bus in the future.
- All proposed area is within 0-1 mile of the Campus.

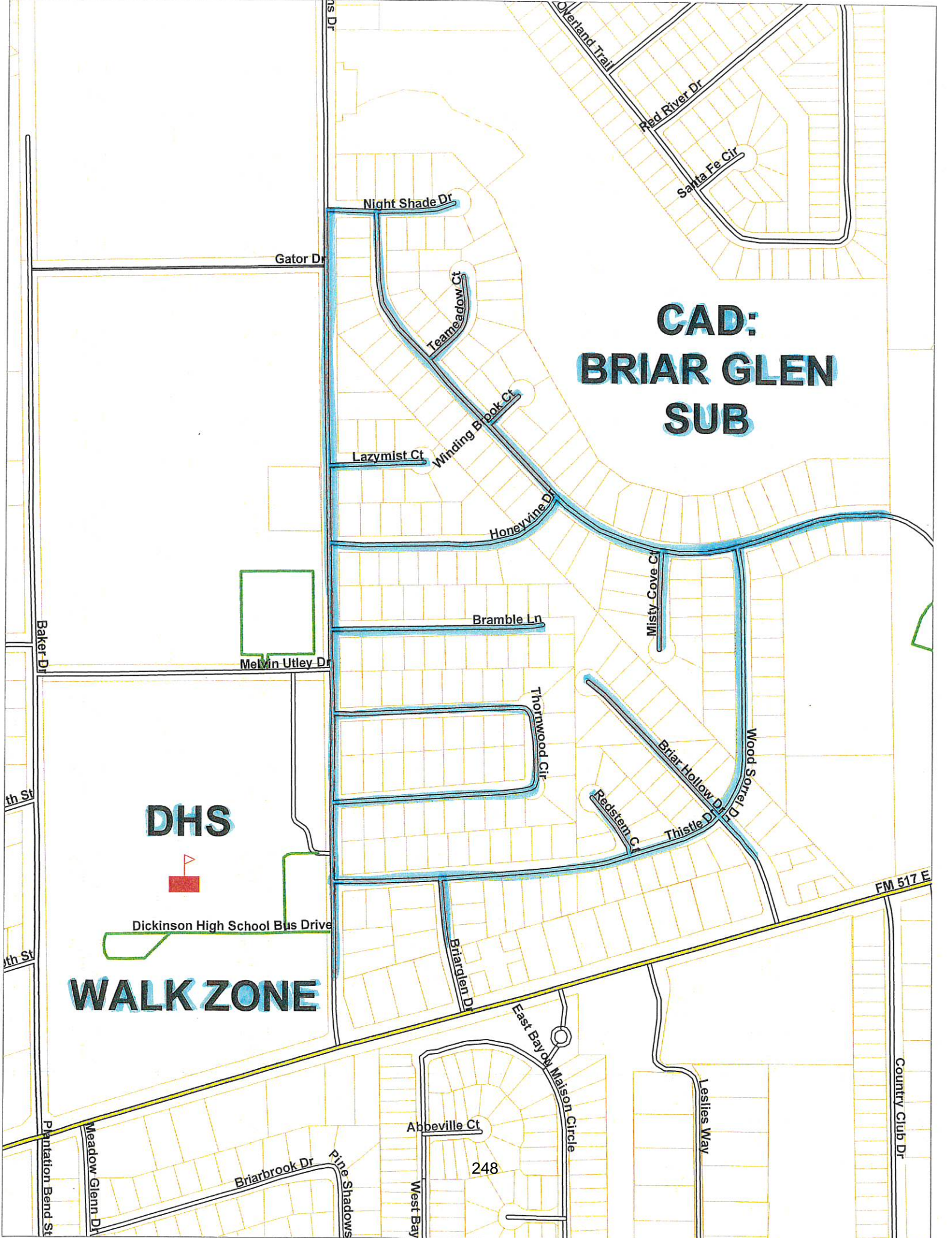
CAD: BRIAR GLEN SUB

DHS



Dickinson High School Bus Drive

WALK ZONE



DICKINSON JR HIGH WALK ZONE

- Current Walk Zone: Both Rainsong Subdivisions (blue).
- Future Proposed Walk Zone: Cobblestone Subdivision (green). The portion of Cobblestone that is printed is what we travel in currently. The portion that is drawn in is the future build, which will connect to Central Park Blvd. Cobblestone cannot become a walk zone until the future build plans are finished.
- Current portion of Cobblestone has sidewalks in place.
- Pink Square: crosswalk already in place.
- Red Star: proposed crosswalk & crossing guard once future build is connected to Central Park Blvd.
- Green Striped Area: Future build from the Campus all the way to I-45 N Feeder Rd, on both sides. This area can also be a Walk Zone. It will need a crosswalk & sidewalks all the way from the Feeder Rd to the Campus.
- All proposed area is within 0-2 miles from Campus.

CAD: COBBLESTONE SUB



DICKINSON JH

**WALK ZONE &
PROPOSED FUTURE
WALK ZONE**

**CAD:
RAINSONG
SUB**

FM 2004 Rd

Central Park Blvd

At Lago Mar Apartment Driveway

I-45 S Feeder
I-45 N
I-45

34th Ave Cir

250

34th Ave N
Park Place

111th St N

31st Ave N

110th

30th Ave N

Unnamed

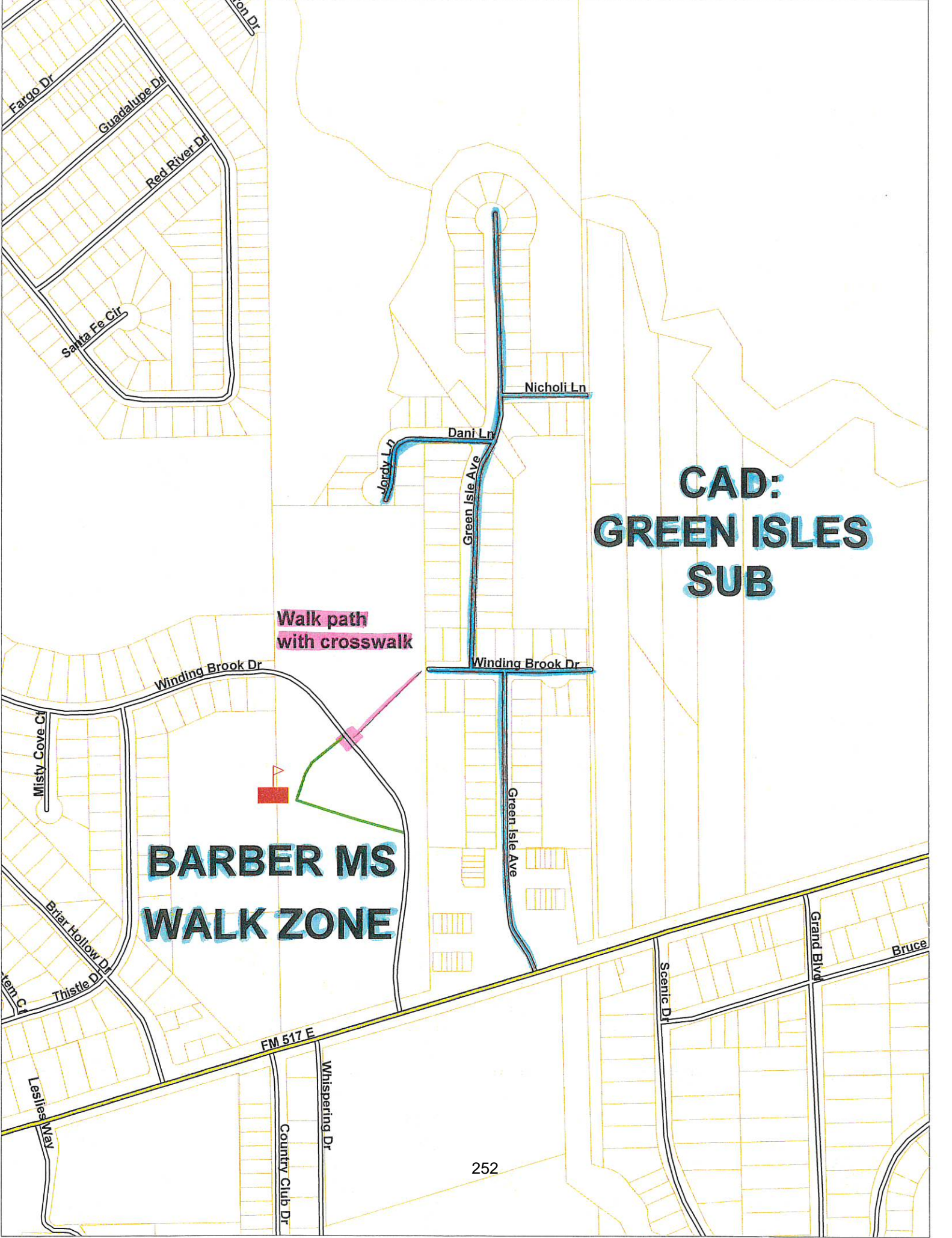
BARBER MIDDLE SCHOOL WALK ZONE

- Entire Subdivision east of Campus (Green Isle Sub).
- Pink Square: crosswalk already in place. There is also school personnel that walks the students across in the PM (currently no AM cross guard).
- Black line highlighted in pink: walk path (concrete) from the Campus to Winding Brook Dr.
- This area is a portion of a very big route, however, only 3 students ride in this Subdivision- the rest are car riders or walkers.
- Making this area a walk zone will help the route it is part of time-wise (time it takes to travel through it), allowing the route to get to the campus earlier in the AM, & earlier to it's Elementary Campus in the PM.
- The entire Subdivision has sidewalks in place already.
- All proposed area is within 0-1 mile of the Campus.

CAD: GREEN ISLES SUB

Walk path
with crosswalk

BARBER MS WALK ZONE



CALDER ROAD ELEMENTARY WALK ZONE

- Entire area west of Calder Rd Elementary (Subdivision on right side of Cross Colony Dr @ Overton Place is Bay Colony Meadows West; everything to the left of Cross Colony Dr is Bay Colony Pointe West Subdivision) & Subdivision directly across the street from Calder Rd Elem (portion of Bay Colony Meadows West).
- Pink square @ Calder Rd & Parkglen Ln: crosswalk already in place from CRES to Bay Colony Meadow West Subdivision. There is also school personnel already assisting students across the street in the PM (currently in the AM they *watch* the students cross, but do not assist in the crossing).
- Black line highlighted in pink: walk path from the back of school to Subdivision (not concrete).
- Red star: proposed crosswalk at Cross Colony Dr & Archer Bay Ln for all students living on left side of Cross Colony Dr, to get to right side. There is already a sidewalk from Cross Colony Dr all the way to CRES.
- Making this entire area a walk zone will eliminate 1 whole route for CRES. Currently, this entire area is RT 44, & carries 30 students (only 1 student rides in the Subdivision east of Calder Rd). Eliminating this route from CRES will allow us to put it in an area like Lago Mar/ Pedregal/ Samara, where they are growing exponentially.
- The entire proposed area already has sidewalks in place.
- All proposed area is within 0-1 mile of Campus.

CAD: BAY COLONY POINTE WEST

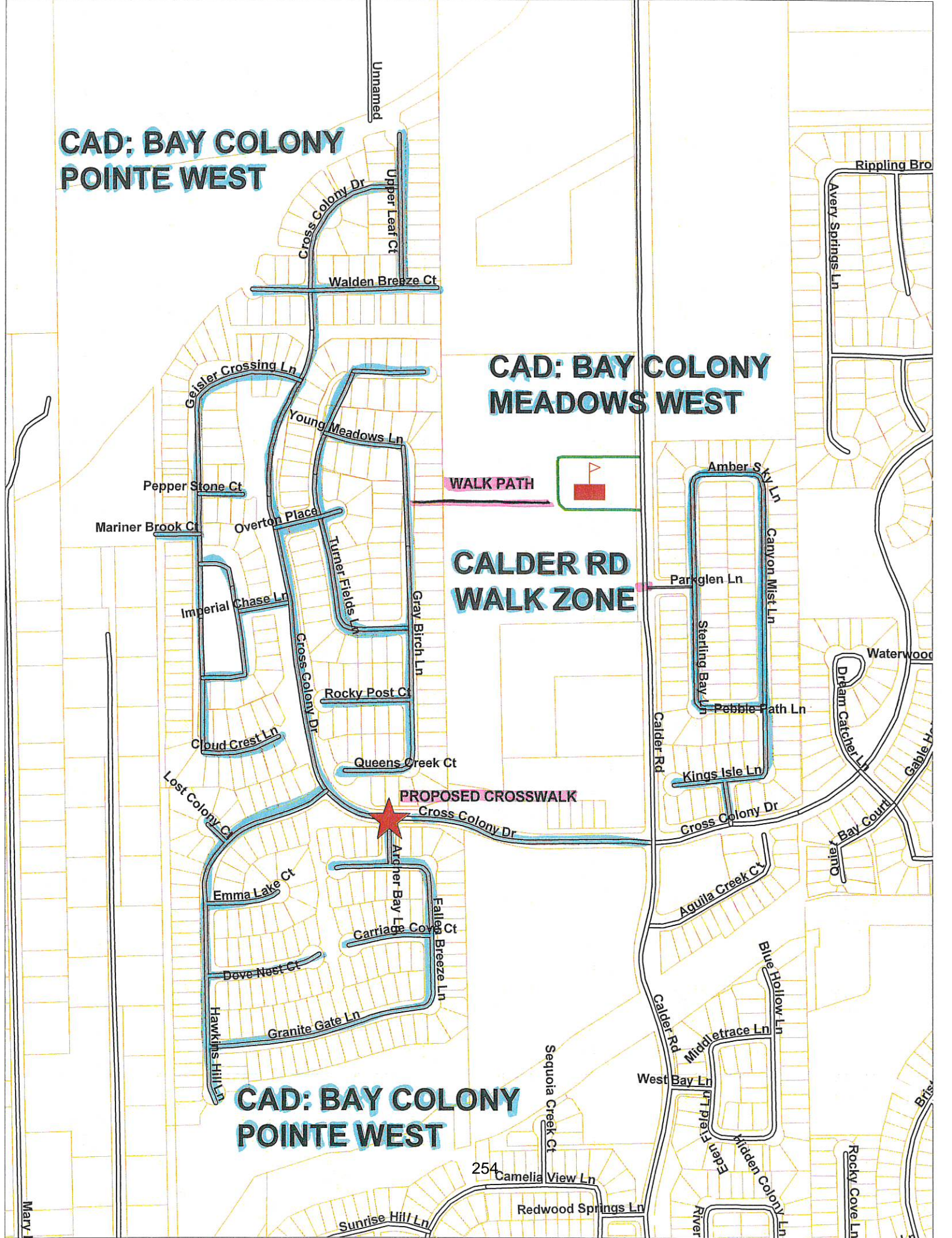
CAD: BAY COLONY MEADOWS WEST

CALDER RD WALK ZONE

WALK PATH

PROPOSED CROSSWALK

CAD: BAY COLONY POINTE WEST



BAY COLONY ELEMENTARY WALK ZONE

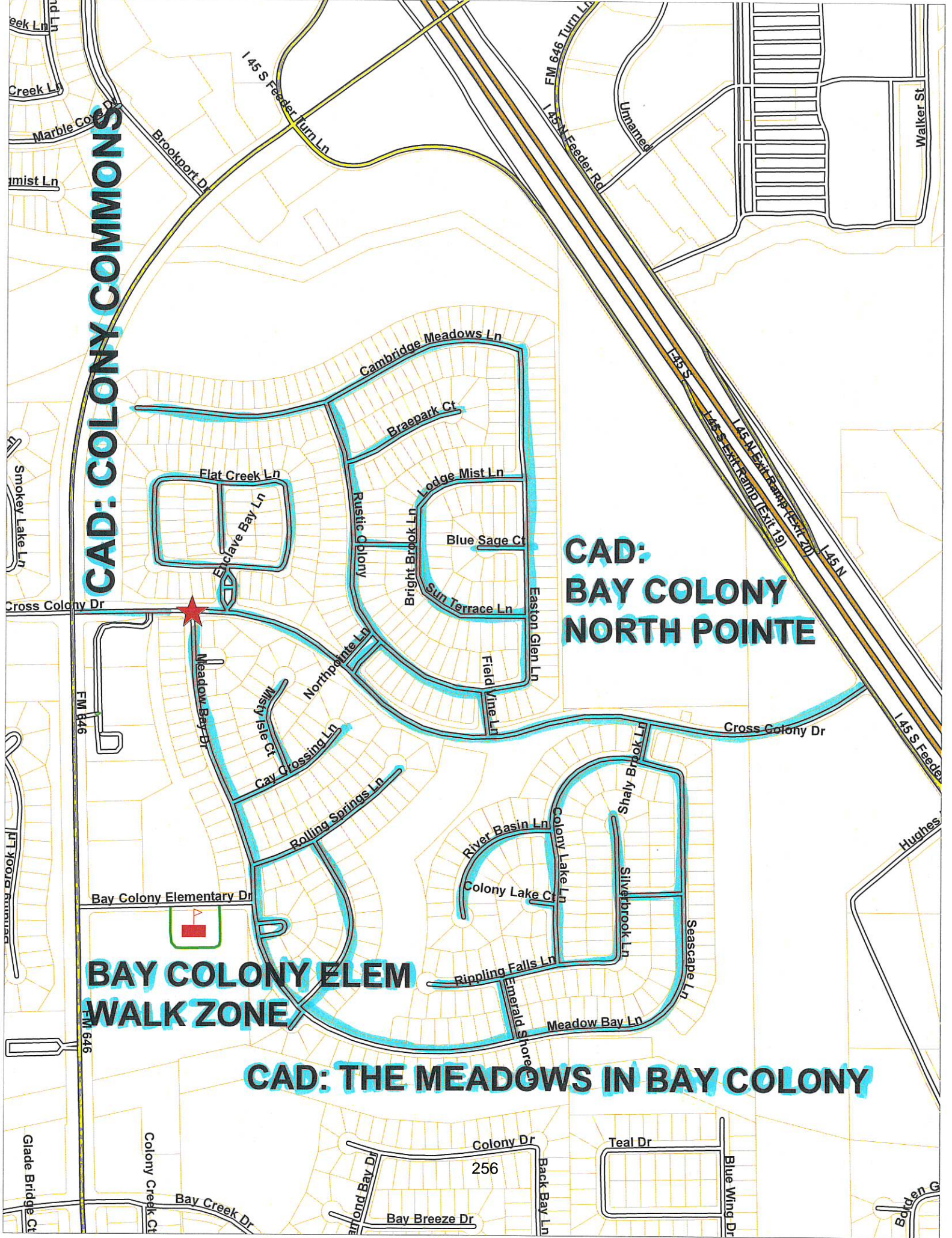
- All of the Subdivision directly behind Bay Colony Elem (The Meadows in Bay Colony), as well as both Subdivisions north of Cross Colony Dr (Colony Commons & Bay Colony North Pointe).
- Pink square @ Bay Colony Elem Dr & Meadow Bay Dr: crosswalks already in place across both streets. There is also school personnel already out directing traffic in the Am/Pm.
- Red star: proposed crosswalk & crossing guard: all students north of Cross Colony Dr can walk to crosswalk & be crossed by crossing guard to Meadow Bay Dr, then take the sidewalk on the left side of the street straight to the intersection of Meadow Bay Dr & Bay Colony Elementary Dr, where school personnel is there to cross them- & vice versa in PM.
- Making this entire area a walk zone will eliminate 1 whole Elementary route for BCES. (Currently, RT 26 carries north of Cross Colony: 41 students, & RT 51 carries everything south of Cross Colony: 16 students. 57 students total currently ride). This will free up an Elementary route to help elsewhere (more than likely Lago Mar/ Samara/ Pedregal areas).
- Entire Proposed area has sidewalks already in place.
- All proposed area is within 0-1 mile of Campus.

CAD: COLONY COMMONS

CAD: BAY COLONY NORTH POINTE

BAY COLONY ELEM WALK ZONE

CAD: THE MEADOWS IN BAY COLONY

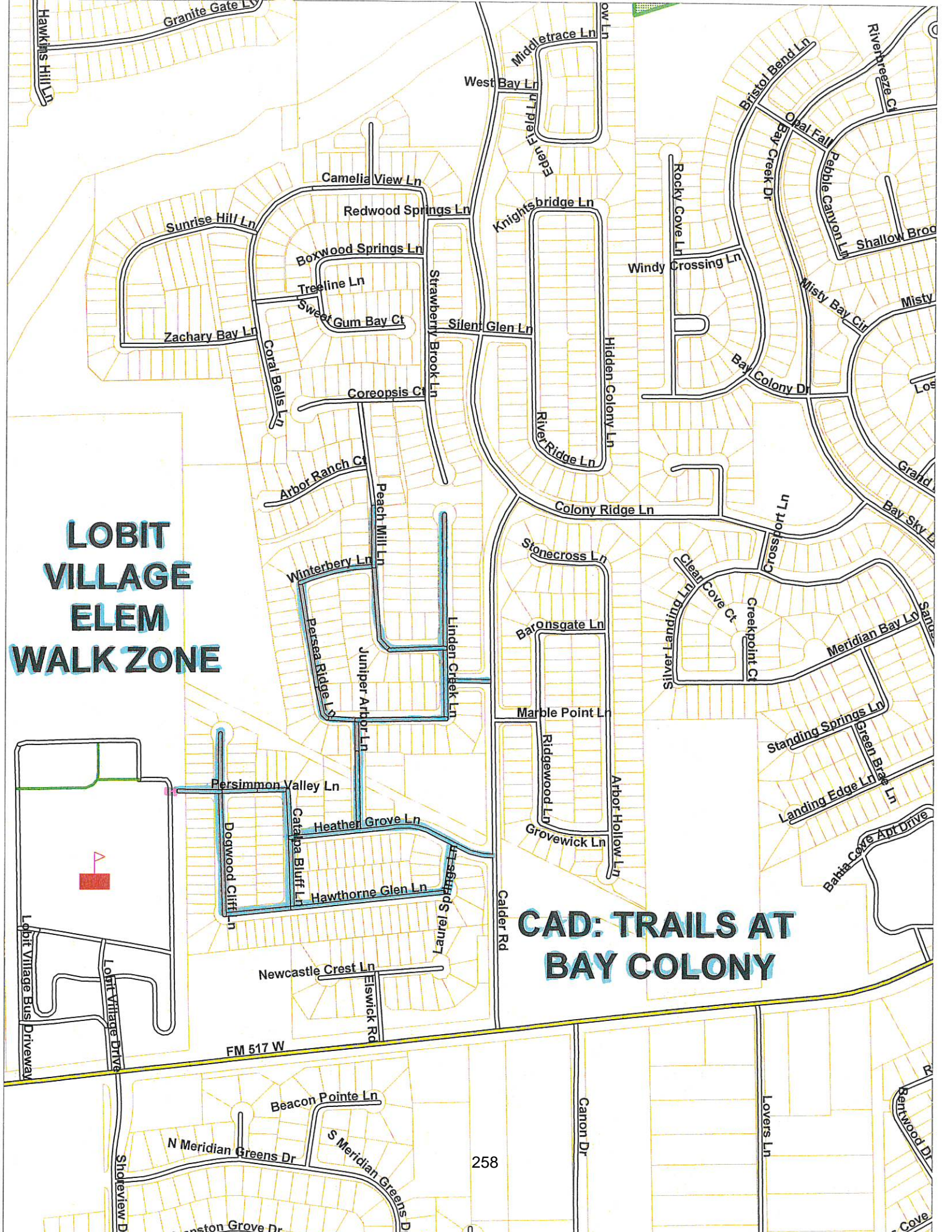


LOBIT ELEMENTARY WALK ZONE

- Entire Subdivision of Trails at Bay Colony, just east of school.
- Pink square at Lobit Village Driveway & Persimmon Valley Ln: walk path already in place (not concrete).
- This entire area is one portion of a route, however, only 6 students ride in this area- the rest walk or are car riders.
- Entire proposed area has sidewalks in place already.
- All proposed area is within 0-1 mile of Campus.

LOBIT VILLAGE ELEM WALK ZONE

CAD: TRAILS AT BAY COLONY



LOBIT MIDDLE SCHOOL WALK ZONE

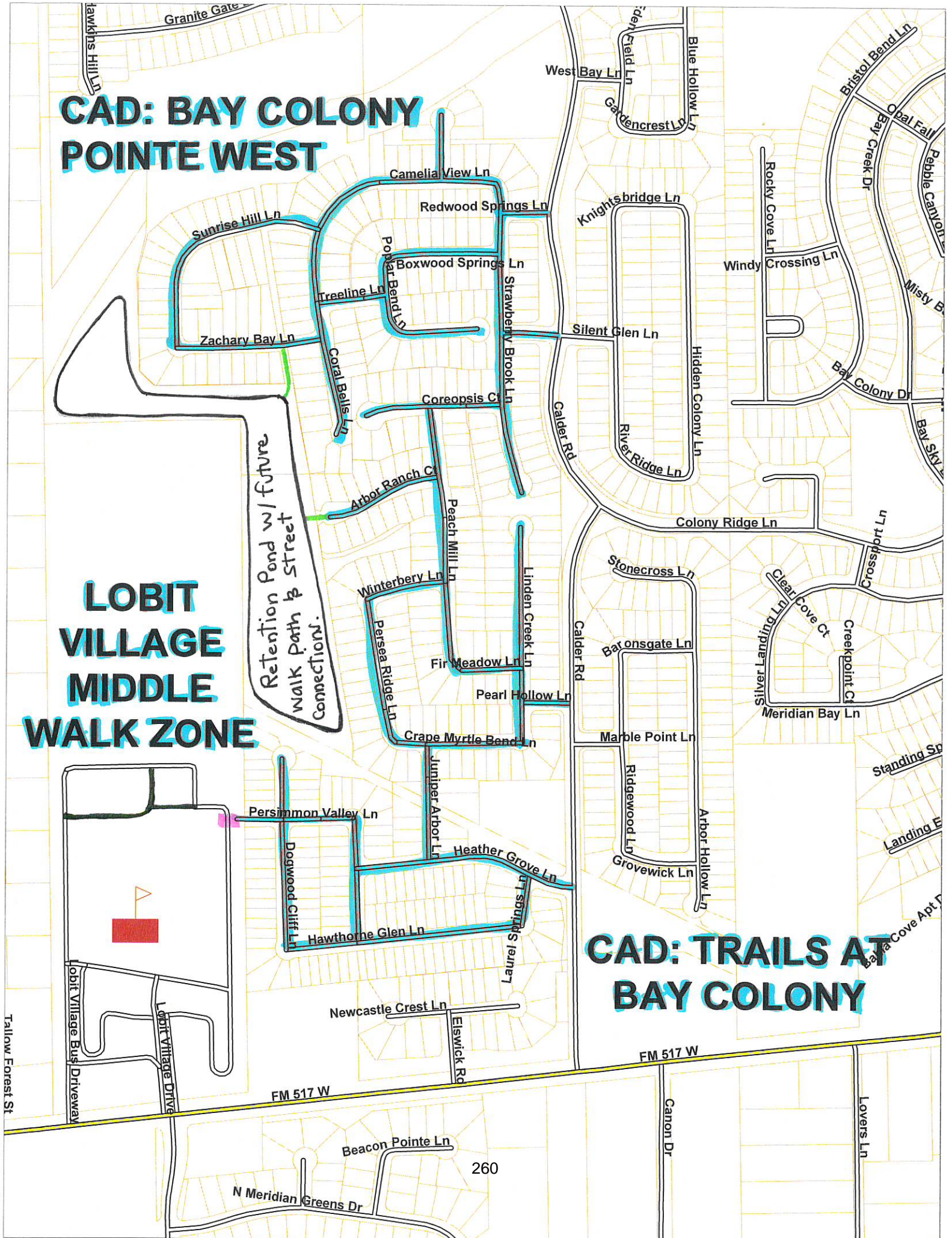
- Entire Subdivision of Trails at Bay Colony & Bay Colony Pointe West, east of Calder Rd.
- Pink square @ Lobit Village Driveway & Persimmon Valley Ln: walk path already in place (not concrete).
- There is a retention pond that the HOA is trying to get a concrete walk path put around that will have connections (green lines) to Arbor Ranch Ct & the property split on Zachary Bay Ln. When this gets put in place (within the next year), students will be able to use the walk path & street connections to get to their portion of the subdivisions. Until then, they will use the connection at Persimmon Valley Ln.
- This entire area is one portion of a route, however, only 10 students ride in this area. Taking this portion off of the route will enable the route to help in other areas & alleviate crowding & time restraint issues.
- All proposed area is within 2 miles of the Campus.
- Both Subdivisions have sidewalks in place already.

CAD: BAY COLONY POINTE WEST

LOBIT VILLAGE MIDDLE WALK ZONE

Retention Pond w/future
walk path & street
connections.

CAD: TRAILS AT BAY COLONY



Tallow Forest St

Lobit Village Bus Driveway

Lobit Village Drive

FM 517 W

FM 517 W

Canon Dr

Lovers Ln

260

N Meridian Greens Dr

Beacon Pointe Ln

Elswick Rd

Newcastle Crest Ln

Laurel Springs Ln

Juniper Arbor Ln

Heather Grove Ln

Crape Myrtle Bend Ln

Pearl Hollow Ln

Fir Meadow Ln

Winterberry Ln

Persimmon Valley Ln

Persimmon Valley Ln

Dogwood Cliff Ln

Hawthorne Glen Ln

Laurel Springs Ln

Juniper Arbor Ln

Heather Grove Ln

Crape Myrtle Bend Ln

Pearl Hollow Ln

Fir Meadow Ln

Winterberry Ln

Persimmon Valley Ln

Persimmon Valley Ln

Dogwood Cliff Ln

Hawthorne Glen Ln

Laurel Springs Ln

Juniper Arbor Ln

Heather Grove Ln

Crape Myrtle Bend Ln

Pearl Hollow Ln

Fir Meadow Ln

Winterberry Ln

Persimmon Valley Ln

Persimmon Valley Ln

Dogwood Cliff Ln

Hawthorne Glen Ln

Laurel Springs Ln

Juniper Arbor Ln

Heather Grove Ln

Crape Myrtle Bend Ln

Pearl Hollow Ln

Fir Meadow Ln

Winterberry Ln

Persimmon Valley Ln

Persimmon Valley Ln

Dogwood Cliff Ln

Hawthorne Glen Ln

Laurel Springs Ln

Juniper Arbor Ln

Heather Grove Ln

Crape Myrtle Bend Ln

Pearl Hollow Ln

Fir Meadow Ln

Winterberry Ln

Persimmon Valley Ln

Persimmon Valley Ln

Dogwood Cliff Ln

Hawthorne Glen Ln

Laurel Springs Ln

Juniper Arbor Ln

Heather Grove Ln

Crape Myrtle Bend Ln

Pearl Hollow Ln

Fir Meadow Ln

Winterberry Ln

Persimmon Valley Ln

Persimmon Valley Ln

Dogwood Cliff Ln

Hawthorne Glen Ln

Laurel Springs Ln

Juniper Arbor Ln

Heather Grove Ln

Crape Myrtle Bend Ln

Pearl Hollow Ln

Fir Meadow Ln

Winterberry Ln

Persimmon Valley Ln

Persimmon Valley Ln

Dogwood Cliff Ln

Hawthorne Glen Ln

Laurel Springs Ln

Juniper Arbor Ln

Heather Grove Ln

Crape Myrtle Bend Ln

Pearl Hollow Ln

Fir Meadow Ln

Winterberry Ln

Persimmon Valley Ln

Persimmon Valley Ln

Dogwood Cliff Ln

Hawthorne Glen Ln

Laurel Springs Ln

Juniper Arbor Ln

Heather Grove Ln

Crape Myrtle Bend Ln

Pearl Hollow Ln

Fir Meadow Ln

Winterberry Ln

Persimmon Valley Ln

Persimmon Valley Ln

Dogwood Cliff Ln

Hawthorne Glen Ln

Laurel Springs Ln

Juniper Arbor Ln

Heather Grove Ln

Crape Myrtle Bend Ln

Pearl Hollow Ln

Fir Meadow Ln

Winterberry Ln

Persimmon Valley Ln

Persimmon Valley Ln

Dogwood Cliff Ln

Hawthorne Glen Ln

Laurel Springs Ln

Juniper Arbor Ln

Heather Grove Ln

Crape Myrtle Bend Ln

Pearl Hollow Ln

Fir Meadow Ln

Winterberry Ln

Persimmon Valley Ln

Persimmon Valley Ln

Dogwood Cliff Ln

Hawthorne Glen Ln

Laurel Springs Ln

Juniper Arbor Ln

Heather Grove Ln

Crape Myrtle Bend Ln

Pearl Hollow Ln

Fir Meadow Ln

Winterberry Ln

Persimmon Valley Ln

Persimmon Valley Ln

Dogwood Cliff Ln

Hawthorne Glen Ln

Laurel Springs Ln

Juniper Arbor Ln

Heather Grove Ln

Crape Myrtle Bend Ln

Pearl Hollow Ln

Fir Meadow Ln

Winterberry Ln

Persimmon Valley Ln

Persimmon Valley Ln

Dogwood Cliff Ln

Hawthorne Glen Ln

Laurel Springs Ln

Juniper Arbor Ln

Heather Grove Ln

Crape Myrtle Bend Ln

Pearl Hollow Ln

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Crape Myrtle Bend Ln

Pearl Hollow Ln

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LAGO MAR VILLAGE WALK ZONE FOR 26/27 SCHOOL YEAR

- The entirety of the Lago Mar Subdivision & Seacrest Subdivision, including Catalon Apts @ Lago Mar Blvd & Holland Rd, as well as future build plans (green striped area).
- It currently takes 5 routes (6 in the PM) to bus the Elementary students:
 - RT 69: 41 students
 - RT 17: 28 students
 - RT 6: 54 students
 - RT 67: 36 students
 - RT 74: 38 students
 - RT 76 (PM ONLY- A Calder Rd “Out of Zone Bilingual Route” that takes the students from Calder Rd Elem to Lago Mar in the PM Only (in the AM the LES busses p/u the CRE BIL & take them to CRES after dropping their LES students): 8 students
- It currently takes 3 routes to bus the Middle School students:
 - RT 69: 35 students
 - RT 20: 45 students
 - RT 6: 37 students
- *Each Elem/ Middle route covers such a massive area in the Lago Mar/ Seacrest Subdivisions that even though the student count is low it cannot help any other route in any other area. The time it takes to get to/from this area adds at the very least, 30 minutes to the route.
- We are projecting for the 24/25 school year to add 2 extra routes *per campus*.
- We are projecting for the 25-26 school year to add 2 more routes to the area, *per campus*.
- By declaring all of Lago Mar/ Seacrest Subdivisions a walk zone for the Elem & Middle School starting the 26/27 school year, we will be saving 9 Elem routes (10, possibly 11 in the PM), & 7 Middle School routes that could be used elsewhere (Texas City/ Samara/ Pedregal).
- All proposed area is within 0-2 miles of Campus.

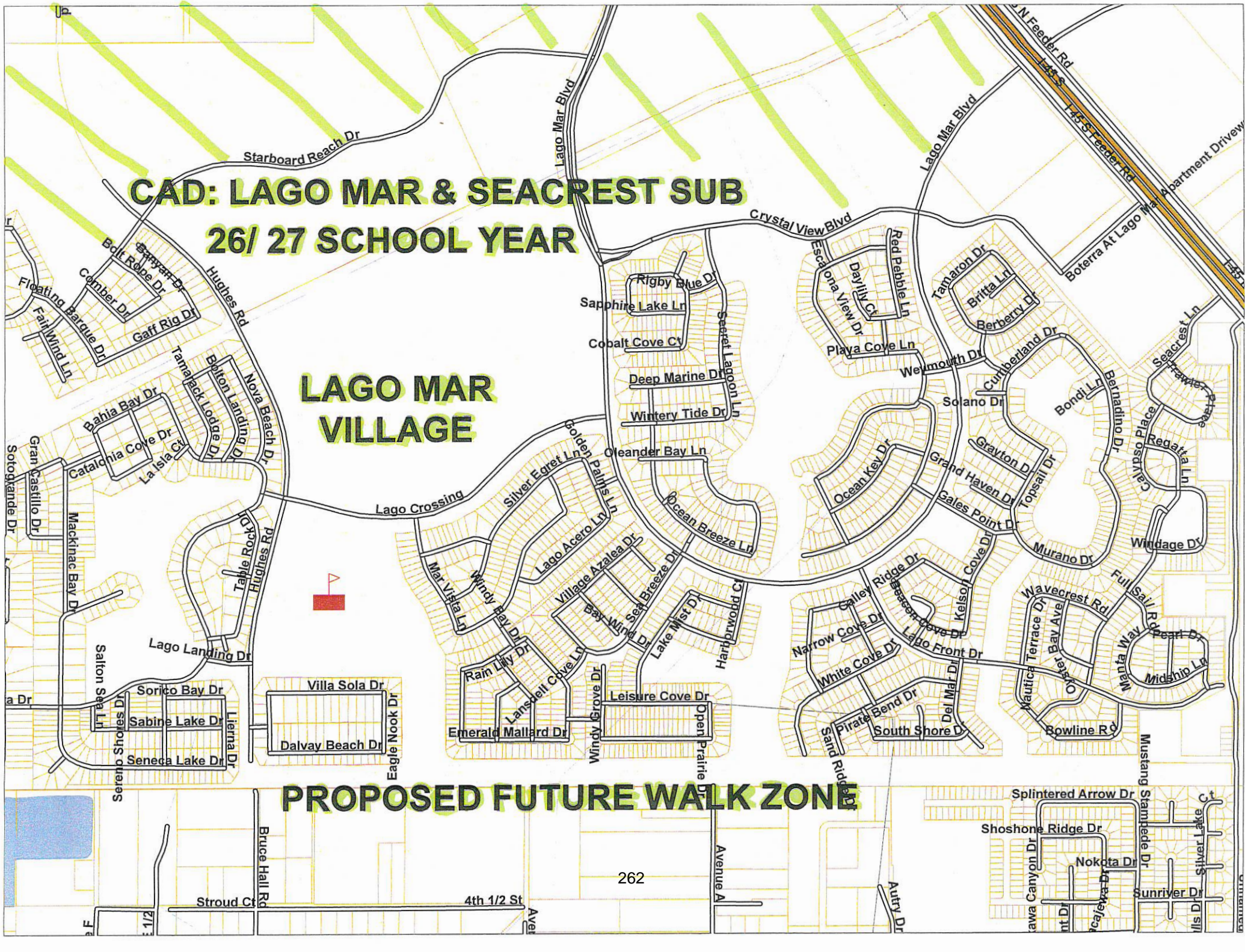
CAD: LAGO MAR & SEACREST SUB
26/ 27 SCHOOL YEAR

LAGO MAR VILLAGE

PROPOSED FUTURE WALK ZONE



262



DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2024

Item Title: Resolution for Identifying Hazardous Conditions within Two Miles of a School

Agenda Item: Ryan Boone

Background Information:

Policy CNA (local) requires that the Board shall adopt a resolution identifying hazardous conditions within two miles of a school campus. This allows us to receive partial funding for transporting our students who otherwise would endure unsafe conditions traveling to their campus.

The resolution is attached for your consideration.

Recommendation:

The Superintendent, Deputy Superintendent for Business and Operations and Director of Transportation recommend approval.

Action Item: X Yes No

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

A RESOLUTION TO IDENTIFY HAZARDOUS CONDITIONS WITHIN TWO MIILES OF A SCHOOL ZONE

WHEREAS, the Board of Trustees has identified that all Dickinson ISD campuses have significant safety/travel issues within two miles of each school per Education Code 48.151, and

WHEREAS, each campus has missing or insufficient walkways, and

WHEREAS, each campus has minimal safe places to ride a bike or walk to school, and

WHEREAS, each campus has intersections, roadways and streets that are difficult and/or dangerous to cross, and

WHEREAS, the drop-off and pick-up process creates congestion,

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of Dickinson ISD declares that hazardous conditions exist for students living within two miles of each campus except as listed below.

*Dickinson High School-Briar Glen Subdivision
Dickinson Junior High School-Rainsong Subdivisions, Cobblestone Subdivision (future)
Barber Middle School-Green Isle Subdivision
Calder Road Elementary School-Bay Colony Meadows West, Bay Colony Pointe West
Bay Colony Elementary School-The Meadows in Bay Colony, Colony Commons, Bay Colony North Pointe
Lobit Elementary School-Trails at Bay Colony
Lobit Middle School-Trails at Bay Colony, Bay Colony Pointe West
Future Lago Mar site-Lago Mar Subdivision, Seacrest Subdivision, Catalan Apartments*

Adopted the 4th day of June, 2024.

Board President

Board Secretary

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2024
Item Title: 2024-2025 Board Goals
Agenda Item: Carla Voelkel/Dr. Jeff Pack

Background Information:

The proposed 2024-2025 Dickinson ISD Board Goals are attached.

Recommendation:

The Superintendent and the Deputy Superintendent for Educational Services recommend approval of the 2023-2024 Dickinson ISD Board Goals.

Action Item: Yes No

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



2024-2025 Board Goals

- 1. DISD will provide effective teaching and learning experiences for all students that will result in continuous success.**
- 2. DISD will provide a physically and emotionally safe, healthy, and equitable environment.**
- 3. DISD will make family and community partnerships a priority.**
- 4. DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.**
- 5. DISD will provide operational services to support the success of student learning.**

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: June 4, 2024

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 2 in addition to kindergarten and grade 1.

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–
Grade 2

In kindergarten–grade 2, 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 3–8

In grades 3–8, 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: June 4, 2024

Item Title: Personnel Compensation Plan Manual for 2024-2025

Agenda Item: Kimberly Rich

Background Information:

Attached is the Personnel Compensation Plan Manual for 2024-2025

Recommendation:

The Superintendent, the Assistant Superintendent for Administration and the Executive Director of Human resources recommend approval of the Personnel Compensation Plan Manual for 2024-2025.

Action Item: Yes No

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

COMPENSATION MANUAL



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DISD Mission Statement

The mission of the Dickinson Independent School District is to equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

Foreword

This compensation plan was initially adopted in August 1996 to establish a direction and procedure to equitably compensate Dickinson ISD employees. This plan is to be the sourcebook and guidance document for compensation policies and procedures for Dickinson ISD. With the knowledge that this type of system is generally in continual development, it is to be reviewed and updated each budget year.

Certification

This Personnel Compensation Manual is the official pay policy of Dickinson Independent School District and is to be utilized for all personnel compensation questions/decisions/actions. The official copy shall be maintained and updated in the office of the Executive Director for Human Resources.

Dickinson ISD Statement of Nondiscrimination

It is the policy of the DISD not to discriminate on the basis of race, color, national origin, sex or handicap for services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es política del Distrito Escolar Independiente de Dickinson no discriminar en base de raza, color, nacionalidad de origen, sexo o discapacidad, por servicios o actividades como es requerido en el Título VI del Acto de los Derechos Civiles de 1964, según enmendado; el Título IX de la Enmienda de Educación de 1972, según enmendado; y la Sección 504 del Acto de Rehabilitación de 1973, según enmendada.

It is the policy of the DISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es política del Distrito Escolar Independiente de Dickinson no discriminar en base de raza, color, nacionalidad de origen, sexo, discapacidad, o edad en las prácticas de empleo como es requerido por el Título VI del Acto de los Derechos Civiles de 1964, según enmendado; el Título IX de la Enmienda

de Educación de 1972; el Acto de la Discriminación de Edades de 1975, según enmendado; y la Sección 504 del Acto de Rehabilitación de 1973, según enmendada.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Robert Cobb, at 2218 East FM 517, Dickinson, TX 77539, (281) 229-6000, and/or the Section 504 Coordinator, Laurie Rodriguez, at 2218 East FM 517, Dickinson, TX 77539, (281) 229-6000.

Para información sobre sus derechos o procedimientos de quejas, contacte el Coordinador del Título IX, Robert Cobb, en 2218 East FM 517 Dickinson, TX 77539, (281) 229-6000, y/o el Coordinador de la Sección 504, Laurie Rodríguez, en 2218 East FM 517 Dickinson, TX 77539, (281) 229-6000.

Policy

All policies and procedures from the Dickinson ISD Board Policy Manual may be referenced by clicking the links below:

Employment Objectives - Equal Employment Opportunity [DAA \(LEGAL\)](#)

Compensation and Benefits - Compensation Plan [DEA \(LOCAL\) / DEA \(LEGAL\)](#)

Compensation and Benefits – Vacations and Holidays [DED \(LOCAL\)](#)

Compensation Plan – Wage and Hour Laws [DEAB \(LOCAL\) / DEAB \(LEGAL\)](#)

School Board of Trustees and Administrator Role in District Salary Administration

The School Board of Trustees' Role

- Set goals and the pay philosophy for the district.
- Establish policies to govern the pay system.
- Approve adjusted compensation plans.
- Approve the amount of the general employee pay increases annually and adopt the budget.
- Balance employee needs against fiscal control needs of the District and the community.
- Plan compensation package for the Superintendent.

The Superintendent's Role

- Present pay plans and policies to meet the goals and philosophy of the School Board of Trustees.
- Research economic factors and develop recommendations for the annual pay increase and the payroll budget.
- Administer individual pay actions according to District policy and procedures.
- Communicate the District pay plan and policies to employees and respond to requests for information.
- Monitor and adjust the district salary structures regularly.

Compensation Plan

Definition of a Pay System

A pay system consists of all the policies, procedures and management tools that are used to define the basis for organizational pay actions.

A pay system should include:

- Job titles and job descriptions
- Defined pay ranges for each job
- Policies and administrative procedures
- Plan for communicating with employees
- Process for maintaining the system

Verification of Pay

Dickinson ISD makes every effort to ensure that employees' pay, leave, and other information are correct. Unfortunately, mistakes can occur. It is the employee's responsibility to review their payroll information on their pay stub each pay date for accuracy, including but not limited to compensation, leave, federal withholding status, and deductions. Furthermore, the District may deduct money from my pay from time to time for instances including but not limited to overpayment of wages, the cost of repairing or replacing district equipment, excess leave, etc.

If an employee has questions regarding their pay, he/she may contact payroll.

Basic Objectives of a Pay System

Pay systems should be designed strategically to control and facilitate the following basic objectives:

- | | |
|------------|---|
| Objective: | Pay for Job Responsibility |
| Strategy: | Set and maintain the proper pay differential between jobs that require different levels of skill, effort, and responsibility. |
| Objective: | Pay Competitively |
| Strategy: | Keep trained employees paid within a proper range of the competitive job market. |
| Objective: | Provide Continued Pay Advancement |
| Strategy: | Prevent employees from topping out of pay scales too soon OR becoming overpaid for the worth of the job. |
| Objective: | Recruit Good Applicants |
| Strategy: | Keep starting salaries attractive by allowing inflationary adjustments to be made easily and within budget. |
| Objective: | Keep Payroll Costs Affordable |
| Strategy: | Keep payroll cost increases flexible to allow annual planning in response to revenue and market changes. |
| Objective: | Keep Good Employees |
| Strategy: | Pay trained employees' fair salaries for the worth of their job in an appropriate period of time. |

Pay Equity

Definition

Fair pay for the worth of the work performance to the organization.

Internal Equity

The worth of a job to the organization based on job content (skills, responsibility, effort required). To have internal equity, the system must identify the relative worth of all jobs according to a common set of compensable (job worth) factors.

External Equity

The worth of a job to the organization based on the outside job market (competitive pay). To have external equity, the system must identify the relative worth of jobs in the competitive marketplace.

Compensable Factors

Definition

Any factor (job characteristic) used to provide a basis for judging job value in a job evaluation process. The most commonly employed compensable factors include skill, effort, responsibility, and working conditions, where applicable.

Skill

- Knowledge and abilities required to successfully perform the job.
- Education or specialized knowledge — acquired through formal training or lower-level training.
- Experience — work experience beyond education or specialized training needed to perform the job.

Effort

- Difficulty of the work performed in terms of physical or mental energy.
- Working conditions — adverse conditions (physical hazards, stress or excessive time) associated with performing normal job duties.
- Complexity — difficulty of task and mental focus needed to complete tasks.
- Judgment — frequency and importance of independent decisions necessary to perform the job.

Responsibility

- Effects of proper or improper action on the products or services of the entire organization.
- Scope of authority — the degree to which influence is exercised over school operations and the scope of impact the job has on the district as a whole.
- Supervision of others — accountability and obligation for work performed by other employees.

Staffing Guidelines

Purpose

The purpose of this compensation plan booklet is for the administration of salaries and wages for classroom teachers, administrative educational programs and business operations, administrative support, instructional support and auxiliary employees of the Dickinson Independent School District. Practices described are intended to implement local Board policy and Board approved compensation plans and to comply with state and federal regulations.

New Hire Placement Guides

The employment, assignment, and salary placement are in accordance with the job requirements as specified by the job description. For all employees, the District will only consider actual years of experience, not purchased years of experience for TRS purposes. The District does not pay for teaching experience unless verified with an official Teacher Service Record [TSR]. Out of state or private school experience must be verified on a TSR. Work experience at a college or university must also be verified by a service record and by the College Verification Form.

Where job requirements include transcripts, certificates, or licenses, these must be official and on file with Human Resource Services. Official transcripts become property of the Dickinson Independent School District as long as he/she remains a District employee. All college degrees obtained, or semester hours earned to obtain employment or to receive graduate or undergraduate pay are accepted only if they are from institutions accredited by nationally recognized accrediting agencies. Audits for official documents are performed annually.

The Dickinson ISD Human Resources Department will determine hiring rates based upon job-related qualifications, salary history, and salaries of other employees in the same position. Hiring rates shall normally not be set at a rate above the salary of other employees with equal or more experience in the same position/pay grade. The Executive Director of Human Resources sets hiring rates. Salaries are determined on an individual basis based on each person's credited years of experience, current shortage needs of the District, and credentials related to instructional leadership or method.

Breaks in continuous service for any reason means the new hire placement guidelines are used. Movement from one pay group to another (i.e., teacher to administrative professional or instructional support to administrative support) will result in the use of new hire salary placement guidelines. Rate of pay will not exceed the maximum or be below the minimum of the pay grade without Superintendent approval.

Additional Notes

The Superintendent is authorized to modify staffing guidelines as required to meet budget constraints. Staffing Levels are to be monitored by budget managers. Any increase over approved levels will require prior approval of the Superintendent. Any increase over approved levels that will require additional budget allocation shall have prior School Board approval. Maintenance and Transportation staffing shall be determined by the Superintendent annually during budget planning and as conditions warrant during the budget year.

Elementary (PK-3) & Middle 4-5 School Instruction		
Teachers		
Classroom Teacher	Each increment of 23-25 students	1 Full-Time person per classroom
Special Education/ Special Programs Teacher	To be determined by Special Programs Department approved by the Superintendent	
Special Assignment Teachers	Varies by program/campus design	As required to provide instruction and in appropriate group sizes as approved by the Superintendent
Campus Compliance Facilitator	Each campus	1 Full-Time person (or as approved by Superintendent)
Dyslexia Specialist	Each campus	1 Full-Time person (additional staff based on student need and approved by the Superintendent)
Bilingual/ESL Specialist	Varies by program/campus design	1 Full-Time person (additional staff based on student need and approved by the Superintendent)
Paraprofessionals (Instructional Paraprofessionals)		
Special Education/Special Programs Paraprofessional	To be determined by the Special Programs Department and approved by the Superintendent	Additional staff based on student need as determined by Special Programs Department and approved by the Superintendent
Instructional Intervention Paraprofessional	Each campus	1 Full-Time person
Bilingual Instructional Intervention Paraprofessional	K-3; 4-5 based on campus need	1 Full-Time person
Computer Lab Monitor	Each campus	1 Full-Time person
Multi Purpose Paraprofessional	Each campus	1 Full-Time person
PE Paraprofessional	Each campus	1 Full-Time person

Pre-K (Regular/Bilingual)	For each class over 11 students	1 Full-Time person
SEL Para	Each campus	1 Full-Time person
<i>Library/Media Services</i>		
Librarian	Each campus	1 Full-Time person
Library Paraprofessional	Varies by campus design	Additional staff based on campus need
<i>Counseling Services</i>		
Counselor	250 to 750 students	1 Full-Time person
	700 to 1000 students	additional 1/2-Time person (as Counselor or Social Worker)
	900 to 1250 students	additional 1/2-Time person
<i>Health Services</i>		
Registered Nurse	Each campus	1 Full-Time person
<i>Administration</i>		
Principal	Each campus	1 Full-Time person
Assistant Principal	Up to 800 students	1 Full-Time person
<i>Secretarial/Clerical</i>		
Secretary	Each campus	1 Full-Time person
Receptionist/Clerical	500 to 800 students	1 Full-Time person
	For each additional increment of 250 students	additional 1/2-Time person
Attendance/Data Entry Clerk	Each campus	1 Full-Time person
Campus Compliance Date Clerk	Each campus	1 Full-Time person

Junior High Instruction (6-8)		
Teachers		
Classroom Teacher	25-32 students per classroom - not to exceed 150 total students without Superintendent approval	1 Full-Time person per classroom
Special Education/ Special Programs Teacher	To be determined by Special Programs Department and approved by the Superintendent	
Special Assignment Teachers	Varies by program/campus design	As required to provide instruction and in appropriate group sizes as approved by the Superintendent
Campus Compliance Facilitator	Each campus	1 Full-Time person (or as approved by Superintendent)
Dyslexia Specialist	Each campus	1 Full-Time person (additional staff based on student need and approved by the Superintendent)
Paraprofessionals (Instructional Paraprofessionals)		
Special Education/ Special Programs Paraprofessional	To be determined by the Special the Superintendent	Additional staffing as recommended by the Executive Director of Special Programs and approved by the Superintendent
Instructional Intervention Paraprofessional	Up to 600 students	1 Full-Time person
	For every increment of 400 students	1 additional person
ESL Instructional Intervention Paraprofessional	Each campus of 1000+ students	1 Full-Time person
Computer Lab Monitor	Each campus	1 Full-Time person
ISS Paraprofessional	Each campus	1 Full-Time person
PE Paraprofessional	Each campus	1 Full-Time person

Library/Media Services		
Librarian	Up to 1200 students	1 Full-Time person
	1200 to 2000+	1 Full-Time Person
Library Paraprofessional	250 to 1200	1 Full-Time person
	1201 to 2000+	1 Full-Time person
Counseling Services		
Counselor	Up to 600 students	1 Full-Time person
	For every increment of 400 students	1 additional person
Health Services		
Registered Nurse	Each campus	1 Full-Time person
Administration		
Principal	Each campus	1 Full-Time person
Assistant Principal	Up to 650 students	1 Full-Time person
	651 to 1100 students	1 additional person
	1101 to 1300 students	1 additional person
	1300+ students	1 additional person
Secretarial/Clerical		
Secretary	Each campus	1 Full-Time person
Receptionist/Clerical	Each campus	1 Full-Time person
	If more than 600 students	1 additional person
Attendance/Data Entry Clerk	Each campus	1 Full-Time person
Assistant Principal Secretary	Each campus	2 Full-Time person
Registrar/Counselor Secretary	Each campus	1 Full-Time person

High School Instruction (9-12)		
Teachers		
Classroom Teacher	25-35 students per classroom - not to exceed 150 total students without Superintendent approval	1 Full-Time person per classroom
Special Education/ Special Programs Teacher	To be determined by the Special Programs Department approved by the Superintendent	
Special Assignment Teachers	Varies by program/campus design	As required to provide instruction and in appropriate group sizes as approved by Superintendent
Campus Compliance Facilitator	Each campus	4 Full-Time personnel
Dyslexia Specialist	Each campus	1 Full-Time person (based on student needs)
ESL Teacher	Varies by program/campus design	1 Full-Time person (based on student needs)
Paraprofessionals (Instructional Paraprofessionals)		
Special Education/ Special Programs Paraprofessional	To be determined by the Special Programs Department approved by the Superintendent	Additional staffing as recommended by the Executive Director of Special Programs and approved by the Superintendent
Instructional Intervention Paraprofessional	Up to 1000 students	1 Full-Time person
	For every increment of 500 students	1 additional person
ESL Instructional Intervention Paraprofessional	Each campus of 1500+ students	1 Full-Time person
Computer Lab Monitor	Varies by program/campus design	1 Full-Time person
Library/Media Services		
Librarian	Each campus	1 Full-Time person
Library Paraprofessional	250 to 1200	1 Full-Time person
	1201 to 2000+	1 Full-Time person
Counseling Services		
Counselor	Up to 449 students	1 Full-Time person
	450 to 899 students	1 additional person
	900 to 1349 students	1 additional person
	1350 to 1799 students	1 additional person
	1800 to 2249 students	1 additional person
	2250 to 2699 students	1 additional person
	2700 to 3149 students	1 additional person

College Career Counselor Special Education	HS campus Up to 450 students	1 Full-Time person 1 Full-Time person
Health Services		
Registered Nurse	HS campus 1600+ students	1 Full-Time person 1 additional person
Clinic Paraprofessional (LVN or PCT)	HS campus	1 Full-Time person
Administration		
Principal	Each campus	1 Full-Time person
Dean of Instruction	HS campus	1 Full-Time person
Associate Principal	Ninth Grade Center	1 Full-Time person
Assistant Principal	Up to 499 students	1 Full-Time person
	500 to 999 students	1 additional person
	1000 to 1499 students	1 additional person
	1500 to 1999 students	1 additional person
	2000 to 2499 students	1 additional person
	2500 to 2999 students	1 additional person
	3000 to 3499 students	1 additional person
	3500+ students	1 additional person
Secretarial/Clerical		
Secretary	Each administrator	1 Full-Time person
Registrar	HS campus	1 Full-Time person
Registrar Clerk	Ninth Grade Center	1 Full-Time person
Attendance Clerk	Each campus	3 Full-Time persons
Receptionist/Clerical	HS campus	1 Full-Time person
	Ninth Grade Center	1 Full-Time person
Accounting Clerk/ Bookkeeper	HS campus	2 Full-Time persons
Publication Clerk	Each campus	1 Full-Time person
Counseling/Data Clerk	HS campus	1 Full-Time person
Sub Scheduling Clerk	Each campus	1 Full-Time person
CC Data Clerk	Each campus	2 Full-Time persons

Dickinson Continuation Center / DALC		
Teachers		
Classroom Teacher	Based on ADA up to 40 students	2 Full-Time people per classroom
	41 to 65 students	1 additional person
	66 to 80 students	1 additional person
	81 to 95 students	1 additional person
	For every increment of 15 students	1 additional person
Counseling Services		
Counselor/Social Worker	DCC/DALC campus	1 Full-Time person
Administration		
Principal/Alt. School Director	DCC/DALC campus	1 Full-Time person
Assistant Principal/Site Coordinator	DCC/DALC/Esmond	1 Full-Time person
Secretarial/Clerical		
Secretary	DCC campus	1 Full-Time person
Secretary	DALC campus	1 Full-Time person
Receptionist/Clerical	DCC campus	1 Full-Time person

Gator Academy		
Administration		
Director of Employee Child Care Facility	Gator Academy	1 Full-Time person
Instructional Services		
Infants	6 weeks - 12 months	2 Full-Time positions
First Steps	12 - 18 months	2 Full-Time positions
Toddlers	18 -24 months	2 Full-Time positions
Early Pre-School	2-3 years of age	2 Full-Time positions
Pre-School	3-4 years of age	1 Full-Time position
		1 Part-Time position (6 hr)
Pre-K	4-5 years of age	1 Full-Time position
		1 Part-Time position (6 hr)
Floater	Varies by need	1 Full-Time position
Kitchen Manager		1 Full-Time position
<i>Additional staff as required by the Department of Family and Protective Services</i>		

District-Wide Services		
Curriculum/Technology Specialists	As approved by the Superintendent	As assigned
Lead Nurse	The district's Lead Nurse must be a RN with 5 years of school nursing experience who is properly trained to supervise other school health personnel.	As assigned
SP/OT/PT/SLP/SLPA/ Diagnostician	As approved by the Superintendent	As assigned
Food & Nutrition Services		
FNS Manager	Each campus	1 Full-Time person
FNS Worker	As determined by the Director of FNS	As assigned
<i>Full-time workers may work less than eight (8) hours.</i>		
Maintenance/Facilities/Custodial		
Custodian	For each 24,000 sq. ft. or as determined by the supervisor and approved by the Superintendent	1 Full-Time person

Hiring Procedures

"New" Positions

Any personnel decision which affects the budget expenditures (other than discretionary substitutes) will require approval of the Superintendent. Budget managers will have indirect responsibility for personnel expenditure decisions through the recommendation process.

Requests for additional personnel expenditures, new positions, stipends, or additional days to be worked must be in writing to the Superintendent. If approved, the Superintendent will indicate approval by signing the request and forwarding copies to the requesting budget manager, Business Department, and the Human Resources Department.

"New" and "Replacement" Positions

- Copy of the approval to the Executive Director for Human Resources (for all "new" positions).
- Complete Request for Posting, if necessary. (Requires posting unless prior approval by the Superintendent is obtained.)
- Postings for positions that require a certificate or license shall be placed, no later than the tenth day before a position is filled, on the District website (DC Legal).
- Follow interview procedures.
- Hiring Manager will complete and submit employee recommendation form online.
- Human Resources will complete a Personnel Action form and submit to the Business Department
- Human Resources will forward salary notification to the employee.

Additional Pay for Degrees/Certifications

Pay for additional degrees (e.g. Master's and Doctorate), professional certifications (e.g. LSSP) and Auxiliary certifications (e.g. Texas CDL, TDA Applicator's License, ASE, and lead differentials) will be credited once HR is notified. The deadline to notify HR is August 15th / January 15th. Certifications must be maintained and current in order to continue receiving the certification pay.

Administrative / Professional Pay Grades

AP1	Minimum	Midpoint	Maximum
Calendars	\$235.08	\$293.84	\$352.61
180	\$42,314	\$52,891	\$63,470
198	\$46,546	\$58,180	\$69,817
216	\$51,953	\$64,939	\$77,927
225	\$55,244	\$69,052	\$82,863
Position			Assigned Calendar
Accounting Specialist			216
Benefits Specialist			216
Communications Specialist			216
Coordinator of DISD Ed Foundation			216
Director of Employee Child Care Center (Gator Academy)			198
Transportation Office Manager			225
FNS Manager (Elementary, Middle School and Junior High)			180
Payroll Systems Specialist			216
Technology Office Manager			216
Transportation Route Coordinator			216
Transportation Route Coordinator, Special Needs			216

AP2	Minimum	Midpoint	Maximum
Calendars	\$277.51	\$346.89	\$416.26
180	\$49,952	\$62,440	\$74,927
216	\$61,330	\$76,663	\$91,993
225	\$63,827	\$79,785	\$95,740
Position			Assigned Calendar
Assistant Director of Energy Management			216
Facilities/Stadium Manager			225
FNS Manager (High School)			180
FNS Senior Mentor Manager			180
FNS Training Manager			180
Help Desk Specialist			216
Payroll Coordinator			216
PC Support Technician			216
Transportation Supervisor			216

AP3	Minimum	Midpoint	Maximum
Calendars	\$303.63	\$379.54	\$455.45
184	\$58,297	\$72,872	\$87,446
198	\$60,119	\$75,149	\$90,179
200	\$60,726	\$75,908	\$91,090
210	\$64,066	\$80,083	\$96,100
216	\$67,102	\$83,878	\$100,654
Position		Assigned Calendar	
Accountant (Business Services / FNS)		216	
Attendance Manager (DHS)		184	
College & Career Readiness Specialist		198	
Coordinator of Benefits / Risk Management		216	
DHS Registrar (Degreed)		216	
DHS Testing Coordinator and Instructional Materials Manager		210	
Lead Nurse		216	
Esmond Program Manager		198	
Facilities Project Assistant		216	
FNS Compliance & Personnel Supervisor		216	
Marketing and Communications Specialist		216	
Purchasing Accountant		216	
Speech Language Pathologist (SLP) Assistant (Min equals 0 year Teacher)*		187	
Therapist Assistant (COTA/LPTA)		200 (Max)	
Therapist Trainee (OT/PT)		200 (Max)	

AP4	Minimum	Midpoint	Maximum
Calendars	\$333.02	\$416.28	\$499.53
193	\$63,274	\$79,093	\$94,911
200	\$68,269	\$83,256	\$99,906
202	\$66,604	\$85,337	\$102,404
210	\$70,267	\$87,835	\$105,401
216	\$73,597	\$91,998	\$110,396

Position	Assigned Calendar
Assistant Principal, Dickinson Continuation Center (DCC)	210
Assistant Principal, Elementary (Grades PK-3) and Middle School (Grades 4-5)	202
Counselor, Elementary (Grades PK-3) and Middle (Grades 4-5) Schools	193
Diagnostician Trainee	200
Licensed Professional Counselor (LPC)	193
LSSP (Intern)	200
Network Specialist	216
Program Support Specialist (BIL/EL)	216
Senior Accountant	216
Social Worker/ District Special Education Counselor	202
Specialist (Curriculum & Instruction - ELAR, Math, Sci, SS, EL PK-5)pen	216
Specialist (Curriculum & Instruction - STEAM)	210
Speech Language Pathologist (SLP)	193
Technology Integration Specialist	216
Therapist, Certified Occupational (OT)/ Physical (PT)	200 (max)
Voice Systems Specialist	216

AP5	Minimum	Midpoint	Maximum
Calendars	\$378.73	\$473.41	\$568.09
196	\$74,989	\$93,735	\$112,482
200	\$75,746	\$94,682	\$113,618
202	\$77,640	\$97,049	\$116,458
205	\$79,533	\$99,416	\$119,299
216	\$83,699	\$104,624	\$125,548
Position			Assigned Calendar
Assessment Specialist, Special Programs			202
Coordinator of Purchasing			216
Counselor (DHS/DCC and DALC)			205
Counselor, Junior High (Grades 6-8)			196
Technology Integration Coordinator			216
Assistant Coordinator of Data Quality & SIS			216
Diagnostician			200
Director of Communications			216
Director of DISD Education Foundation			216
Director of Energy Management			216
Director of Marketing and Social Media			216
FNS Assistant Director			216
FNS Supervisor of Personnel & Purchasing			216
FNS Site Supervisor			216
LSSP			200
Speech Language Pathologist (SLP), Lead			200
Systems Coordinator			216

AP6	Minimum	Midpoint	Maximum
Calendars	\$424.44	\$530.56	\$636.67
210	\$89,557	\$111,948	\$134,337
216	\$93,801	\$117,254	\$140,704
Position			Assigned Calendar
Assistant Principal, Junior High (Grades 6-8) and High School (Grades 9-12)			210
Coordinator of Compliance, Special Programs			216
Coordinator of Athletics			210
Coordinator of Data Quality and SIS			216
Coordinator of Evaluation and Related Services, Special Programs			216
District Security & Access Control Manager			216
Network Manager			216
Principal of CAP			210
Social Emotional Learning Specialist			210
Technology Services Manager			216

AP7	Minimum	Midpoint	Maximum
Calendars	\$460.37	\$575.46	\$690.55
216	\$101,742	\$127,177	\$152,612
225	\$105,885	\$132,356	\$158,827
Position			Assigned Calendar
DHS Associate Principal			216
DHS Dean of Instruction			216
Director of Advanced Academic Programs			216
Director of Alternative Education/Principa			216
Director of BIL/EL			216
Director of Career Technical Education			216
Director of Curriculum & Instruction			216
Director of Custodial Services			225
Director of State and Federal Programs, Accountability & Assessment			216
Director of Fine Arts			216
Director of Food and Nutrition Services			216
Director of Human Resources			216
Director of Maintenance			225
Director of Purchasing			216
Director of Leadership Development and Professional Learning			216
Director of Transportation			216
Principal, Elementary (Grades PK-3) and Middle School (Grades 4-5)			216

AP8	Minimum	Midpoint	Maximum
Calendars	\$510.98	\$638.72	\$766.46
216	\$112,927	\$141,157	\$169,388
Position			Assigned Calendar
Director of Athletics / Head Football Coach			216
Executive Director of Business Operations			216
Executive Director of Human Resources			216
Executive Director of Payroll			216
Executive Director of Special Programs			216
Executive Director of Technology			216
Principal, Junior High School (Grades 6-8)			216

AP9	Minimum	Midpoint	Maximum
Calendars	\$538.73	\$673.41	\$808.09
216	\$119,059	\$148,824	\$178,588
Position			Assigned Calendar
Assistant Superintendent of Administration			216
Executive Director of Facility Planning and Construction			216

AP10	Minimum	Midpoint	Maximum
Calendars	\$587.70	\$734.62	\$881.55
216	\$129,882	\$162,351	\$194,823
Position			Assigned Calendar
Deputy Superintendent for Business and Operations			216
Deputy Superintendent for Educational Services			216
Principal, High School (Grades 9-12)			216

Professional Job Classification / Hiring Schedule

COUNSELOR SALARY SCHEDULE		
Social Emotional Learning Counselor Counselor,	AP6	210
DHS/ DCC/ DALC Counselor, Junior High (Grades 6-8)	AP5	205
Counselor, Elementary (Grades PK-3) and Middle	AP5	196
(Grade 4-5) Schools	AP4	193

PROFESSIONAL SUPPORT STAFF HIRING SCHEDULE		
Position	Paygrade	Assigned Calendar
Assessment Specialist	AP5	202
Campus Compliance Facilitator	Teacher	192
Diagnostician	AP5	200
Diagnostician Trainee	AP4	200
Licensed Professional Counselor (LPC)	AP4	190
School Psychologist	AP5	200
School Psychologist Intern	AP4	200
OT / PT Therapist Trainee	AP3	(Maximum) 200
Social Worker / District Special Education Counselor	AP4	202
Speech Language Pathologist (SLP), Lead	AP5	200
Speech Language Pathologist (SLP) Assistant	AP4	187
Speech Language Pathologist (SLP)	AP4	190
Therapist, Certified Occupational / Physical (as needed)	AP4	200
Therapist Assistant (COTA / LPTA)	AP3	(Maximum) 200

SCHOOL HEALTH PERSONNEL

Qualifications / Position	Starting Rate	Assigned Calendar
Lead Nurse	AP3	216
Licensed Vocational Nurse (LVN)	Teacher Salary Schedule (70%)	187
Registered Nurse	Teacher Salary Schedule	187

LIBRARIAN HIRING SCHEDULE

Position	Starting Rate	Assigned Calendar
Librarian, Elementary (Grades PK-3)	Teacher Salary Schedule	187
Librarian, Middle School (Grades 4-5)	Teacher Salary Schedule	187
Librarian, Junior High School (Grades 6-8)	Teacher Salary Schedule	187
Librarian, High School (Grades 9-12)	Teacher Salary Schedule	187
Library Paraprofessional	Teacher Salary Schedule	184

TEACHER SALARY SCHEDULE

Step/Local Experience	DISD Compensation Rate	DISD Daily Rate
0	\$61,000.00	\$326.20
1	\$61,360.00	\$328.13
2	\$61,589.00	\$329.35
3	\$61,853.00	\$330.76
4	\$61,976.00	\$331.42
5	\$62,098.00	\$332.07
6	\$62,826.00	\$335.97
7	\$62,982.00	\$336.80
8	\$63,138.00	\$337.64
9	\$63,918.00	\$341.81
10	\$64,909.00	\$347.11
11	\$65,025.00	\$347.73
12	\$65,141.00	\$348.35
13	\$65,368.00	\$349.56
14	\$65,595.00	\$350.78
15	\$65,879.00	\$352.29
16	\$66,164.00	\$353.82
17	\$66,560.00	\$355.94
18	\$66,971.00	\$358.13
19	\$67,372.00	\$360.28
20	\$67,963.00	\$363.44
21	\$68,586.00	\$366.77
22	\$69,203.00	\$370.07
23	\$69,815.00	\$373.34
24	\$70,432.00	\$376.64
25	\$71,170.00	\$380.59
26	\$71,898.00	\$384.48
27	\$72,621.00	\$388.35
28	\$73,354.00	\$392.27
29	\$74,082.00	\$396.16
30	\$74,694.00	\$399.43
31	\$75,311.00	\$402.73
32	\$75,918.00	\$405.98
33	\$76,540.00	\$409.30
34	\$77,157.00	\$412.60
35	\$77,775.00	\$415.91
36	\$78,281.00	\$418.61
37	\$78,787.00	\$421.32
38	\$79,294.00	\$424.03
39	\$79,800.00	\$426.74
40	\$80,312.00	\$429.48

Teacher is defined as a classroom teacher, a librarian, and a registered nurse.

DISD Teacher Salary Schedule is based on a bachelor's degree.

Master's Degree: Add \$1,000, Doctorate's Degree: Add \$2,000 to the appropriate step on DISD Base Salary Schedule.

An additional \$500 per step after Step 40 up to a maximum of Step 46.

Paraprofessional / Clerical / Technical Pay Ranges

PCT1	Minimum	Midpoint	Maximum
Calendars	\$112.61	\$150.15	\$187.69
180	\$20,270	\$27,027	\$33,784
184	\$20,720	\$27,628	\$34,535
190	\$21,396	\$28,529	\$35,661
Position			Assigned Calendar
Clerical Paraprofessional			184
Library Paraprofessional, Elementary (PK-3) and Middle School (4-5)			180
Library Paraprofessional, Junior High (6-8) and High School (9-12)			184
PE Paraprofessional			180
Publication Paraprofessional			190

PCT2	Minimum	Midpoint	Maximum
Calendars	\$119.76	\$159.68	\$199.60
180	\$21,557	\$28,742	\$35,928
184	\$22,036	\$29,381	\$36,726
192	\$22,994	\$30,659	\$38,323
Position			Assigned Calendar
Day Care Paraprofessional (Gator Academy)			184
In-School Suspension Paraprofessional			180
JJAEP Paraprofessional			180
Receptionist, Junior High			192
Receptionist, Middle School			192
Receptionist / Clerk (DCC and DALC)			180
Receptionist / Clerk, Elementary			184
Receptionist / Clerk, High School			192

PCT3	Minimum	Midpoint	Maximum
Calendars	\$125.21	\$166.94	\$208.68
180	\$22,538	\$30,049	\$37,562
216	\$27,671	\$36,894	\$46,118
Position		Assigned Calendar	
Bilingual / ESL Instructional Intervention Paraprofessional		180	
Computer Lab Paraprofessional (Junior High)		180	
Instructional Intervention Paraprofessional		180	
Pre-K Paraprofessional (Regular / Bilingual)		180	
Receptionist / Clerk, Operations and Facilities		216	
Special Education Paraprofessional		180	
Campus Compliance Data Clerk		180	

PCT4	Minimum	Midpoint	Maximum
Calendars	\$127.68	\$170.24	\$212.80
180	\$22,982	\$30,643	\$38,304
184	\$23,493	\$31,324	\$39,155
187	\$23,876	\$31,835	\$39,794
192	\$24,515	\$32,686	\$40,858
198	\$25,281	\$33,708	\$42,134
Position		Assigned Calendar	
Computer Lab Paraprofessional (Elementary & Middle School)		180	
Computer Lab Paraprofessional (High School)		181804	
Certified Nurse Assistant, CNA (Special Programs)		184	
DALC/CAP Paraprofessional		180	
Esmond Center Records Clerk		184	
Edgenuity Computer Lab Monitor		184	
Secretary, Assistant Principal (Junior High and High School)		192	
Secretary, College and Career Center		198	
Secretary, Counselor (Junior High and High School)		192	
Social Emotional Learning/Character Paraprofessional		180	

PCT5	Minimum	Midpoint	Maximum
Calendars	\$133.30	\$177.74	\$222.17
192	\$25,594	\$34,126	\$42,657
198	\$26,393	\$35,193	\$43,990
200	\$24,888	\$33,184	\$41,480
202	\$26,927	\$35,903	\$44,878
215	\$28,660	\$38,214	\$47,767
216	\$29,459	\$39,281	\$49,100
Position			Assigned Calendar
Assessment Staff Support Clerk			200
Attendance / AP Secretary, Middle School			198
Attendance / Data Entry Clerk, Elementary			198
Attendance / Data Entry Clerk, Junior High			192
Attendance / Data Entry Clerk, High School			192
Publications / Business Technician/ ESC Receptionist			216
Scheduling Clerk & Summer Receptionist (High School)			216
Secretary, Associate Principal (High School) Secretary, Dean of Instruction (High School)			216
SEL Counseling Clerk			200
Technical Support Specialist			216

PCT6	Minimum	Midpoint	Maximum
Calendars	\$136.97	\$182.63	\$228.28
180	\$24,655	\$32,873	\$41,090
192	\$26,298	\$35,065	\$43,830
198	\$27,120	\$36,161	\$45,199
216	\$30,270	\$40,361	\$50,450
Position		Assigned Calendar	
Bookkeeper Clerk, High School		192	
Campus Security Monitor		180	
Payroll Specialist, Operations and Facilities		216	
PEIMS Specialist		216	
Registrar, Junior High		198	
Registrar Clerk, High School		198	
Secretary, Esmond Center Educational Records		198	
Secretary, Special Education Assessment		216	
Secretary, Special Programs Coordinators		216	
Secretary, Special Education PEIMS		216	
Secretary, Principal (DCC and DALC)		216	

PCT7	Minimum	Midpoint	Maximum
Calendars	\$140.61	\$187.48	\$234.35
198	\$27,841	\$37,121	\$46,401
210	\$28,901	\$38,535	\$48,167
216	\$31,075	\$41,433	\$51,791
225	\$33,043	\$44,058	\$55,072
Position		Assigned Calendar	
Accounts Payable Specialist		216	
CAP Office Coordinator		210	
FNS Office Coordinator		198	
Human Resources Generalist		216	
Secretary, Director of Alternative Education		216	
Secretary, Director of Career and Technical Education		216	
Secretary, Facility Services		225	
Secretary, Director of Transportation		216	
Secretary, Principal (Elementary)		216	
Secretary, Principal (Middle School)		216	
Secretary, Principal (Junior High)		216	

PCT8	Minimum	Midpoint	Maximum
Calendars	\$151.57	\$202.09	\$252.62
216	\$33,497	\$44,662	\$55,829
Position			Assigned Calendar
Accounting Clerk / Bookkeeper, DHS			216
Secretary, Athletic Department			216
Secretary, Educational Services Department			216
Secretary, Executive Director of Human Resources			216
Secretary, Executive Director of Special Programs			216
Secretary, Executive Director of Technology			216
Truancy Prevention Facilitator			216

PCT9	Minimum	Midpoint	Maximum
Calendars	\$186.03	\$248.03	\$310.04
216	\$41,113	\$54,815	\$68,519
Position			Assigned Calendar
Secretary, Principal (High School)			216

PCT10	Minimum	Midpoint	Maximum
Calendars	\$220.36	\$293.91	\$367.27
216	\$48,700	\$64,954	\$81,167
Position			Assigned Calendar
Secretary, Assistant Superintendent of Administration			216
Secretary, Deputy Superintendent of Educational Services			216

PCT11	Minimum	Midpoint	Maximum
Calendars	\$232.52	\$310.02	\$387.53
216	\$51,387	\$68,514	\$85,644
Position			Assigned Calendar
Secretary, Superintendent of Schools			216

PCT DAILY RATE SCHEDULE

Years Exp.	PCT1	PCT2	PCT3	PCT4	PCT5	PCT6	PCT7	PCT8	PCT9	PCT10	PCT11
0	\$112.61	\$119.76	\$125.21	\$127.68	\$133.30	\$136.97	\$140.61	\$151.57	\$186.03	\$220.36	\$232.52
1	\$113.61	\$120.46	\$126.21	\$128.68	\$134.30	\$137.97	\$141.61	\$152.57	\$187.03	\$221.36	\$233.52
2	\$114.61	\$121.01	\$126.51	\$129.03	\$135.30	\$138.97	\$142.61	\$153.17	\$187.73	\$222.36	\$234.52
3	\$116.61	\$122.26	\$127.81	\$130.38	\$137.30	\$140.97	\$144.61	\$154.77	\$189.43	\$224.36	\$236.52
4	\$118.61	\$123.51	\$129.11	\$131.73	\$139.30	\$142.97	\$146.61	\$156.37	\$191.13	\$226.36	\$238.52
5	\$120.61	\$124.76	\$130.41	\$133.08	\$141.30	\$144.97	\$148.61	\$157.97	\$192.83	\$228.36	\$240.52
6	\$122.61	\$126.01	\$131.71	\$134.43	\$143.30	\$146.97	\$150.61	\$159.57	\$194.53	\$230.36	\$242.52
7	\$123.61	\$127.26	\$133.01	\$135.43	\$144.30	\$147.97	\$151.61	\$160.57	\$196.23	\$232.36	\$244.52
8	\$124.61	\$128.51	\$134.31	\$136.68	\$145.30	\$148.97	\$152.61	\$161.57	\$197.93	\$234.36	\$246.52
9	\$125.61	\$129.76	\$135.61	\$137.93	\$146.30	\$149.97	\$153.61	\$162.57	\$199.63	\$236.36	\$248.52
10	\$126.61	\$131.01	\$136.91	\$139.18	\$147.30	\$150.97	\$154.61	\$163.57	\$201.33	\$238.36	\$250.52
11	\$127.61	\$132.26	\$138.21	\$140.43	\$148.30	\$151.97	\$155.61	\$164.57	\$203.03	\$240.36	\$252.52
12	\$128.61	\$133.51	\$139.51	\$141.68	\$149.30	\$152.97	\$156.61	\$165.57	\$204.73	\$242.36	\$254.52
13	\$129.61	\$134.76	\$140.81	\$142.93	\$150.30	\$153.97	\$157.61	\$166.57	\$206.43	\$244.36	\$256.52
14	\$130.61	\$136.01	\$142.11	\$144.18	\$151.30	\$154.97	\$158.61	\$167.57	\$208.13	\$246.36	\$258.52
15	\$131.61	\$137.26	\$143.41	\$145.43	\$152.30	\$155.97	\$159.61	\$168.57	\$209.83	\$248.36	\$260.52
16	\$132.61	\$138.51	\$144.71	\$146.68	\$153.30	\$156.97	\$160.61	\$169.57	\$211.53	\$250.36	\$262.52
17	\$133.61	\$139.76	\$146.01	\$147.93	\$154.30	\$157.97	\$161.61	\$170.57	\$213.23	\$252.36	\$264.52
18	\$134.61	\$141.01	\$147.31	\$149.18	\$155.30	\$158.97	\$162.61	\$171.57	\$214.93	\$254.36	\$266.52
19	\$135.61	\$142.26	\$148.61	\$150.43	\$156.30	\$159.97	\$163.61	\$172.57	\$216.63	\$256.36	\$268.52
20	\$136.61	\$143.51	\$149.91	\$151.68	\$157.30	\$160.97	\$164.61	\$173.57	\$218.33	\$258.36	\$270.52
21	\$137.61	\$144.76	\$150.91	\$152.68	\$158.30	\$161.97	\$165.61	\$174.57	\$220.03	\$260.36	\$272.52
22	\$138.61	\$146.01	\$151.91	\$153.68	\$159.30	\$162.97	\$166.61	\$175.57	\$221.73	\$262.36	\$274.52
23	\$139.61	\$147.26	\$152.91	\$154.68	\$160.30	\$163.97	\$167.61	\$176.57	\$223.43	\$264.36	\$276.52
24	\$140.61	\$148.51	\$153.91	\$155.68	\$161.30	\$164.97	\$168.61	\$177.57	\$225.13	\$266.36	\$278.52
25	\$141.61	\$149.76	\$154.91	\$156.68	\$162.30	\$165.97	\$169.61	\$178.57	\$226.83	\$268.36	\$280.52
26	\$142.61	\$151.01	\$155.91	\$157.68	\$163.30	\$166.97	\$170.61	\$179.57	\$228.53	\$270.36	\$282.52
27	\$143.61	\$152.26	\$156.91	\$158.68	\$164.30	\$167.97	\$171.61	\$180.57	\$230.23	\$272.36	\$284.52
28	\$144.61	\$153.51	\$157.91	\$159.68	\$165.30	\$168.97	\$172.61	\$181.57	\$231.93	\$274.36	\$286.52
29	\$145.61	\$154.51	\$158.91	\$160.68	\$166.30	\$169.97	\$173.61	\$182.57	\$233.63	\$276.36	\$288.52
30	\$146.61	\$155.51	\$159.91	\$161.68	\$167.30	\$170.97	\$174.61	\$183.57	\$234.63	\$278.36	\$290.52
31	\$147.61	\$156.51	\$160.91	\$162.68	\$168.30	\$171.97	\$175.61	\$184.57	\$235.63	\$280.36	\$292.52
32	\$148.61	\$157.51	\$161.91	\$163.68	\$169.30	\$172.97	\$176.61	\$185.57	\$236.63	\$282.36	\$294.52
33	\$149.61	\$158.51	\$162.91	\$164.68	\$170.30	\$173.97	\$177.61	\$186.57	\$237.63	\$284.36	\$296.52
34	\$150.61	\$159.51	\$163.91	\$165.68	\$171.30	\$174.97	\$178.61	\$187.57	\$238.63	\$286.36	\$298.52
35	\$151.61	\$160.51	\$164.91	\$166.68	\$172.30	\$175.97	\$179.61	\$188.57	\$239.63	\$288.36	\$300.52
36	\$152.61	\$161.51	\$165.91	\$167.68	\$173.30	\$176.97	\$180.61	\$189.57	\$240.63	\$290.36	\$302.52
37	\$153.61	\$162.51	\$166.91	\$168.68	\$174.30	\$177.97	\$181.61	\$190.57	\$241.63	\$292.36	\$304.52

Daily rate for employees in these categories shall not be less than the amount shown on this schedule. Daily rates above are subject to adjustment above the base amount based on performance of the specific job duties for the position, with prior approval of the Superintendent. *Increase according to step/increment pattern (Ex. PCT1-9 \$1.00; PCT10-11 \$2.00).*

Support Services Pay Ranges

Pay Grade	Minimum	Midpoint	Maximum
SS1	11.17	15.96	20.75
SS2	12.31	17.58	22.85
SS3	13.42	19.18	24.93
SS4	15.67	22.38	29.09
SS5	17.91	25.58	33.26
SS6	20.49	29.27	38.05
SS7	23.01	32.87	42.73

Auxiliary Departments

The following Lead/Differential Categories, additional pay, and Call Out Guidelines are applicable to employees in the following departments – Custodial, Facility Services, Food Nutrition Services, and Transportation.

Standard Certification / Differential Categories	Additional Pay (per Hour)
Lead Differential (by number of employees supervised)	
1 to 2	\$1.00
3 to 5	\$1.25
6 to 10	\$1.50
10 to 15	\$2.00
16+	\$2.50
Asbestos Inspector License	\$2.25
Texas Commercial Driver's License	\$2.00
Call Out Guidelines	Minimum Number of Hours Paid at Current Hourly Rate
Alarm Issues (Security / Fire)	1.5 hour minimum
Maintenance Issues (Emergency repairs, or anything outside of alarms)	3.0 hour minimum
Transportation Issues (Gate issues, or anything outside of alarms)	2.0 hour minimum

Facility Services Pay Ranges

This hiring schedule is based on qualifying factors that result in STEPS.

Compensation Adjustments

Current employees' hourly rates shall be no less than a new employee who meets the criteria for the same step, based on the step requirements. Each adjustment is a stand-alone adjustment.

FAS2	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$12.31	\$12.83	\$13.36	\$14.06	\$14.94
Position				Assigned Calendar	
Custodian				210 / 235	
Substitute Custodian (Step 1)				No Assigned Calendar	
Step Schedule for Hiring					
Custodian - FAS2					
Step 1	1) No job related experience. 2) Demonstrate the ability to lift fifty (50) pounds routinely. 3) Read and understand instructions for cleaning, maintenance, and safety procedures.				
Step 2	1) At least one (1) year job related experience. 2) Basic knowledge of cleaning agents and their applications. 3) Basic knowledge of custodial practices used in cleaning schools.				

Step 3	4) Knowledge of custodial safety procedures including MSDS sheets, Bloodborne Pathogens, etc. 1) At least three (3) years job related experience.
Step 4	2) Experience in classroom cleaning including marker boards, furniture, windows, etc. 3) Experience in carpet care procedures. 1) At least five (5) years of job related experience. 2) Experience in the operation of floor maintaining equipment (i.e. auto scrubbers, burnishers, wet vac, etc.). 3) Performs job duties without direct supervision.
Step 5	1) At least seven (7) years of job related experience. 2) Experience with minor building maintenance such as replacement of light bulbs, ceiling tile, furniture repair, etc. 3) Experience with the appropriate procedures for opening, closing and safeguarding facilities. including securing exit doors, activating alarms, etc.

FAS3	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$13.42	\$14.38	\$15.34	\$17.26	\$18.22
Position			Assigned Calendar		
Assistant Athletic Field Caretaker			235		
Delivery Driver			235		
Grounds Worker			235		
HVAC Maintenance Worker			235		
Laundry Worker			235		
Lead Custodian, Junior High, High School and ESC			235		
Utility Worker			235		
Warehouse Worker			235		
Job Specific Certification Categories			Certification Rates (per Hour)		
Grounds Worker/ AFC Assistant (Pest)					
TDA Applicator's License with Weed Control			\$1.75		
(3) Additional Categories for TDA Applicator's License (Lawn, Ornamental, Pest and Termite)			\$2.00		
Grounds Worker/ AFC Assistant (Irrigation)					
Texas Irrigation Installer Certification			\$1.00		
Texas Irrigator License			\$1.50		
HVAC Maintenance Worker					
EPA Certification in Refrigerant Recovery (Universal)			\$2.00		
Utility / Warehouse Worker - Add'l Steps (If Employed on Step 1)					
Step 2			\$1.25		
Step 3			\$1.50		
Step 4			\$2.00		
Step 5			\$2.50		
Step Schedule for Hiring					
Athletic Field Caretaker Assistant - FAS3					
Step 1	1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record.				
Step 2	1) At least one (1) year job related experience. 2) One (1) year experience in grounds keeping or athletic field maintenance practices. 3) Skilled in the use of various types of mowers, weed eaters, striping machines, etc.				

Step 3	<ul style="list-style-type: none"> 1) At least three (3) years job related experience. 2) Exhibits knowledge in the operation of irrigation systems. 3) Experience in the mowing of natural turf in various patterns using a reel mower. 4) Exhibits knowledge in basic procedures for maintaining and layout of athletic fields including football, soccer, baseball, etc.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Exhibits knowledge in the operation and repair of irrigation systems. 3) Proficient in painting procedures for athletic fields including layout, decal applications, striping and chalking.
Step 5	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Exhibits knowledge in the diagnosis and treatment of horticulture problems caused by disease, insects, etc. 3) Experience in the restoration of athletic field surfaces using aerators, top dressers, tractors, sod cutter, etc.
Grounds Worker - FAS3	
Step 1	<ul style="list-style-type: none"> 1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record.
Step 2	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Exhibits the knowledge of basic grounds keeping practices and procedures. 3) Demonstrate the ability to operate various types of mowers, weed eaters, trimmers, etc.
Step 3	<ul style="list-style-type: none"> 1) At least three (3) years job related experience. 2) Demonstrate basic knowledge of irrigation systems. 3) Experienced in tree and shrub trimming practices and procedures.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Knowledge of various classes of plants, trees, flowers, etc. and their care. 3) Experience in the repair of irrigation systems.
Step 5	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Exhibits knowledge in the diagnosis and treatment of horticulture problems caused by disease, insects, etc. 3) Experience in the supervision of grounds keeping and landscaping projects.
HVAC Maintenance Worker - FAS3	
Step 1	<ul style="list-style-type: none"> 1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate the ability to follow written and verbal instructions. 4) Demonstrate the ability to lift fifty (50) pounds routinely.
Step 2	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Experience in the use of hand and power tools. 3) Demonstrate the ability to climb and use an extension, step and roof ladder. 4) Demonstrate the ability to work without supervision.
Step 3	<ul style="list-style-type: none"> 1) At least three (3) years job related experience. 2) Knowledge of basic preventative maintenance practices for HVAC equipment. 3) Demonstrate basic computer skills.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Experience in HVAC preventative maintenance, including inspecting / replacing belts, greasing bearings, etc. 3) Demonstrate the ability to track replacement of filters and maintain filler replacement schedule.
Step 5	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Proficient in the use of a computer for documentation and communication purposes. 3) Experience in minor troubleshooting and replacement of HVAC components and systems.

Laundry Worker - FAS3

- Step 1**
- 1) No job related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate the ability to lift fifty (50) pounds routinely.
- Step 2**
- 1) At least one (1) year of job related experience.
 - 2) Exhibits effective oral and written communication skills.
 - 3) Knowledge of cleaning procedures for office areas.
 - 4) Knowledge of basic washing and drying of clothes according to color, volume and fabric type.
- Step 3**
- 1) At least three (3) years job related experience.
 - 2) Demonstrate the ability to organize and implement a laundry schedule.
 - 3) At least three (3) years of experience in cleaning of office areas and restrooms.
- Step 4**
- 1) At least five (5) years of job related experience.
 - 2) Experience in washing and drying of clothes including bleaching/stain removal/handling & delivery.
- Step 5**
- 1) At least seven (7) years of job related experience.
 - 2) Proficient in all areas of commercial laundry procedures.
 - 3) Experience in the maintaining of commercial flooring including stripping, waxing, buffing, and carpet cleaning.

Lead Custodian, Junior High, High School and ESC - FAS3

- Step 1**
- 1) No job related experience.
 - 2) Demonstrates the ability to lift fifty (50) pounds routinely.
 - 3) Read and understand instructions for cleaning, maintenance, and safety procedures.
- Step 2**
- 1) At least one (1) year of related job experience.
 - 2) Basic knowledge of cleaning agents and their applications.
 - 3) Basic knowledge of custodial practices used in cleaning schools.
 - 4) Knowledge of custodial safety procedures including MSDS sheets, Bloodborne Pathogens, etc.
- Step 3**
- 1) At least three (3) years of related job experience.
 - 2) Experience in classroom cleaning including marker boards, furniture, windows, etc.
 - 3) Experience in carpet care procedures.
- Step 4**
- 1) At least five (5) years of related job experience.
 - 2) Experienced in the operation of floor maintaining equipment (i.e. auto scrubbers, burnishers, wet vac, etc.).
 - 3) Performs job duties without direct supervision.
- Step 5**
- 1) At least seven (7) years of related job experience.
 - 2) Experience with minor building maintenance such as replacement of light bulbs, ceiling tile, furniture repair, etc.
 - 3) Experience with the appropriate procedures for opening, closing and safeguarding facilities, including securing exit doors, activating alarms, etc.

Delivery Driver - FAS3

- Step 1**
- 1) No job related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate the ability to lift fifty (50) pounds routinely.
- Step 2**
- 1) At least one (1) year of related job experience.
 - 2) Experience in the sorting of mail for delivery.
 - 3) Exhibits high level of oral and written communication skills.
 - 4) Demonstrate the ability to work without supervision.
- Step 3**
- 1) At least three (3) years of related job experience.
 - 2) Experience in the use of postage machine.
 - 3) Proficient at reading maps and using GPS to locate destinations.

Step 4	1) At least five (5) years of related job experience. 2) Knowledge of postal regulations and requirements
Step 5	1) At least seven (7) years of related job experience. 2) Experience in the regulations and procedures required to ship various types of parcels via private carrier. 3) Experience in the regulations, requirements and procedures involved with district and postal service of delivery of mail, board folders, etc.
Utility Worker - FAS3	
Step 1	1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate the ability to follow written and verbal instructions.
Step 2	1) At least one (1) year of related job experience. 2) Demonstrate the ability to lift fifty (50) pounds routinely. 3) Skilled in the use of basic hand tools. 4) Experience in the use of a pallet jack, truck cart, vending dolly and other moving equipment.
Step 3	1) At least three (3) years of related job experience. 2) Experience in the use of power tools. 3) Experience in the transport and delivery of various materials and supplies. 4) Skilled in the use of pressure washing equipment.
Step 4	1) At least five (5) years of related job experience. 2) Basic knowledge of parking lot maintenance and sign repair. 3) Demonstrate the ability to pressure wash buildings and parking lots following a schedule.
Step 5	1) At least seven (7) years of related job experience. 2) Possess certification in forklift operation. 3) Demonstrate the ability to work independently to complete work orders, furniture transfers, deliveries, etc.
Warehouse Worker - FAS3	
Step 1	1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 2) Demonstrate the ability to lift fifty (50) pounds on a frequent basis.
Step 2	1) At least one (1) year of related job experience. 2) Exhibit knowledge of basic warehouse procedures (including storing, inventory, tracking, receiving, etc.). 3) Demonstrate basic computer skills. 4) Experience in the verification of shipments with information on invoices, packing slips, purchase orders and use of a computer.
Step 3	1) At least three (3) years of related job experience. 2) Experience in warehouse shipping and receiving practices. 3) Experience in the moving of inventory to various locations by safely and properly operating fork lift, pallet jack and / or handcart. 4) Proficient in the use of computerized maintenance management inventory system.
Step 4	1) At least five (5) years of related job experience. 2) Possess strong computer skills (demonstrates the ability to use software programs to develop management assistance documents). 3) Provide evidence of appropriate training experience in warehouse management. 4) Experience in the organization and implementation of delivering of materials and supplies to designated destinations.
Step 5	1) At least seven (7) years of related job experience.

- 2) Proficient in purchasing and inventory control methods and procedures.
- 3) Possess certification in forklift operation.

FAS4	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$15.67	\$16.79	\$17.90	\$20.14	\$21.26
Position			Assigned Calendar		
Athletic Complex Caretaker			235		
Athletic Field Caretaker			235		
Craft Apprentice, HVAC, General Maintenance, Electrical, Plumbing, and Life Safety/ Security			235		
Head Custodian, Elementary, Middle Schools and ESC			235		
Landscape Detailer			235		
Lead Laundry/Custodian			235		
Job Specific Certification Categories			Certification Rates (per Hour)		
Athletic Facilities Caretakers					
1) Step 2			\$1.50		
2) Step 3			\$2.00		
3) Step 4			\$2.50		
4) Step 5			\$2.75		
Landscape Detailer					
TDA Applicator's License with Weed Control			\$1.75		
(3) Additional Categories for TDA Applicator's License (Lawn Ornamental, Pest and Termite)			\$2.00		
Texas Irrigation Installer Certification			\$1.00		
Texas Irrigator License			\$1.50		
Craft Apprentice					
Electrical					
1) Texas Maintenance Electrician License			\$2.00		
2) Texas Journeyman Electrician License			\$2.50		
3) Texas Master Electrician License			\$3.00		
Plumber					
1) Texas Tradesman Plumber - Limited License			\$2.00		
2) Texas Journeyman Plumber's License			\$2.50		
3) Texas Masters Plumber's License			\$3.00		
General Maintenance/ Life Safety/ Security					
1) Step 2			\$1.50		
2) Step 3			\$2.00		
3) Step 4			\$2.50		
4) Step 5			\$2.75		
HVAC					
1) EPA Certification in Refrigerant Recovery (Universal)			\$2.00		
2) Texas Class "B" license in HVAC or Associate's Degree in Air Conditioning Technology			\$2.50		
3) Texas Class "A" license in HVAC			\$3.00		
Step Schedule for Hiring					

Athletic Complex Caretaker - FAS4

- Step 1**
- 1) No job related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate the ability to follow verbal and written instructions.
- Step 2**
- 1) At least one (1) year of job related experience.
 - 2) Demonstrate knowledge of basic grounds keeping practices.
 - 3) Demonstrate basic knowledge of custodial practices used in cleaning schools.
 - 4) Experience with appropriate procedures for opening, closing and safeguarding facilities, including securing gates and doors, security alarms, etc.
- Step 3**
- 1) At least three (3) years of job related experience.
 - 2) Experience in the operation of floor care equipment (i.e. buffers, wet vac, burnishers, etc.).
 - 3) Basic knowledge in the care of artificial turf.
 - 4) Basic knowledge in the care of synthetic running track surfaces.
- Step 4**
- 1) At least five (5) years of job related experience.
 - 2) Experience in the care and minor maintenance of aluminum bleachers.
 - 3) Experience with minor building maintenance such as replacement of light bulbs, ceiling tile, etc.
- Step 5**
- 1) At least seven (7) years of job related experience.
 - 2) Experience in interior and exterior maintenance of athletic facilities, including locker rooms, press boxes, restrooms, mechanical rooms, etc.
 - 3) Experience in field preparation and set up for football, soccer and other athletic events.
 - 4) Proficient in the operation of an athletic venue during scheduled events.

Athletic Field Caretaker - FAS4

- Step 1**
- 1) No job related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record
 - 3) Demonstrate basic knowledge of turf (natural) including aeration, mowing, irrigation, etc.
- Step 2**
- 1) At least one (1) year of experience in grounds keeping and landscaping procedures.
 - 2) Experience in the mowing of turf (natural) in various patterns using a reel mower
 - 3) Demonstrate basic knowledge of various procedures required to maintain athletic fields including football, baseball, soccer, etc.
 - 4) Demonstrate basic knowledge in the layout of athletic fields including football, baseball, soccer, etc.
 - 5) Skilled in use of various types of mowers, weed eaters, striping machines, aerators, etc.
- Step 3**
- 1) At least three (3) years of experience in grounds keeping and landscaping procedures.
 - 2) Knowledge in painting procedures for athletic fields including layout, decal applications, striping and chalking.
 - 3) Experience in the recognition of various problems related to turf management caused by disease, weeds, insects, etc.
- Step 4**
- 1) At least five (5) years of experience in grounds keeping and landscaping.
 - 2) At least one (1) years of experience in athletic field preparation and procedures.
 - 3) Experience in the repair of athletic field irrigation systems.
- Step 5**
- 1) At least seven (7) years of experience in grounds keeping and landscaping.
 - 2) At least 2 years of experience in athletic field preparation and procedures.
 - 3) Experience in the supervision of grounds personnel in athletic field procedures and preparation.

Craft Apprentice - FAS4

- Step 1**
- 1) No job related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate the ability to follow written and verbal instructions.
- Step 2**
- 1) At least one (1) year of job related experience.
 - 2) Knowledge of tools in a designated craft.
 - 3) Basic knowledge of work related systems (i.e. plumbing, A/C, electrical, etc.).
 - 4) Demonstrate basic computer skills.

Step 3	<ul style="list-style-type: none"> 1) At least three (3) years job related experience. 2) Knowledge of general maintenance duties related to assigned craft. 3) Demonstrate the ability to work unsupervised.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Experience in the procurement of supplies, parts and tools. 3) Experience in work order system procedures. 4) Experienced in preventative maintenance procedures related to assigned craft.
Step 5	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Experience in troubleshooting procedures related to assigned craft. 3) Proficient in the use of a computer for various duties.
Head Custodian (Elementary, Middle Schools and ESC) - FAS4	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Basic knowledge of custodial practices used in cleaning schools. 3) Knowledge of custodial safety procedures including MSDS sheets, Bloodborne Pathogens, etc. 4) Read and understand written and verbal directives. 5) Experience with appropriate procedures for opening, closing and safeguarding facilities. 6) Experience in the operation of floor maintaining equipment.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) At least one (1) year of supervisory experience.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years verifiable experience as a custodian. 2) Planning and directing experience. 3) At least two (2) years of supervisory experience.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of verifiable job related experience. 2) At least three (3) years of verifiable supervisory experience. 3) At least two (2) years planning and directing experience.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of verifiable job related experience. 2) At least five (5) years of verifiable building keeper experience as a supervisor. 3) At least five (5) years planning and directing experience. 4) Experience in training personnel in custodial safety procedures.
Landscape Detailer - FAS4	
Step 1	<ul style="list-style-type: none"> 1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record.
Step 2	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Exhibits the knowledge of basic grounds keeping practices and procedures 3) Demonstrate the ability to operate various types of equipment such as mowers, weed eaters, hedge trimmers, etc. 4) Possess basic knowledge of various types of plants, flowers, trees, etc. and their care.
Step 3	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Demonstrate basic knowledge of shrub and tree maintenance. 3) Demonstrate basic knowledge of irrigation systems maintenance and repair.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Experienced in flower bed and soil maintenance practices including, weeding, mulching, aerating, edging, and fertilization. 3) Experienced in the removal and planting of ornamental plants, bushes, flowers, plants and shrubs.
Step 5	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Exhibit detailed knowledge and experience in pruning, trimming, grafting, and removal of trees of various types and sizes 3) Experienced in the installation of landscaping projects and using softscaping and hardscaping materials. 4) Experienced in the installation and repair of irrigation systems for commercial landscaping.

Lead Laundry/Custodian - FAS4	
Step 1	1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate the ability to lift fifty (50) pounds routinely.
Step 2	1) At least one (1) year of job related experience. 2) Exhibit effective oral and written communication skills. 3) Knowledge of cleaning procedures. 4) Knowledge of basic washing and drying of clothes according to color, volume and fabric type.
Step 3	1) Three (3) years of job related experience. 2) Demonstrate the ability to organize and implement a laundry schedule. 3) Experience in the operation of custodial equipment and floor machines.
Step 4	1) Five (5) years of job related experience. 2) Planning and directing experience. 3) Two (2) years of verifiable supervisory experience.
Step 5	1) Seven (7) years of job related experience. 2) Experience in training personnel in custodial and laundry procedures.

FAS5	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$17.91	\$20.47	\$21.75	\$22.03	\$25.58
Position				Assigned Calendar	
Building Maintenance Technician, DHS				235	
Grounds Foreman				235	
Grounds Mechanic				235	
Head Custodian, Junior High and Lobit Education Village				235	
Inventory Management Technician				235	
Pest Control Operator				235	
Utility Foreman				235	
Job Specific Certification Categories				Certification Rates (per Hour)	
Grounds Foreman & Pest Control Operator					
TDA Applicator's License with Weed Control				\$1.75	
(3) Additional Categories for TDA Applicator's License (Lawn, Ornamental, Pest and Termite)				\$2.00	
Texas Irrigation License				\$1.50	
Indoor Pest Management Coordinator Certification				\$2.25	
Grounds Mechanic					
*Certification must be through Outdoor Power Equipment accredited program					
Small Engine Repair Certification*				\$1.25	
Diesel Engine Repair Certification*				\$1.75	
Hydraulic Systems Repair Certification*				\$1.75	
Step Schedule for Hiring					
Building Maintenance Technician, DHS - FAS5					
Step 1	1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate basic knowledge of commercial building maintenance related to electrical, plumbing, carpentry and painting. 4) Demonstrate the ability to work without direct supervision.				
Step 2	1) At least three (3) years of job related experience.				

Step 3	<ul style="list-style-type: none"> 2) Possess the ability to organize and maintain a preventative maintenance program. 3) Experience in basic electrical, plumbing and carpentry repairs.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Skilled in the use of tools in the paint trade such as brushes, rollers and drywall tools. 3) Experience in the troubleshooting and repair of electrical and lighting systems. 4) Experience in the troubleshooting and repair of plumbing fixtures and systems. 1) At least seven (7) years of job related experience. 2) Experience in repair and replacement of doors, hardware, ceilings and flooring systems in commercial buildings. 3) Demonstrate the ability to repair damaged drywall surfaces to maintain a uniform appearance of the surrounding area. 4) Demonstrate advanced skills and knowledge required to repair and recoat any pre-coated paint surfaces with various types of paint finishes.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of job related experience. 2) Extensive training with documentation in the area of maintenance related to school facilities and/or commercial buildings. 3) Demonstrate the ability to plan and direct personnel in a supervisory role. 4) Proficient in the repair and preventative maintenance of electrical, lighting and plumbing systems of school facilities.
Grounds Foreman - FAS5	
Step 1	<ul style="list-style-type: none"> 1) Demonstrate knowledge of seasonal mowing and trimming requirements. 2) Demonstrate knowledge of various types of equipment used in mowing operations. 3) Possess a valid Texas Driver's license with a good driving record.
Step 2	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Demonstrate basic knowledge of landscaping procedures. 3) Demonstrate basic knowledge of irrigation installation and repairs.
Step 3	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) At least one (1) year of experience planning / directing a mowing and landscaping operation.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Demonstrate knowledge in the care of various typing of plants, trees, flowers, etc. 3) At least three (3) years of experience planning / directing a mowing and landscaping operation.
Step 5	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Experience in the identification and treatment of horticultural problems caused by disease, insects, etc. 3) Experience in landscaping installation and repairs.
Grounds Mechanic - FAS5	
Step 1	<ul style="list-style-type: none"> 1) Possess a valid Texas Driver's license with a good driving record. 2) Demonstrate basic knowledge of grounds and landscaping procedures. 3) Demonstrate basic knowledge of repair of outdoor power equipment.
Step 2	<ul style="list-style-type: none"> 1) At least one (1) year of experience in the repair of lawn equipment (i.e. walk behind and riding mowers, weed eaters, blowers, etc.). 2) Demonstrate knowledge of preventative maintenance procedures for lawn equipment.
Step 3	<ul style="list-style-type: none"> 1) At least three (3) years of experience in the repair of lawn equipment (i.e. walk behind and riding mowers, weed eaters, blowers, etc.). 2) Proficient in the use of all lawn equipment and tractors. 3) Demonstrate knowledge in the operation of heavy equipment (i.e. backhoes, loaders, tractors). 4) Experience in the repair of two stroke and four stroke engines.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of experience in the repair of commercial lawn and power equipment. 2) Experience in the maintenance and repair of spray equipment (i.e. chemical sprayers, striping

	<p>machines, etc.).</p> <p>3) Experience in the repair of hydraulic systems on heavy equipment.</p> <p>Step 5</p> <p>1) At least seven (7) years of experience in lawn equipment repair including heavy equipment.</p> <p>2) Demonstrate detailed knowledge of grounds and landscaping procedures.</p> <p>3) Proficient in the repair of heavy equipment (i.e. backhoes, tractors, lifts, etc.).</p>
<p>Head Custodian, Junior High and Lobit Education Village - FASS</p>	
Step 1	<p>1) At least one (1) year of job related experience.</p> <p>2) Basic knowledge of custodial practices used in cleaning schools.</p> <p>3) Knowledge of custodial safety procedures including MSDS sheets, Bloodborne Pathogens, etc.</p> <p>4) Read and understand written and verbal directives.</p> <p>5) Experience with appropriate procedures for opening, closing and safeguarding facilities.</p> <p>6) Experience in the operation of floor maintaining equipment.</p>
Step 2	<p>1) At least three (3) years of job related experience.</p> <p>2) At least one (1) year of supervisory experience.</p>
Step 3	<p>1) At least five (5) years of verifiable experience as a custodian.</p> <p>2) Planning and directing experience.</p> <p>3) At least two (2) years of supervisory experience.</p>
Step 4	<p>1) At least seven (7) years of verifiable job related experience.</p> <p>2) At least three (3) years of verifiable supervisory experience.</p> <p>3) At least two (2) years of planning and directing experience.</p>
Step 5	<p>1) At least nine (9) years of verifiable job related experience.</p> <p>2) At least five (5) years of verifiable building keeper experience as a supervisor.</p> <p>3) At least five (5) years of planning and directing experience.</p> <p>4) Experience in training personnel in custodial safety procedures.</p>
<p>Inventory Management Technician - FASS</p>	
Step 1	<p>1) No job related experience.</p> <p>2) Possess a valid Texas Driver's license with a good driving record.</p> <p>3) Demonstrate the ability to lift fifty (50) pounds on a frequent basis.</p> <p>4) Demonstrate basic computer skills.</p>
Step 2	<p>1) At least one (1) year of job related experience.</p> <p>2) Exhibits knowledge of basic warehouse procedures including storing, inventory, tracking, receiving, etc.</p> <p>3) Experience in inventory control methods and procedures.</p> <p>4) Demonstrate knowledge of advanced computer skills.</p>
Step 3	<p>1) At least three (3) years of job related experience.</p> <p>2) Proficient in the used of a computerized inventory management system.</p> <p>3) Exhibit knowledge of warehouse and truck stock distribution, stocking and auditing procedures.</p> <p>4) Possess certification as a trained forklift operator.</p>
Step 4	<p>1) At least five (5) years of job related experience.</p> <p>2) Experience in the use of a bar coding system for inventory control.</p> <p>3) Demonstrate advanced computer skills with the ability to compile detailed inventory reports.</p> <p>4) Demonstrate knowledge of tool crib operating procedures.</p>
Step 5	<p>1) At least nine (9) years of job related experience.</p> <p>2) Proficient in following and implementing district and departmental purchasing procedures.</p> <p>3) Provide documentation of training and experience in warehouse management methods and</p>

procedures.

Pest Control Operator - FASS

- Step 1**
- 1) No job related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate basic computer skills.
- Step 2**
- 1) At least one (1) year of job related experience.
 - 2) Experience in the identification and resolution of pest control issues.
 - 3) Demonstrate knowledge of safety procedures in handling chemicals as required by Texas SPCB.
- Step 3**
- 1) At least three (3) years of job related experience.
 - 2) Experience in the planning of pest and weed control strategies.
 - 3) Experience in the application of IPM procedures related to schools.
- Step 4**
- 1) At least five (5) years of job related experience.
 - 2) Experience in the identification and resolution of termite issues.
 - 3) Proficient in the use of a computer to maintain accurate records as per Texas SPCB requirements.
- Step 5**
- 1) At least seven (7) years of job related experience.
 - 2) Knowledge of procedures in control of nuisance wildlife.

Utility Foreman - FASS

- Step 1**
- 1) Possess valid Texas driver's license with a good driving record.
 - 2) Demonstrate the ability to follow written and verbal instructions.
 - 3) Experience in the use of a pallet jack, truck cart, different types of dollies and other moving equipment.
- Step 2**
- 1) At least one (1) years of job related experience.
 - 2) Experience in the transport and delivery of various materials and supplies.
 - 3) Skilled in the use of hand tools (i.e. hammers, screwdrivers, socket sets, etc.)
 - 4) Skilled in the use of power tools (drills, saws, etc.)
- Step 3**
- 1) At least three (3) years of job related experience.
 - 2) Demonstrate the ability to work independently to complete work orders, deliveries and other job assignments.
 - 3) Demonstrate basic computer skills
 - 4) Knowledge of the regulations, requirements and procedures involved with district mail distribution.
- Step 4**
- 1) At least five (5) years of job related experience.
 - 2) Demonstrate knowledge of parking lot maintenance and repair procedures.
 - 3) Demonstrate knowledge of pressure washing practice and procedures for cleaning the exterior of commercial buildings.
 - 4) Experienced in the organizing, transport and delivery of furniture, materials, supplies, etc.
- Step 5**
- 1) At least seven (7) years of job related experience.
 - 2) Experience in coordinating and supervising projects such as pressure washing, moving and deliveries to meet assigned deadlines.
 - 3) Experience in set up procedures for special events such as banquets, graduation, auctions, etc.
 - 4) Demonstrate advanced computer skills.

FAS6	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$20.49	\$23.42	\$26.34	\$29.27	\$30.73
Position			Assigned Calendar		
Carpenter			235		
Grounds Supervisor			235		
Head Custodian, DHS			235		
Painter			235		
Plumber			235		
Electrician			235		
Purchasing / Warehouse Manager			235		
Technician (Door Hardware, General Maintenance, Life Safety/Security, and HVAC)			235		
Utility Supervisor			235		
Job Specific Certification Categories			Certification Rates (per Hour)		
Carpenter, Door Hardware Technician, Grounds Supervisor, Painter, HVAC Technician (General Maintenance; Life Safety/Security; Facility Services Coordinator)					
Asbestos Inspector License			\$2.25		
Texas Class A HVAC License			\$3.00		
Texas Class B HVAC License			\$2.50		
Electrician					
1) Texas Maintenance Electrician License			\$2.00		
2) Texas Journeyman Electrician License			\$2.50		
3) Texas Master Electrician License			\$3.00		
Step Schedule for Hiring					
Carpenter - FAS6					
Step 1	1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate the ability to use hand tools and portable power tools.				
Step 2	1) At least three (3) years of job related experience. 2) Demonstrate the ability to read blueprints. 3) Demonstrate the ability to organize vehicle with necessary materials for daily work.				
Step 3	1) At least five (5) years of job related experience. 2) Demonstrate the ability to operate stationary and portable power tools. 3) Demonstrate the ability to use carpentry hand tools. 4) Demonstrate the ability to follow established safety procedures and techniques used to perform job duties.				
Step 4	1) At least seven (7) years of job related experience. 2) Demonstrate the ability to plan basic construction projects. 3) Demonstrate the ability to read basic architectural drawings.				
Step 5	1) At least nine (9) years of job related experience. 2) Demonstrate the ability to make drawings or sketches of construction projects. 3) Demonstrate the ability to plan and order materials for construction projects.				
Door Hardware Technician - FAS6					
Step 1	1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Experience in the use of various hand and power tools.				
Step 2	1) At least three (3) years of job related experience.				

Step 3	<ul style="list-style-type: none"> 2) Experience in the operation of key coding and duplicating machine. 3) Basic knowledge in building security practices.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Demonstrate the ability to install and repair cylindrical and mortise locks. 3) Demonstrate the ability to install and repair door closures and exit devices.
Step 5	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Experience in the implementation and maintaining of a facility key code system. 3) Experience in the repair of various types of interior and exterior doors. 4) Experience in the repair and replacement of door mullions, thresholds, hinges and glazing systems.
<p>Electrician - FAS6</p>	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in the use of power tools, hand tools and meters. 4) Demonstrate the ability to follow written and verbal instructions.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience as an Electrician or six (6) years as an Electrical apprentice. 2) Proficient in the use of a computer for documentation and communication purposes (i.e., work orders, email, requisitions, etc.). 3) Knowledge of, and experience with compliance of the National Electric Code and related local codes. 4) Demonstrate the ability to read writing diagrams and schematics for diagnostic purposes.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience as an Electrician, or eight (8) years as an Electrical Apprentice. 2) Experience in the cutting, bending, threading and running of electric conduit materials. 3) Experience in the pulling of insulated terminations to complete the installation of electrical circuits. 4) Skilled in the testing of malfunctioning electrical circuits and systems using test equipment.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of experience as an Electrician. 2) Demonstrate the ability to read and interpret detailed drawings, plans and specifications. 3) Experience in the installation, trouble shooting, and repair of commercial lighting fixtures and systems.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of experience as an Electrician. 2) Experience in the direction and training of personnel to install, maintain and repair commercial electrical circuits and systems. 3) Experience in electrical load calculations and planning for large jobs and special projects. 4) Experience in preventative maintenance procedures for electrical and lighting systems for commercial buildings.
<p>General Maintenance Technician - FAS6</p>	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate basic knowledge of building maintenance related to electrical, plumbing and carpentry.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Demonstrate the ability to work without supervision. 3) Experience in organizing and maintaining a preventative maintenance program. 4) Experience in minor electrical, plumbing and carpentry repairs.

Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Documented training and/or experience with organization and implementation of preventative maintenance program. 3) Experience in basic troubleshooting and repair of electrical and lighting systems. 4) Experience in basic troubleshooting and repair of plumbing fixtures and systems.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Experience in repair and replacement of doors, hardware, ceilings and flooring systems in commercial buildings. 3) Demonstrate the ability to interpret blueprints and schematics to troubleshoot electrical, plumbing and structural problems.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of job related experience. 2) Extensive training with documentation in the area of maintenance related to school facilities and/or commercial buildings. 3) Demonstrate the ability to plan and direct personnel in a supervisory role. 4) Proficient in preventative maintenance of all areas of school facilities.
Grounds Supervisor - FAS6	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate basic knowledge of grounds and landscaping procedures.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Knowledge of turf management, including disease control, irrigation and drainage.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Knowledge of indoor pest management procedures. 3) Experience scheduling and supervising a large mowing and landscaping operation.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) At least two (2) years of supervisory experience. 3) Experience in scheduling and supervising indoor pest management program.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) or more years of job related experience. 2) Experience in the design and installation of irrigation systems.
Head Custodian, DHS - FAS6	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Basic knowledge of custodial practices used in cleaning schools. 3) Knowledge of custodial safety procedures including MSDS sheets, Bloodborne Pathogens, etc. 4) Read and understand written and verbal directives. 5) Experience with appropriate procedures for opening, closing and safeguarding facilities. 6) Experience in the operation of floor maintaining equipment.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) At least one (1) year of supervisory experience.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of verifiable experience as a custodian. 2) Planning and directing experience. 3) At least two (2) years of supervisory experience.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of verifiable job related experience. 2) At least three (3) years of verifiable supervisory experience. 3) At least two (2) years of planning and directing experience.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of verifiable job related experience. 2) At least five (5) years of verifiable building keeper experience as a supervisor. 3) At least five (5) years of planning and directing experience. 4) Experience in training personnel in custodial safety procedures.
HVAC Technician - FAS6	

Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in the use of power tools, hand tools and meters. 4) Demonstrate the ability to read wiring diagrams and schematics for diagnostic purposes.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Possess EPA certification in refrigerant recovery with a "Universal" endorsement. 3) Proficient in the use of a computer for documentation and communication purposes (i.e. work orders, email, heat load calculations, requisitions, etc.). 4) Knowledge of and experience with compliance of the Uniform Mechanical code and related laws and regulations.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Experience in the diagnosis and repair of HVAC systems 25 tons and under. 3) Experience in the diagnosis and repair of commercial ice makers. 4) Experience in the preventative maintenance practices and procedures for HVAC systems.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Experience in the repair of chilled water systems including chillers, pumps, and air handlers. 3) Experience in the troubleshooting and calibration of DDC controls. 4) Experience in the diagnosis and repair of commercial boilers.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) or more years of job related experience. 2) Experience in the use and programming of BAS control systems for energy management purposes. 3) Demonstrate the ability to diagnose and repair HVAC systems of any size or capacity. 4) Experience in the direction and training of personnel to install, maintain and repair commercial HVAC system.
<i>Life Safety / Security Technician - FAS6</i>	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in the use of hand tools and portable power tools. 4) Experience in the use of meters and other test equipment.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Demonstrate the ability to work troubleshoot AC and DC circuits. 3) Proficient in the use of a computer for documentation and communication purposes (work orders, email, requisitions, etc.). 4) Basic knowledge of NFPA codes and standards.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Experience in troubleshooting and repair of security systems. 3) Experience in troubleshooting and repair of life safety systems. 4) Demonstrate the ability to read and interpret detailed drawings, plans and specifications.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Experience in the methods and practices used to repair and maintain various electronic equipment. 3) Knowledge of elevating equipment maintenance and repair. 4) Experience in the coordination of inspections for fire alarm systems, fire sprinkler systems, fire suppression systems, and fire extinguishers.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) or more years of job related experience. 2) Proficient in preventative maintenance practices and documentation of service and repair of life safety and security systems. 3) Experience in the direction and training of personnel in the use of district facilities security systems.

- 4) Experience in the direction and training of personnel in the use of district facilities fire equipment and life safety systems.
- 5) Demonstrate the ability to diagnose and correct complex problems with life safety and security systems.

Painter - FAS6

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| Step 1 | <ol style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in the use of tools in the paint trade such as brushes, rollers, spray equipment and drywall tools. |
| Step 2 | <ol style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Demonstrate the skills and knowledge required to prepare and recoat any pre-coated paint surface. 3) Experience in the preparation of new surfaces for painting. Surfaces include wood, metal, drywall masonry, etc. 4) Demonstrate the ability to follow established safety procedures and techniques used to perform job duties (i.e. climbing, lifting, etc.). |
| Step 3 | <ol style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Demonstrate the ability to use correct procedures for mixing, tinting and matching colors of various types of paint. 3) Demonstrate the ability to measure, cut, paste and apply commercial wall covering materials. |
| Step 4 | <ol style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Demonstrate the ability to tape, float and texture new drywall surfaces. 3) Demonstrate the ability to repair damaged drywall surfaces to maintain a uniform appearance of the surrounding area. 4) Experience in the use of stains, sealants, varnishes and lacquers to coat wood surfaces. |
| Step 5 | <ol style="list-style-type: none"> 1) At least nine (9) years of job related experience. 2) Demonstrate the ability to develop and implement a schedule for painting a facility which minimizes inconvenience of the building occupants. 3) Experience in the directing and training of personnel in procedures and methods related to the paint field. 4) Proficient in the completion of paperwork for documentation and procurement purposes (i.e. work orders, requisitions, etc.). |

Plumber - FAS6

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| Step 1 | <ol style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas driver's license with a good driving record. 3) Skilled in the use of power tools, hand tools and trade related instruments. 4) Demonstrate the ability to read basic architectural drawings. |
| Step 2 | <ol style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Experience in the cleaning of obstructions in drain and sewer lines in commercial facilities. 3) Knowledge of and experience with the National Plumbing and Uniform Mechanical Code. |
| Step 3 | <ol style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Experience in the cutting, threading, bolting, soldering and other established pipe joining procedures. 3) Experience in the installation and repair of commercial plumbing fixtures (i. e. toilet, lavatory, faucet, drinking fountain, etc.) |
| Step 4 | <ol style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Experience in the installation and repair of domestic water heaters and commercial boilers. 3) Demonstrate the ability to read and interpret detailed drawings, plans and specifications to |

	determine layout, methods, materials and equipment required to complete work orders and projects.
Step 5	<ol style="list-style-type: none"> 1) At least nine (9) years of job related experience. 2) Experience in the installation, repair and testing of commercial natural gas piping systems. 3) Experience in the direction and training of personnel to install, maintain and repair commercial plumbing systems plumbing systems. 4) Demonstrate the ability to diagnose and repair complex problems in gas, water and sewer systems in commercial facilities.
Purchasing/Warehouse Manager - FAS6	
Step 1	<ol style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record 3) Demonstrate knowledge of routing warehouse set up.
Step 2	<ol style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Demonstrate the ability to keep accurate records of purchases. 3) Demonstrate the ability to keep accurate records of disbursements of supplies, materials and tools. 4) Demonstrate proficient computer skills.
Step 3	<ol style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Demonstrate the ability to follow district purchasing procedures. 3) Possess certification in fork lift operation
Step 4	<ol style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Provide evidence of warehouse management training. 3) Proficient in purchasing and inventory control methods and procedures.
Step 5	<ol style="list-style-type: none"> 1) At least nine (9) years of job related experience. 2) Experience in the organization and implementation of warehouse procedures and protocol. 3) Experience in the supervision of warehouse personnel in the areas of purchasing, inventory and tool management.
Utility Supervisor - FAS6	
Step 1	<ol style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate the ability to follow written and verbal instructions. 4) Demonstrate the ability to give verbal and written directives. 5) Demonstrate basic knowledge of transport and delivery of furniture, materials, supplies, etc.
Step 2	<ol style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Experience in the use of a pallet jack, truck cart, vending dolly and other moving equipment. 3) Experience in the use of hand tools (i.e. hammers, screwdrivers, socket sets, etc.). 4) Demonstrate basic computer skills.
Step 3	<ol style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Demonstrate knowledge of parking lot maintenance and repair procedures. 3) Experience in the organizing, transport and delivery of furniture, materials, supplies, etc.
Step 4	<ol style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Experience in set up procedures for special events such as banquets, fairs, graduation, etc. 3) Experience in the exterior cleaning of commercial buildings using commercial pressure washing equipment, chemicals, lifts, etc. 4) Demonstrate advanced computer skills.
Step 5	<ol style="list-style-type: none"> 1) At least nine (9) years of job related experience. 2) Experience in the organization, sale and disposal methods of school district property by auction, recycling or other approved methods. 3) Experience in the supervising of multiple crews to complete daily job assignments and meet

assigned deadlines.

- 4) Experience in transport and delivery of large heavy equipment and furniture (i.e. pianos, risers, etc.).

FAS7	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$23.01	\$27.94	\$31.22	\$34.51	\$37.80
Position				Assigned Calendar	
Specialist (Electrician, HVAC and Plumbing)				235	
Step Schedule for Hiring					
<i>Electrician Specialist - FAS7</i>					
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of experience as an Electrician or four (4) years as an Electrical Apprentice. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in the use of power tools, hand tools and meters. 4) Demonstrate the ability to read wiring diagrams and schematics for diagnostic purposes. 				
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of experience as an Electrician or six (6) years as an Electrical Apprentice. 2) Knowledge of and experience with the National Electric Code and relevant local codes. 3) Skilled in the testing of malfunctioning electrical circuits and systems using test equipment. 				
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of experience as an Electrician or eight (8) years as an Electrical Apprentice. 2) Experience in the cutting, bending, threading and running of electrical conduit materials. 3) Experience in the pulling of insulated wires and cables through conduit including terminations to complete installation of electrical circuits. 				
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of experience as an Electrician. 2) Possess a valid Journeyman or Maintenance Electrician license issued by the State of Texas. 3) Experience in the installation, troubleshooting and repair of commercial lighting fixtures and systems. 4) Demonstrate the ability to read and interpret detailed drawings, plans and specifications. 				
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of experience as an Electrician. 2) Possess a Master Electrician license issued by the State of Texas. 3) Experience in the installation, troubleshooting and repair of commercial lighting fixtures and systems. 4) Experience in the direction and training of personnel to install, maintain and repair of electrical circuits and systems. 5) Experience in electrical load calculations and planning for large jobs and special projects. 				
<i>HVAC Specialist - FAS7</i>					
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of experience as an HVAC Technician or four (4) years as an HVAC Apprentice. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in the use of power tools, hand tools and meters. 4) Demonstrate the ability to read wiring diagrams and schematics for diagnostic purposes. 				
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of experience as an HVAC Technician or six (6) years as an HVAC Apprentice. 2) Possess EPA Certification in refrigerant recovery (Universal) 3) Knowledge of and experience with compliance of the Uniform Mechanical Code and related laws and regulations. 				
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of experience as an HVAC Technician or eight (8) years as an HVAC Apprentice. 2) Possess a valid Class "B" HVAC license issued by the State of Texas or a degree in air conditioning or refrigeration engineering / technology. 3) Experience in the diagnosis and troubleshooting of commercial HVAC systems 25 tons and under. 				
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of experience as an HVAC Technician. 				

Step 5	<ul style="list-style-type: none"> 2) Experience in the troubleshooting, calibration and repair of pneumatic and DDC control systems. 3) Experience in the diagnosis and troubleshooting of air conditioning, heating, refrigeration systems of any size or capacity. 1) At least nine (9) years of experience as an HVAC Technician. 2) Possess a valid Class "A" HVAC license issued by the State of Texas or NATE certification in air conditioning, heating, hydronics and commercial refrigeration service or a degree in air conditioning / refrigeration technology. 3) Proficient in the use of a computer for documentation and communication purposes (i.e. work orders, email, heat load calculations, refrigerant tracking, etc.). 4) Experience in the programming of energy management systems. 5) Experience in the direction and training of personnel to install, maintain and repair commercial HVAC systems.
Plumbing Specialist - FAS7	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of experience as a Plumber or four (4) years as a Plumber's Apprentice. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in the use of power tools, hand tools and trade related instruments. 4) Demonstrate the ability to read basic architectural drawings.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of experience as a Plumber or six (6) years as a Plumber's Apprentice. 2) Registered as a Plumber's Apprentice with the Texas State Board of Plumbing Examiners. 3) Knowledge of and experience with the National Plumbing and Uniform Mechanical code.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of experience as a Plumber or eight (8) years as a Plumber's Apprentice. 2) Experience in the cutting, threading, bolting, soldering and other established pipe joining procedures. 3) Experience in the installation and repair of commercial plumbing fixtures (i.e. toilet, lavatory, water fountains). 4) Experience in the cleaning of obstructions in drain and sewer lines using the appropriate equipment.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of experience as a Plumber. 2) Possess a valid Journeyman Plumber's license issued by the State of Texas. 3) Experience in the installation and repair of domestic water heaters and boilers. 4) Demonstrate the ability to read and interpret detailed drawings, plans and specifications to determine layout, methods, materials and equipment needed to complete work orders and projects.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of experience as a Plumber. 2) Possess a valid Master Plumber's license issued by the State of Texas. 3) Experience in the installation, repair and testing of commercial natural gas piping systems. 4) Experience in the direction and training of personnel to install, maintain and repair commercial plumbing systems. 5) Experience in all aspects of plumbing repair and installation for commercial buildings.

Transportation Pay Ranges

TRANSPORTATION HIRING SCHEDULE			
Years of Experience	Bus Monitors - TRA1	Driver Trainees - TRA3	Drivers - TRA5
0	\$12.00	\$14.15	\$21.50
1	\$12.50		\$22.00
2	\$12.65		\$22.15
3	\$12.80		\$22.30
4	\$12.90		\$22.55
5	\$13.00		\$22.75
6	\$13.10		\$22.90
7	\$13.35		\$23.00
8	\$13.45		\$23.10
9	\$13.60		\$23.30
10	\$13.70		\$23.40
11	\$13.85		\$23.50
12	\$14.00		\$23.70
13	\$14.15		\$24.10
14	\$14.30		\$24.50
15	\$14.45		\$24.90
16	\$14.60		\$25.30
17	\$14.75		\$25.70
18	\$14.90		\$26.10
Pay Differentials			
Lead Driver/Trainer			\$1.00 additional per hour
Extracurricular Trip Rate			Driver's hourly rate
18+ Years of Experience			
Bus Monitors - SS1, 18 years of experience rate +			\$0.15 additional per hour
Drivers - SS5, 18 years of experience rate +			\$0.40 additional per hour
Late Run/Mid-day Dispatcher			\$14.00
Mid-day Assistant			\$14.00
Retire/Rehire Driver			0 year rate
Substitute Bus Driver			0 year rate
Substitute Bus Monitor			0 year rate
Sponsor Pay - Rate Based on Round Trip Mileage			
100 miles or less			\$20.00 / Trip
101-200 miles			\$30.00 / Trip
201-400 miles			\$50.00 / Trip
401 miles or more			\$60.00 / Trip

Transportation Certification - Mechanics/ Mechanic Helpers	Additional Pay (per Hour)
Certification is obtained, salary increase will be awarded as follows:	
Propane Certification	\$0.25
ASE Certification (Pay does not accumulate)	
At Least one or equivalent	\$0.25
Four areas towards ASE or equivalent	\$0.75
Certified Master Mechanic or equivalent	\$1.50
Inspections - Department of Transportation	\$0.25

TRA4	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$15.67	\$19.02	\$21.26	\$23.50	\$24.62
Position			Assigned Calendar		
Dispatcher			190		
Mechanic Helper			235		
Step Schedule for Hiring					
Dispatcher - TRA4					
Step 1	1) Related work experience not required. 2) Minimum two (2) years of experience as a school bus driver preferred. 3) General knowledge of basic computer programs. 4) Ability to learn the City of Dickinson, Dickinson ISD Schools and District boundaries. 5) Able to obtain a CDL license.				
Step 2	1) At least two (2) years related work experience. 2) Ability to work under pressure and prioritize/multitask effectively and efficiently. 3) Have a high level of skill in communication, both written and verbal. 4) CDL with P&S endorsements.				
Step 3	1) At least four (4) years related work experience. 2) Demonstrate excellent attendance record. 3) Possess strong interpersonal skills with a demonstrate the ability to work harmoniously with drivers, other office staff, administration, students, and parents. 4) Have the ability to learn new computer programs.				
Step 4	1) At least six (6) years of related work experience. 2) Ability to perform duties with awareness of all district requirements and Board of Education policies. 3) Bilingual preferred.				
Step 5	1) Eight (8) or more years of related work experience.				
Mechanic Helper - TRA4					
Step 1	1) Entry level training. 2) Experienced in mechanics.				
Step 2	1) At least two (2) years verifiable related work experience.				
Step 3	1) At least five (5) years verifiable related work experience.				
Step 4	1) At least eight (8) years related work experience.				
Step 5	1) At least ten (10) years or more of related work experience.				

TRA5	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$17.91	\$21.75	\$24.31	\$26.86	\$28.14
Position			Assigned Calendar		
Driver Trainer			177		
Field Trip Coordinator			177		
Lead Driver			177		
Office Generalist			177		
Routing Specialist			177		
Parts & Inventory Specialist			216		
Additional Pay					
Compensation for these 4 positions shall be regular driver salary plus \$1.00 per hour:					
Driver Trainer, Field Trip Coordinator, Office Generalist, Routing Specialist					
Lead Driver - TRA5					
Lead drivers may be assigned as follows:					
1-20 drivers = 1 lead driver					
21-30 drivers = 2 lead drivers					
31-40 drivers = 3 lead drivers					
41-50 drivers = 4 lead drivers					
51-60 drivers = 5 lead drivers					
61-70 drivers = 6 lead drivers					
71-80 drivers = 7 lead drivers					
81-90 drivers = 8 lead drivers					
91-100 drivers = 9 lead drivers					
Lead drivers shall be available to:					
1) Drive any route in the district.					
2) Assist with office duties as necessary (dispatch, etc.)					
3) Assist with route auditing.					
4) Assist with training of drivers.					
5) Assist with training of students.					
6) Provide special project support as assigned by the Director for Transportation.					
Compensation for lead driver position shall be regular driver salary plus \$1.00 per hour.					
Parts & Inventory Specialist – TRA5					
Step 1	<ol style="list-style-type: none"> 1. No job-related experience. 2. Posses or willing to obtain a valid Commercial Texas Driver's license with a good driving record. 3. Ability to lift fifty (50) pounds on a frequent basis. 4. Demonstrate basic computer skills. 5. Willingness to substitute as a bus driver or monitor as needed. 				
Step 2	<ol style="list-style-type: none"> 1. At least one (1) year of job-related experience. 2. Exhibit's knowledge of basic warehouse procedures including storing, inventory, tracking, receiving, etc. 3. Experience in inventory control methods and procedures/ 4. Demonstrate knowledge of advanced computer skills. 				
Step 3	<ol style="list-style-type: none"> 1. At least three (3) years of job-related experience. 2. Proficient in the use of a computerized inventory management system. 3. Exhibit knowledge of warehouse and truck stock distribution, stocking and auditing procedures. 4. Possess certification as a trained forklift operator. 				

Step 4	<ol style="list-style-type: none"> 1. At least five (5) years of job-related experience. 2. Experience in the use of a bar coding system for inventory control. 3. Demonstrate advanced computer skills with the ability to compile detailed inventory reports.
Step 5	<ol style="list-style-type: none"> 1. At least nine (9) years of job-related experience. 2. Proficient in following and implementing district and departmental purchasing porcedures. 3. Provide documentation of training and experience in warehouse management methods and procedures.

TRA6	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$20.49	\$24.88	\$27.81	\$30.73	\$32.20
Position				Assigned Calendar	
Mechanic				235	
Step Schedule for Hiring					
<i>Mechanic - TRA6</i>					
Step 1	<ol style="list-style-type: none"> 1) At least two (2) years of verifiable mechanical experience. 2) Evidence of some type of automotive technical training. 3) Have or able to obtain CDL driver's license. 4) Have or able to obtain DOT Inspections certification. 				
Step 2	<ol style="list-style-type: none"> 1) At least three (3) to five (5) years of verifiable mechanical experience. 2) Credible certification in 2-3 areas of automotive technical training. 				
Step 3	<ol style="list-style-type: none"> 1) At least five (5) to ten (10) verifiable mechanical experience. 2) Creditable certification in 4-5 areas of automotive technical training. 				
Step 4	<ol style="list-style-type: none"> 1) At least ten (10) to fifteen (15) years of verifiable mechanical experience. 2) Creditable certification in 6-7 areas of automotive technical training. 				
Step 5	<ol style="list-style-type: none"> 1) At least fifteen (15) to twenty (20) years or more of verifiable mechanic experience. 2) Associate degree in automotive technical training or equivalent Master Mechanic certification. 				

Food & Nutrition Services Pay Ranges

This hiring schedule is based on qualifying factors such as education and/or experience. All Food and Nutrition employees must complete USDA Professional Standards required training hours annually. All course documentation must be completed by May 15th of each year.

FNS Position	Certification Level	Required PD Hours / Experience	Hourly Certified Increase
Apprentice	1	32 hours + 1 year experience	\$1.00
Technician	2	48 hours + 1 year experience	\$2.00
Assistant Manager	3	64 hours + 1 year experience	\$2.50
Probationary Manager	4	64 hours + 1 year experience	\$3.00
Mechanical / Distribution Supervisor	4	64 hours + 1 year experience	\$3.00
Additional Rates			
Substitute Rate			\$13.50
FNS Summer Manager			\$25.00

Minimum Criteria for each position:

FNS1	Minimum	Midpoint	Maximum
Hourly	\$11.17	\$15.96	\$20.75
Position			Assigned Calendar
FNS Apprentice			173
Step Schedule for Hiring			
FNS Apprentice - FNS1			
1) No High School Diploma or experience required.			
2) Prefer High School Diploma or Texas Education Agency Certified GED preferred.			

FNS2	Minimum	Midpoint	Maximum
Hourly	\$12.31	\$17.58	\$22.85
Position			Assigned Calendar
FNS Technician			173
Step Schedule for Hiring			
FNS Technician - FNS2			
1) No experience required.			
2) High School Diploma or Texas Education Agency Certified GED preferred.			

FNS3	Minimum	Midpoint	Maximum
Hourly	\$13.42	\$19.18	\$24.93
Position			Assigned Calendar
FNS Assistant Manager, Elementary and Middle School			173
Step Schedule for Hiring			
<i>FNS Assistant Manager, Elementary and Middle School - FNS3</i>			
1) High School Diploma or Texas Education Agency Certified GED required. 2) Minimum one (1) year as an FNS2 or experience approved by FNS Director. 3) Certified at Level III. 4) ServSafe Certified.			

FNS4	Minimum	Midpoint	Maximum
Hourly	\$15.67	\$22.38	\$29.09
Position			Assigned Calendar
FNS Assistant Manager, Junior High and High School			173
Step Schedule for Hiring			
<i>FNS Assistant Manager, Junior High and High School - FNS4</i>			
1) High School Diploma or Texas Education Agency Certified GED required. 2) Minimum one (1) year as an FNS3 or two (2) years as FNS2 or experience approved by FNS Director. 3) Certified at Level III. 4) ServSafe Certified.			

FNS5	Minimum	Midpoint	Maximum
Hourly	\$17.91	\$25.58	\$33.26
Position			Assigned Calendar
Probation Manager			180
Step Schedule for Hiring			
<i>Probation Manager - FNS5</i>			
1) High School Diploma or Texas Education Agency Certified GED required. 2) Minimum two (2) years as an FNS3-FNS4 or experience and education approved by FNS Director. 3) Level IV Certification. 4) ServSafe Certified.			

FNS6	Minimum	Midpoint	Maximum
Hourly	\$20.49	\$29.27	\$38.05
Position		Assigned Calendar	
Commercial Refrigeration/ Appliance Technician		216	
Warehouse Manager		216	
Step Schedule for Hiring			
<i>Warehouse Manager - FNS6</i>			
1) High School Diploma or Texas Education Agency Certified GED required.			
2) Minimum two (2) years warehouse or experience or education approved by FNS Director.			

FNS7	Minimum	Midpoint	Maximum
Hourly	\$23.01	\$32.87	\$42.73
Position		Assigned Calendar	
Mechanical/Distribution Supervisor		216	
Step Schedule for Hiring			
<i>Mechanical/Distribution Supervisor - FNS7</i>			
1) High School Diploma or Texas Education Agency Certified GED required.			
2) Minimum two (2) years job related experience or experience approved by FNS Director.			
3) Level IV Certification.			

Stipends and Supplemental Pay for Supplemental Duties

A stipend is in addition to your regular salary. The start dates and end dates for the supplemental duty(ies) may be different from the start and end dates under your employment contract with the district. Your stipend(s) include(s) payment for all duties, responsibilities, and additional time your supplemental duty(ies) may require. A stipend associated with a particular supplemental duty may be prorated if you do not complete the supplemental duty or if the supplemental duty is terminated for any reason.

Your supplemental duty(ies) is/are at-will and is/are not part of your employment contract with the district. There is no property right to your continuation of the supplemental duty(ies). You may resign one or more of these supplemental duties at any time or the district may reassign or terminate one or more supplemental duties at any time.

General Stipends/Rates	Amount
Academic Decathlon - DHS, Sponsor/Coach	\$5,000.00
Allowances	
Digital Media	\$1,200.00
Travel	
Assistant Director of Energy Management	<i>Varies according to approximate travel/year based on mileage rate</i>
Attendance Intervention Specialist	
Director of Energy Management	
Director of Food and Nutrition Services	
Education Foundation Administrator	
Executive Director of Technology	
Lead Nurse	
Homebound/VI/Fine Arts Teachers	
Assessment Specialist (School Psychologist/DIAG)	\$1,500.00
Audio Visual/Radio Broadcast	\$4,500.00
AVID Tutors	
Adults	\$12.00/hour
Students	\$10.00/hour
Benefits	
Superintendent	<i>Negotiated by contract agreement As approved by Board of Trustees</i>
All other employees	
Bilingual	
Bilingual endorsement in Bilingual Classroom	\$3,000.00
Bilingual-Counselor, Diagnostician, Licensed Specialist in School Psychology (LSSP), Speech Pathologist (must demonstrate ability provide and evaluate therapy), CCF.	\$3,000.00
Bilingual Interpreter (Clerical or Instructional)	\$500.00
Bilingual Specialist/ Dyslexia Specialist/ Instructional Specialist/ Interventionist	\$1,000.00

Board Meeting Video/Audio Recording (Technology Staff per Hour)	\$50.00
Bus Driver Training for Extracurricular Sponsors/SAILS Teacher	\$9/hour, not to exceed \$300
Career and Technology Student Organizations (CTSO)	
Level I	\$1,000.00
Level II	Level I + \$500 (\$1500.00 total)
Level III	Level II + \$500 (\$2000.00 total)
Cheerleader Coach	
High School	\$3,200.00
High School Assistant	\$1,200.00
High School Assistant (Freshman)	\$1,000.00
Junior High School	\$1,450.00
Child Find Team Leader	\$750.00
Critical Shortage (Secondary Math, Science, Foreign Language) <i>Must be Teacher of Record</i>	\$1,750.00
Cosmetology-Lead Teacher	\$3,500.00
DALC and DCC Assessment Coordinator	\$250.00
Drama	
High School	\$7,000.00
High School Assistant	\$5,000.00
Junior High School	\$1,600.00
Drill/Dance Team	\$6,000.00
Drill/Dance Team Assistant	\$2925.00
Drill (Junior High)	\$1,400.00
Dual Credit Instructor (# of dual credit students receiving credit per semester)	
<i>Total Dual Credit and/or OnRamps Students</i>	
5 to 9	\$1,000.00
10 to 19	\$1,600.00
20 to 29	\$2,200.00
30 to 39	\$2,800.00
40 to 49	\$3,400.00
50 to 59	\$4,000.00
60 to 69	\$4,600.00
70 to 79	\$5,200.00
80 to 89	\$5,800.00
90 to 99	\$6,400.00
100 to 109	\$7,000.00
110+	\$7,600.00
Extracurricular Media (Scoreboard)	\$4,500.00
Lead Librarian	\$2,000.00
Mentor	\$750.00
<i>Dependent upon Title II Federal Grant Funds</i>	
Music/Band	
High School, Band Director #1	\$18,000.00

	High School, Band Director #2	\$8,500.00	
	High School, Band Director #3, 4 and 5	\$6,000.00	
	High School, Percussion	\$1,000.00	
	High School, Choir #1	\$6,250.00	
	High School, Choir #2	\$4,000.00	
	High School, Color Guard	\$1,000.00	
	High School, Winter Guard	\$1,000.00	
	Junior High School, Band Director #1	\$6,500.00	
	Junior High School, Band Director #2 and #3	\$5,000.00	
	Junior High School, Choir	\$3,000.00	
	Middle School, Choir/Music	\$1,500.00	
Parent Engagement Coordinator			
	Elementary/Middle School Campuses	\$1,500.00	
	Junior High Campuses	\$1,750.00	
	High School Campus	\$2,500.00	
Science/History Fair, High School			
Special Education			
	Transition Coordinator	\$2,000.00	
	Campus Compliance Facilitator	\$2,500.00	
	In-Class Support, Inclusion Support, Behavior, ECSE, SAILS, RISE, WAVE)		
		Teacher	\$1,000.00
		Paraprofessional	\$250.00
	Fragile/Medical Needs		
		Teacher	\$3,000.00
		Paraprofessional	\$500.00
Special Olympics			
	Special Olympics Coordinator (\$750 Fall; \$750 Spring)	\$1,500.00	
	Coach (per sport)	\$250.00	
Special Programs CBI/CBVI Bus Driver stipend (\$750 Fall; \$750 Spring) <i>(Requires minimum of 10 documented CBI/CBVI trips/semester during the instructional day, updated annual bus training, and a copy of CDL on file with Transportation)</i>			
Technology Liaison			
Vocational			
	Agriculture Science Teacher (based on experience / involvement)	\$7,800.00	
The following stipends will be paid June 30th			
Department Head/Team Leader/Grade Level Chair			
Musical (DHS)			
National Honor Society			
	High School	\$800.00	
	Junior High School (amount may be split if two)	\$600.00	

Newspaper	High School	\$800.00
	Middle/ Junior High School	\$300.00
Robotics	DHS Robotics Competition Sponsor	\$4,000.00
	Lead Robotics Sponsor (District)	\$750.00
	Robotics Sponsor (maximum 3 per campus)	\$500.00
	Out-of-District	\$650.00
Science/History Fair		\$1,000.00
Special Olympics (per sport)		\$250.00
Student Council	High School	\$800.00
	Junior High School	\$800.00
	Middle School	\$400.00
UIL (K-8) Events (Coordinator is Director of Advanced Academics)	1st Event	\$400.00
	2nd Event	\$250.00
	Each Additional Event AFTER 2nd	\$100.00
	Quiz Bowl Sponsor	\$400.00
UIL (9-12) Events	1st Event	\$600.00
	2nd Event	\$500.00
	Each Additional Event AFTER 2nd	\$250.00
	UIL Spring Events	\$1,600.00
	Speech/Debate Coach	\$2,500.00
	Speech/Debate Coach, Assistant	\$2,000.00
Yearbook	UIL Coordinator	\$2,500.00
	High School	\$1,250.00
	Junior High School	\$800.00
	Middle School	\$750.00

Athletic Stipends

Coaching Assignment	Stipend		
	Min	Mid	Max
GENERAL ATHLETICS			
Head Athletic Trainer	\$17,600		
Asst. Athletic Trainer (3)	\$12,850		
Girls JH Coordinator (per campus)	\$3,000	\$3,500	\$4,000
Boys JH Coordinator (per campus)	\$3,000	\$3,500	\$4,000
Strength and Conditioning Coach	\$12,500		
Assistant Strength and Condition	\$7,300		
Academic Advisor	\$1,100		
BASEBALL	Min	Mid	Max
Varsity Head	\$8,250	\$9,250	\$10,250
Varsity Assistant	\$5,550	\$6,050	\$6,550
JV Blue	\$3,750	\$4,250	\$4,750
JV White	\$3,750	\$4,250	\$4,750
BASKETBALL	Min	Mid	Max
Varsity Head (boys/girls)	\$8,400	\$9,400	\$10,400
JV Head (varsity assistant boys/girls)	\$5,400	\$5,900	\$6,400
Varsity Asst. Boys (9th A, assist soph)	\$3,900	\$4,400	\$4,900
Varsity Asst. Girls (assist 9th and JV)	\$3,900	\$4,400	\$4,900
Soph (boys)	\$3,000	\$3,500	\$4,000
9th Grade (boys/girls)	\$3,000	\$3,500	\$4,000
8th Grade Head (boys)-per campus	\$2,750	\$3,150	\$3,550
8th Grade head (girls)-campus	\$2,750	\$3,150	\$3,550
8th Asst. (boys)-per campus	\$2,000	\$2,400	\$2,800
8th Asst. (girls)-per campus	\$2,000	\$2,400	\$2,800
7th Head (boys)-per campus	\$2,250	\$2,650	\$3,050
7th Head (girls)-per campus	\$2,250	\$2,650	\$3,050
7th Asst.(boys)-per campus	\$1,750	\$2,150	\$2,550
7th Asst. (girls)-per campus	\$1,750	\$2,150	\$2,550
FOOTBALL	Min	Mid	Max
Varsity Assistant Head Coach	\$4,500		
Defensive Coordinator	\$11,500	\$12,500	\$13,500
Offensive Coordinator	\$11,500	\$12,500	\$13,500
Special Teams Coordinator	\$11,500	\$12,500	\$13,500

Varsity Assistant (8)	\$7,600	\$8,600	\$9,600
JV Head	\$7,550	\$8,550	\$9,550
JV Assistant (2)	\$7,300	\$8,300	\$9,300
9th Head	\$7,550	\$8,550	\$9,550
9th Assistant (2)	\$7,300	\$8,300	\$9,300
9th Assistant	\$7,300	\$8,300	\$9,300
8th Head (per campus)	\$6,000	\$6,400	\$6,800
8th Assistant (3 per campus)	\$3,750	\$4,150	\$4,550
7th Head (per campus)	\$4,250	\$4,650	\$5,050
7th Assistant (3 per campus)	\$3,500	\$3,900	\$4,300
Equipment Coordinator	\$3,150	\$3,550	\$3,950
Video Coordinator	\$1,750	\$2,150	\$2,550
Varsity Statistician	\$900		
Varsity Video	\$900		
GOLF	Min	Mid	Max
Varsity Head (boys & girls)	\$4,000	\$5,000	\$6,000
POWERLIFTING	Min	Mid	Max
Varsity Head	\$6,400	\$7,400	\$8,400
Varsity Asst/JV	\$2,000	\$2,500	\$3,000
SOCCER	Min	Mid	Max
Varsity Head (boys/girls)	\$6,050	\$7,050	\$8,050
Varsity Assitant (boys/girls)	\$3,450	\$3,950	\$4,450
JV (boys/girls)	\$2,550	\$3,050	\$3,550
9th (boys/girls)	\$2,550	\$3,050	\$3,550
Jr. High (boys/girls)-per campus	\$500	\$900	\$1,300
SOFTBALL	Min	Mid	Max
Varsity Head	\$8,250	\$9,250	\$10,250
Varsity assistant	\$5,550	\$6,050	\$6,550
JV Blue	\$3,750	\$4,250	\$4,750
SWIMMING	Min	Mid	Max
Varsity Head (Boys/Girls)	\$8,250	\$9,250	\$10,250
TENNIS	Min	Mid	Max
Varsity Head	\$6,400	\$7,400	\$8,400
Varsity Assistant/JV	\$2,050	\$2,550	\$3,050
9th	\$2,050	\$2,550	\$3,050

Jr. High (boys per campus)	\$800	\$1,200	\$1,600
Jr. High (girls per campus)	\$800	\$1,200	\$1,600
TRACK	Min	Mid	Max
Varsity head (boys/girls)	\$7,750	\$8,750	\$9,750
Varsity Assistant (field events boys)	\$5,000	\$5,500	\$6,000
Varsity Assistant (field events girls)	\$5,000	\$5,500	\$6,000
JV (boys/girls)	\$4,000	\$4,500	\$5,000
9th (boys)	\$3,000	\$3,500	\$4,000
X-Country Varsity/JV (boys)	\$3,500	\$4,500	\$5,500
X-Country Varsity/JV (girls)	\$3,500	\$4,500	\$5,500
X-Country Jr. High (boys per campus)	\$1,500	\$1,900	\$2,300
X-Country Jr. High (girls per campus)	\$1,500	\$1,900	\$2,300
Jr. High Head (boys per campus)	\$3,000	\$3,400	\$3,800
Jr. High Head (girls per campus)	\$3,000	\$3,400	\$3,800
Jr. High Assist (boys) 3 per campus	\$1,000	\$1,400	\$1,800
Jr. High Assist (girls) 3 per campus	\$1,000	\$1,400	\$1,800
VOLLEYBALL	Min	Mid	Max
Varsity Head	\$8,400	\$9,400	\$10,400
Varsity Assistant	\$5,400	\$5,900	\$6,400
JV Head	\$4,350	\$4,850	\$5,350
9th Head	\$3,900	\$4,100	\$4,600
9th Assistant	\$3,000	\$3,500	\$4,000
8th Head (per campus)	\$2,750	\$3,150	\$3,550
8th Assistant (per campus)	\$2,000	\$2,400	\$2,800
7th Head (per campus)	\$2,250	\$2,650	\$3,050
7th Assistant (per campus)	\$1,750	\$2,150	\$2,550

Extra-Curricular Pay Scale

Extra-Curricular Assignment	Amount
Varsity Football Games	<u>Per Game</u>
Administrative Ushers	\$60.00
Gate Ushers	\$60.00
FNS Concession Supervision (1)	\$200.00
FNS Concession Manager (3)	\$150.00
FNS Concession Workers	\$110.00
Announcers (2)	\$50.00
Pass Gate	\$60.00
Scoreboard / Spotter	\$50.00
Radio Coordinator	\$50.00
Head Ticket Coordinator (1)	\$100.00
Ticket Seller	\$55.00
Ticket Taker	\$50.00
Parking Attendants	\$60.00
Press Box Supervisor (3)	\$95.00
Special Events are events and games not sponsored by DISD	<u>Per Hour</u>
Stadium/Gym Manager/Equipment Manager	\$50.00
Support staff will be paid on the Varsity Football Pay Scale	
Stadium Video Board Operator (as needed per game)	\$200.00
Sub-Varsity Football Games	<u>Per Game</u>
Announcer/Clock	\$25.00
Chain Crew	\$20.00
Ticket Seller/Taker	\$25.00
Other Sports	<u>Per Game</u>
Baseball/Softball Ticket Seller/Taker	\$35.00
Baseball/Softball Books/Clocks/Announcer	\$25.00
Basketball Books/Clock/Announcer	\$25.00
Basketball Ticket Seller/Taker	\$30.00
Basketball Concession	\$25.00
Soccer Books/Clock	\$25.00
Soccer Ticket Seller/Taker	\$30.00
Track (District Meet) Starter	\$25.00/Hour-\$150.00/Day
Volleyball Books/Clock	\$25.00
Volleyball Ticket Seller/Taker	\$30.00
Other Extracurricular Events	<u>Per Hour</u>
Graduation Ceremony	Varsity Football Pay Scale
Ticket Seller (Season Tickets, Playoffs, One-Act Play, etc.)	\$15.00
Junior High School Games	<u>Per Game</u>
Football Books/Clock	\$25.00
Basketball Books/Clock	\$25.00
Ticket Seller	\$25.00
Volleyball Books/Clock	\$25.00
Auditorium Facilities	<u>Per Event</u>
Auditorium Manager	\$60.00
Operation of Sound and Lights	\$60.00

Custodial for All Events Number of custodians determined by Director of Custodial Services	Per Hour Based on hourly rate
Security Pay (4 hour minimum) Monday - Thursday Friday - Sunday Special Events (includes graduation, Mardi Gras, rentals, etc.) Sergeant (Administrative/scheduling duties) Extracurricular Activities Security Guard	Per Hour \$35.00 \$40.00 \$45.00 \$40.00 \$20.00 \$20.00

Extra Duty Pay

Agreement Form Required

Each occasion to result in extra duty pay will require the full and accurate completion of an Extra Duty Agreement form. Original must be submitted *prior to the extra duty begin date* and maintained on file in the Human Resources office.

Responsibility for Notification

Project directors are responsible for ensuring proper notification through the payroll process when employees are to receive extra duty pay under the below conditions.

Special Circumstances

For special circumstances not covered below, advance written approval/authorization of the Superintendent is required.

REMINDER:

An Extra Duty Agreement is required for any duty performed by an employee *in addition to* his/her contract or scheduled employee calendar. In short, employees are not allowed to receive extra duty compensation while performing duties during normal operating hours (includes personal, sick, state days).

Summer Activity Pay Schedule	Pay Not to Exceed
Summer Help	
Employee/Retiree	\$25.00/hour
Student Helpers	\$15.00/hour
Summer Recreation Program	
Coordinator	\$30.00/hour
Teacher	\$25.00/hour
Instructional Paraprofessional	\$10.00/hour

Professional Staff

Use the following scale for extra duty pay for professional staff (Teachers, Registered Nurses, and/or LVNs, Librarians, Specialty personnel and Administrators).

Notes: Any preparation time, to be reimbursable, requires prior approval of appropriate Educational Services Department Staff, and is not to exceed two hours per day (without prior approval of the Superintendent).

Professional Staff Extra Duty Pay Schedule	Pay Not to Exceed
Attendance at required staff development, study groups, etc., if on a Saturday or during the summer months. <i>(Exception if paid by a grant, time required during the work week [outside normal school day] may be reimbursed, providing prior specific approval is granted by the Superintendent [or designee] and there is no expense to local funds.)</i>	\$18.00/hour of seat time (attendance); not to exceed \$110.00/day
Curriculum work as directed by the appropriate Educational Services Department Staff. Also for presentation of workshops and related pre-approved preparation time. Translation of materials.	\$30.00/hour; not to exceed \$240.00/day
Direct instruction of students or parents in a classroom setting, such as summer school and related pre-approved preparation time. Includes homebound instruction and summer test administration.	\$35.00/hour; not to exceed \$280.00/day
Specialty/Support positions to provide services for extended school year (Speech Pathologist, LSSP, Diagnostician, OT/PT, Behavior Specialist).	Days beyond work calendar \$45.00/hour
Individual student testing/interpretation/report writing for dyslexia or special education students. Amounts above "not to exceed" require Executive Director approval. <i>Timesheet submittal required.</i>	\$45.00/hour; not to exceed: Dyslexia Evaluation - \$625.00 Psycho-educational Evaluation - \$750.00 Psychological Evaluation - \$1100.00
Administration of Summer School Programs.	Days beyond work calendar based on the employee's base daily rate. Paid either 1/2 or full day basis (minimum of 3 hrs.)
Teachers who are certified trainers from outside providers, who provided training for staff during non-contract days. <i>Example: Teachers qualified as TOT for ABYDOS, Thinking Maps, etc.</i>	Current year's daily rate or rate required by the outside certified agency/company.
Specialized consultant services provided to band/choir students performed outside of the employee's scheduled work assignment.	\$75.00/hour; not to exceed \$125.00/hour
Accompanist services performed outside of the employee's scheduled work assignment (piano, guitar, etc.)	\$25.00/hour
Fine Arts Teachers who act as Solo Contest and UIL Concert Contest Adjudicators performed outside of the employee's scheduled work assignment.	\$150.00 - \$200.00/day; not to exceed \$50.00/hour
Other special assignments/duties (Such as athletic competition duty, i.e., gate, field, weight room, etc.) Athletic Camps paid from activity account funds- price per hour set by Athletic Department	\$15.00/hour; not to exceed \$25.00/hour

Paraprofessional Staff

Use the following scale for extra duty pay for paraprofessional staff.

Notes: During a workweek, a paraprofessional may not be assigned more than 40 hours of work in a same or similar job without the benefit of time plus one-half (time and a half) pay for work beyond 40 hours. The Executive Director of Human Resources shall be consulted prior to arranging any such pay agreement. In lieu of time plus one-half pay, the employee may be allowed to trade off one and one-half hour(s) of regularly scheduled work time, for each hour of work beyond 40 hours in a work week. Such arrangement must be agreed to, in advance, by the employee and each direct or indirect supervisor.

Paraprofessional Staff Extra Duty Pay Schedule	Pay Not to Exceed
Attendance at required staff development, study groups, etc., if on a Saturday or during the summer months.	\$12.00/hour of seat time (attendance); not to exceed \$84.00/day
Job Coaching of students, working directly with students, such as summer school.	\$15.00/hour; not to exceed \$105.00/day
Translation of materials	\$23.00/hour; not to exceed \$160.00/day
Other special assignments/duties (such as summer school secretary, athletic competition duty, i.e., gate, field, selling season tickets, etc.)	Amount as per PCT/Extra-Curricular (daily / hourly rate) scale as communicated to the employee by Executive Director of Human Resources in advance.

Special Duty Salary Schedule

Substitutes

Day to Day Substitutes - less than 11 consecutive days in the same assignment.

Long Term* Substitute - 11 to 30 consecutive days in the same assignment.

Permanent Substitute - 31 or more consecutive days in the same assignment.

Substitute is allowed to miss one unpaid day in any twenty (20) day period for personal or family illness and still retain long term or permanent substitute status.

Note: Same assignment = Same Teacher/Same Location

Substitute Teacher Salary Schedule	Full Day	1/2 Day
<i>Non-certified</i>		
Day to Day	\$90.00	\$45.00
Long Term	\$115.00	N/A
Permanent	\$120.00	N/A
<i>Certified (valid Texas) or Certified (other state)</i>		
Day to Day	\$120.00	
Long Term	\$155.00	
Permanent	\$160.00	
Substitute Paraprofessional Salary Schedule		
	Full Day	1/2 Day
Day to Day	\$80.00	\$40.00
Long Term	\$110.00	\$55.00
Substitute Counselor Salary Schedule		
	Full Day	
Day to Day	\$250.00	
Substitute Salary Schedule - All Others		
As approved by the Superintendent: -Must be approved at or above minimum wage rate as set by Federal Government -Non-certified teaching positions approved on individual basis by Superintendent -Not to exceed 90% of rate of full-time employees -Sub counselor/ retired teachers hire on SAA, daily rate is based on years of service at retirement		

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 4, 2024

Item Title: Approval of Agenda Items A

Agenda Item: Carla Voelkel

Background Information:

Agenda Items:

A. Consent Agenda Items

Recommendation:

The Superintendent recommends approval of Agenda Items A.

Action Item: Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 4, 2024

Item Title: Consent Agenda Items

Agenda Item: Carla Voelkel, Superintendent

Background Information:

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

- Budget Amendments/Adjustments for May 16, 23, 30, 2024
- Donation to KJHS Band-Eugene Kranz
- Out of State Travel-DHS Choir
- May 14, 2024 Minutes
- Approval of Proposals Received #24-05-1169 DHS Serving Lines Remodel

Recommendation:

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

Action Item: Yes No

DICKINSON INDEPENDENT SCHOOL DISTRICT
EXECUTIVE BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2024

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: _____ 348

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2024
Item Title: Level Three Hearing Decision – Employee Complaint
Agenda Item: President Magliolo

Background Information:
Consider and take possible action in response to Level Three employee appeal regarding compensation.

Recommendation:
The floor is open for a motion.

Action Item: Yes No

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